

Proclamation 2019 Editorial Changes

B.E. Publishing, Inc.							
Social Studies, Personal Financial Literacy <i>Personal Financial Literacy Digital eBook (ISBN 9781626894242) and Personal Financial Literacy Textbook (ISBN 9781626894235)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781626893184	Student	302	Leasing or Owning a Car, paragraph 2	New Content Added	Added text: "When it is time to purchase a vehicle, how will you decide whether to lease or own? Use Figure 15.3 to analyze the costs and benefits of owning versus leasing a vehicle to help you decide the best choice for your situation."
State Review Panel	New Content	9781626893184	Student	302	Figure 15.3	<p>"When to Lease</p> <ul style="list-style-type: none"> You want a low monthly payment You want to avoid the hassle of eventually selling the car You drive less than 12,000 miles per year You want to try out different cars before purchasing You like having a new car every two to three years You can deduct the lease payment as job-related on your income taxes <p>When to Buy</p> <ul style="list-style-type: none"> You want to own your car when the loan is paid off You have the down payment and can afford the monthly payment You want to trade in an older car You drive more than 12,000 miles per year You plan to properly maintain the car so that it will last many years" 	<p>"Owning a Vehicle</p> <p>Costs</p> <p>Expensive: purchasing a new vehicle is expensive and typically carries a higher monthly payment than a lease. If paying for a vehicle in full you will need the necessary funds to do so. If borrowing funds, you will need to supply a down payment and manage interest payments on top of the loan repayment.</p> <p>Selling: you are responsible for selling the vehicle when you are ready to move on to a new car</p> <p>Benefits</p> <p>Freedom: owning your own car gives you the freedom to drive as many miles as desired without restrictions</p> <p>Asset: a car that is paid in full can be a helpful asset to your personal financial situation</p> <p>Customization: owning a car gives you the flexibility to customize it in any way you desire</p> <p>When to Own or Lease</p> <p>You want to own your car when the loan is paid off</p> <p>You have the down payment and can afford the monthly payment</p> <p>You want to trade in an older car</p> <p>You drive more than 12,000 miles per year</p> <p>You plan to properly maintain the car so that it will last many years</p>
State Review Panel	New Content	9781626893184	Student	302	Figure 15.3	<p>"When to Lease</p> <ul style="list-style-type: none"> You want a low monthly payment You want to avoid the hassle of eventually selling the car You drive less than 12,000 miles per year You want to try out different cars before purchasing You like having a new car every two to three years You can deduct the lease payment as job-related on your income taxes <p>When to Buy</p> <ul style="list-style-type: none"> You want to own your car when the loan is paid off You have the down payment and can afford the monthly payment You want to trade in an older car You drive more than 12,000 miles per year You plan to properly maintain the car so that it will last many years" 	<p>Leasing a Vehicle</p> <p>Costs</p> <p>Limits: most leases limit drivers to 12,000 miles per year; if you are a heavy driver, this limitation may cost extra in overage charges</p> <p>Fees: some extra fees may apply when taking on a lease, such as an acquisition fee for initiating the lease and a disposition fee if you decide not to purchase the car at the end of the lease</p> <p>Benefits</p> <p>Payments: leasing can provide low monthly payments that may better align with your budget</p> <p>Hassle-free: when you are ready to change your vehicle, you can avoid the hassle of having to sell the car</p> <p>Flexibility: leasing lets you try out different cars before purchasing and enables you to have a new car every few years</p> <p>Taxes: lease payments can sometimes be deducted as job-related on income taxes</p> <p>When to Own or Lease</p> <p>You want a low monthly payment</p> <p>You want to avoid the hassle of eventually selling the car</p> <p>You drive less than 12,000 miles per year</p> <p>You want to try out different cars before purchasing</p> <p>You like having a new car every two to three years</p> <p>You can deduct the lease payment as job-related on your income taxes"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781626893184	Student	306	Renting or Owning a Home, paragraph 1	New Content Added to the end of paragraph 1.	Added text: "For instance, imagine you are moving out on your own for the first time. If you have a budget of \$1,000 per month for housing, how will you decide what type of housing will best meet your wants and needs? Use Figure 15.6 to analyze the costs and benefits of owning versus renting housing."
State Review Panel	New Content	9781626893184	Student	306	Figure 15.6	New Content Added: Figure 15.6	<p>"Renting Housing</p> <p>Costs</p> <ul style="list-style-type: none"> - Deposit: in addition to monthly rent, when first signing a lease you will likely need to be prepared to pay the first and last month's rent plus a security deposit - Lease: signing a lease is a contractual agreement - Limited control: some rentals may limit what you can do, such as not being able to paint interior walls <p>Benefits</p> <ul style="list-style-type: none"> - Sensible: renting can be a sensible choice when first starting out and you are unsure of where you want to settle long-term - Maintenance: renting can be low maintenance without having the responsibility of snow removal, landscaping, or repairs - Flexibility: most leases are one-year terms, giving you the option to re-sign or move at the end of the lease <p>Owning Housing</p> <p>Costs</p> <ul style="list-style-type: none"> - Interest: you will pay interest in addition to your home loan - Taxes: homeowners are required to pay property taxes - Insurance: property owners are responsible for purchasing homeowners insurance - Maintenance: property maintenance and repairs can be costly over time - Limited mobility: most people that choose to own a home tend to stay in a geographic area longer <p>Benefits</p> <ul style="list-style-type: none"> - Asset: property can be a strong asset to have in a personal financial portfolio - Equity: homeownership provides an opportunity to earn equity - Tax deductible: Mortgage interest and property taxes are deductible on tax returns - Limited mobility: depending on your perspective, being rooted to a community through homeownership can also be seen as a benefit
State Review Panel	New Content	9781626893184	Student	364	Evaluate Risk of Stocks	Section originally named "Investing in the Stock Market"	Section renamed "Evaluate Risk of Stocks"
State Review Panel	New Content	9781626893184	Student	364	Evaluate Risk of Stocks, paragraph 1	"Investors should take a long-term approach to the stock market."	"Investors should take a long-term approach when evaluating the risk of stocks."
State Review Panel	New Content	9781626893184	Student	364	Evaluate Risk of Stocks, paragraph 2	"Your stock is only worth the market value, or the price the stock would cost or sell for in the marketplace."	"When evaluating risk of stocks, a critical element to understand is that your stock is only worth the market value, or the price the stock would cost or sell for in the marketplace."
State Review Panel	New Content	9781626893184	Student	364	Evaluate Risk of Stocks, paragraph 3	"The important thing to remember is to conduct research before purchasing any stocks. There is a wealth of information available for potential investors. Some resources include investor publications, company reports, and the internet. When researching a stock, investors typically focus on a few key areas:"	"To evaluate the risk of stocks, plan to conduct thorough research before making any purchases. There is a wealth of information available for potential investors. Some resources include investor publications, company reports, and the internet. When evaluating risk of a stock, investors typically focus on the following evaluation criteria:"
State Review Panel	New Content	9781626893184	Student	367	Evaluate Risk of Bonds	<p>"The face value is the stated value of a bond when issued, and the amount an investor will receive at the bond's maturity date. The maturity date is when a bond will be paid. Governments and corporations issue bonds to raise capital to finance their operations. Corporate bonds are generally riskier than government bonds because they are secured only by the future profits and assets of the company. Municipal bonds—offered by state, city, and local governments—are also known as tax-exempts. Bonds are given a bond rating, or a grade that indicates their credit quality. The ratings range from AAA, the highest rating, to C, or junk bonds, which is the lowest."</p>	<p>"Evaluate Risk of Bonds</p> <p>Investors should evaluate the risk of a bond before purchasing one. To evaluate risk, you will need to understand that the face value is the stated value of a bond when issued, and the amount an investor will receive at the bond's maturity date. The maturity date is when a bond will be paid. Governments and corporations issue bonds to raise capital to finance their operations. When evaluating risk of bonds, it is important to understand that corporate bonds are generally riskier than government bonds because they are secured only by the future profits and assets of the company. Municipal bonds—offered by state, city, and local governments—are also known as tax-exempts. Investors evaluate risk of bonds by analyzing the bond rating. All bonds are given a bond rating, or a grade that indicates their credit quality. The ratings range from AAA, the highest rating, to C, or junk bonds, which is the lowest. By analyzing the type of bond—corporate, government, or municipal—coupled with a review of the bond rating, you can effectively evaluate the risk of a bond before investing it."</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	97816268932184	Student	369	Evaluate Risk of Mutual Funds	New Content Added	<p>"Evaluate Risk of Mutual Funds</p> <p>Mutual funds can be an effective addition to any investment portfolio. Without the burden of selecting individual stocks or bonds, mutual funds make investing in a diversified portfolio attainable. However, mutual funds are not without risk. Like other investment tools, mutual funds do not guarantee the original amount invested. Therefore, it is important to evaluate risk of mutual funds to ensure you select the right investment option for your long-term goals. To evaluate risk of mutual funds, investors examine some common areas, including the following:</p> <ul style="list-style-type: none"> • The fund's performance history • The fund's management team • The fund's turnover rate, or how often it buys and sells investments"
State Review Panel	New Content	9781626893221	Student	Chapter 15 Test Your Knowledge	Question 1	New Question Added	<p>"Imagine you are moving out on your own for the first time. You have a housing budget of \$1,000 per month and are trying to determine if renting or owning is the best choice for you. Using an internet search engine, research rentals and homes for sale in your desired geographic location and analyze the costs of owning versus renting each housing option by completing the table below."</p>
State Review Panel	New Content	9781626893221	Student	Chapter 15 Test Your Knowledge	Question 3	New Question Added	<p>"You are getting ready to buy your first car. You have a monthly budget of \$450 allocated towards a vehicle. Should you lease or purchase a car? Using an internet search engine, research your ideal vehicle and analyze the costs of owning versus leasing that vehicle. Record your findings in the table below.</p> <p>Type of Vehicle: _____"</p>
State Review Panel	New Content	9781626893221	Student	Chapter 15 Read and Write	Instructions	<p>"Review the case study in Dollar Dilemmas about Jackie, who is interested in getting a new car. After reviewing the case study, write a 1-2 page essay that evaluates how she can weigh the costs and benefits to make an effective decision. Address the following questions:</p> <ol style="list-style-type: none"> 1. What costs should Jackie consider with owning versus leasing a vehicle? 2. What benefits should she consider when comparing leasing and owning? 3. If you were Jackie, what would you do—lease or own?" 	<p>"Review the case study in Dollar Dilemmas about Jackie, who is interested in getting a new car. After reviewing the case study, write a 1-2 page essay that analyzes the costs and benefits of owning versus leasing a vehicle. Address the following questions:</p> <ol style="list-style-type: none"> 1. Analyze the costs Jackie should consider with owning versus leasing a vehicle. Write a list of costs below. 2. Analyze the benefits Jackie should consider of owning versus leasing a vehicle. Write a list of benefits below. 3. Based on your analysis of costs and benefits in questions 1 and 2, which option do you think is the best choice for Jackie—lease or own?"
State Review Panel	New Content	9781626893221	Student	Chapter 18 Create and Design	Instructions	<p>"Part of building an investment portfolio for your financial plan involves being able to accurately evaluate the risks and returns of different investment options. Line graphs are a helpful way to show related information such as this. Tracking investment performance on a line graph shows change over time. In this activity, you will create a line graph to illustrate stock, bond, and mutual fund returns over a five-year period. Follow the steps below to create your graph, then answer the questions based on your findings."</p>	<p>"Part of building an investment portfolio for your financial plan involves being able to accurately evaluate the risks and returns of various investment options, including stocks, bonds, and mutual funds. To evaluate risk of various investment options, you can use line graphs to show related information. Tracking investment performance on a line graph shows change over time, equipping you with knowledge to evaluate your risk. In this activity, you will create a line graph to evaluate stock, bond, and mutual fund risks by contemplating returns over a five-year period. Follow the steps below to create your graph, then answer the questions based on your findings to evaluate the risk."</p>
State Review Panel	New Content	9781626893221	Student	Chapter 18 Create and Design	Question 2	"Track the returns quarterly for each investment type over the past five years."	"Track the risk by reviewing quarterly returns for each investment type over the past five years."
State Review Panel	New Content	9781626893221	Student	Chapter 18 Create and Design	Question 3	"Using construction paper or poster board, create a line graph that illustrates the movement of the returns for each investment type."	"Using construction paper or poster board, create a line graph that evaluates the risk by showing movement of the returns for each investment type."
State Review Panel	New Content	9781626893221	Student	Chapter 18 Create and Design	Follow-up Question 2	"What risks and returns do you evaluate for the stock, bond, and mutual fund you selected?"	<p>"Evaluate the risk of the various investment options you selected, including stocks, bonds, and mutual funds by completing the table below.</p> <p>What risks do I observe?</p> <p>Stocks Bonds Mutual Funds"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781626893184	Student	25	Key Terms list	Alphabetized list of Key Terms	Alphabetized list of Key Terms
Publisher	Editorial Change	9781626893184	Student	105	Key Terms list	"business-to-business market"	"business-to-business (B2B)"
Publisher	Editorial Change	9781626893184	Student	105	Key Terms list	"business-to-consumer market"	"business-to-consumer (B2C)"
Publisher	Editorial Change	9781626893184	Student	113	Customer Business Models, paragraph 2	Key term identified as "business-to-consumer (B2C) market"	Key term identified as "business-to-consumer (B2C)"
Publisher	Editorial Change	9781626893184	Student	113	Customer Business Models, paragraph 2	Key term identified as "business-to-business (B2B) market"	Key term identified as "business-to-business (B2B)"
Publisher	Editorial Change	9781626893184	Student	217	Tech Tools, paragraph 1	"Since the introduction of the automatic teller machine, or ATM, in the 1960s, consumer banking technologies have come a long way."	"Since the introduction of the automated teller machine, or ATM, in the 1960s, consumer banking technologies have come a long way."
Publisher	Editorial Change	9781626893184	Student	220	ATM	"An ATM, or automatic teller machine, allows customers to withdraw cash, make deposits, transfer funds, and check balances any time of day, worldwide."	"An ATM, or automated teller machine, allows customers to withdraw cash, make deposits, transfer funds, and check balances any time of day, worldwide."
Publisher	Editorial Change	9781626893184	Student	250	Savings Options, paragraph 2	"Savings products offer different annual percentage yields (APY), which is the amount of earnings on an account expressed as a rate."	"Savings products offer different annual percentage yields (APY), which is the amount of earnings on an account expressed as a rate."
Publisher	Editorial Change	9781626893184	Student	253	Deciding on a Savings Option, paragraph 2	"Another factor in deciding which savings option to use is to research the AYP."	"Another factor in deciding which savings option to use is to research the APY."
Publisher	Editorial Change	9781626893184	Student	254	Go Figure, paragraph 2	"He has more than 30 years ahead of him before he will need to access the funds and his biggest priority is getting the highest AYP."	"He has more than 30 years ahead of him before he will need to access the funds and his biggest priority is getting the highest APY."
Publisher	Editorial Change	9781626893184	Student	254	Your Turn	"Which savings option offers you the best AYP and will help you reach your financial goals?"	"Which savings option offers you the best APY and will help you reach your financial goals?"
Publisher	Editorial Change	9781626893184	Student	261	Credit Cards, paragraph 5	Removed key term formatting from the phrase "annual percentage rate"	Removed key term formatting from the phrase "annual percentage rate"
Publisher	Editorial Change	9781626893184	Student	275	Key Terms list	Alphabetized list of Key Terms	Alphabetized list of Key Terms
Publisher	Editorial Change	9781626893184	Student	301	Using Credit for Major Purchases	Text set in two paragraphs (originally page 302)	Text re-formatted into one paragraph
Publisher	Editorial Change	9781626893184	Student	303	Dollar Dilemmas	Dollar Dilemmas section moved from page 306 to page 303	Dollar Dilemmas section moved from page 306 to page 303
Publisher	Editorial Change	9781626893184	Student	306	Tech Tools	Tech Tools section moved from page 302 to page 306	Tech Tools section moved from page 302 to page 306
Publisher	Editorial Change	9781626893184	Student	306	Tech Tools	Text set in two paragraphs (originally page 302)	Text re-formatted into one paragraph
Publisher	Editorial Change	9781626893184	Student	307	Did You Know?	Did You Know? sidebar moved from page 303 to page 307, replacing image of rental agreement	Did You Know? sidebar moved from page 303 to page 307, replacing image of rental agreement
Publisher	Editorial Change	9781626893184	Student	309	Know Your Budget and Costs, paragraph 4	"Follow the examples in Figure 15.6 to calculate the total monthly house payment."	"Follow the examples in Figure 15.7 to calculate the total monthly house payment."
Publisher	Editorial Change	9781626893184	Student	309	Figure 15.7	Figure 15.7 renumbered from Figure 15.6	Figure 15.7 renumbered from Figure 15.6
Publisher	Editorial Change	9781626893184	Student	310	Determine the Type of Property, paragraph 1	"The three most common property types are described in Figure 15.7."	"The three most common property types are described in Figure 15.8."
Publisher	Editorial Change	9781626893184	Student	310	Figure 15.8	Figure 15.8 renumbered from Figure 15.7	Figure 15.8 renumbered from Figure 15.7
Publisher	Editorial Change	9781626893184	Student	311	Mortgages, paragraph 1	"Figure 15.8 explains typical mortgage vocabulary."	"Figure 15.9 explains typical mortgage vocabulary."
Publisher	Editorial Change	9781626893184	Student	311	Figure 15.9	Figure 15.9 renumbered from Figure 15.8	Figure 15.9 renumbered from Figure 15.8
Publisher	Editorial Change	9781626893184	Student	312	Obtaining a Mortgage	Removed image of a mortgage contract	Removed image of a mortgage contract
Publisher	Editorial Change	9781626893184	Student	314	First paragraph on page	"Figure 15.9 demonstrates how a loan repayment schedule can vary significantly based on interest rates."	"Figure 15.10 demonstrates how a loan repayment schedule can vary significantly based on interest rates."
Publisher	Editorial Change	9781626893184	Student	314	Figure 15.10	Figure 15.10 renumbered from Figure 15.9	Figure 15.10 renumbered from Figure 15.9

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Publisher	Editorial Change	9781626893184	Student	315	Below bulleted list	Removed image of a recently purchased home	Removed image of a recently purchased home
Publisher	Editorial Change	9781626893184	Student	317	Key Terms list	Alphabetized list of Key Terms	Alphabetized list of Key Terms
Publisher	Editorial Change	9781626893184	Student	351	Key Terms list	Alphabetized list of Key Terms	Alphabetized list of Key Terms
Publisher	Editorial Change	9781626893184	Student	369	Top of page	Removed image and caption of seeking expert investing advice	Removed image and caption of seeking expert investing advice
Publisher	Editorial Change	9781626893184	Student	369	Career Connections	Career Connections reformatted to one paragraph	Career Connections reformatted to one paragraph
Publisher	Editorial Change	9781626893184	Student	369	Career Connections	"Most professionals in this field generally must have a bachelor's degree to get an entry-level job. Courses in business, finance, accounting, or economics are important, especially for larger firms. Many firms hire summer interns before their last year of college, and those who are most successful are offered full-time jobs after they graduate. Brokers and investment bankers must register as representatives of their firm with the Financial Industry Regulatory Authority. To obtain the license, potential agents must pass a series of exams."	"Most professionals in this field generally must have a bachelor's degree to get an entry-level job. Brokers and investment bankers must register as representatives of their firm with the Financial Industry Regulatory Authority. To obtain the license, potential agents must pass a series of exams."
Publisher	Editorial Change	9781626893184	Student	391	Key Terms list	Alphabetized list of Key Terms	Alphabetized list of Key Terms
Publisher	Editorial Change	9781626893184	Student	441	Right column, B section	"business-to-business market"	"business-to-business (B2B)"
Publisher	Editorial Change	9781626893184	Student	441	Right column, B section	"business-to-consumer market"	"business-to-consumer (B2C)"
Publisher	Editorial Change	9781626893184	Student	456	Left column, A section	"annual percentage rate" was listed in the index twice	Removed page reference to "annual percentage rate 261"
Publisher	Editorial Change	9781626893184	Student	456	Right column, B section	"business-to-business market"	"business-to-business (B2B)"
Publisher	Editorial Change	9781626893184	Student	456	Right column, B section	"business-to-consumer market"	"business-to-consumer (B2C)"
Publisher	Editorial Change	9781626893184	Student	456	Left column, A section	"adjustable-rate mortgage 311"	"adjustable-rate mortgage 312"
Publisher	Editorial Change	9781626893184	Student	457	Right column, E section	"equity 309"	"equity 310"
Publisher	Editorial Change	9781626893184	Student	458	Right column, L section	"landlord 306"	"landlord 307"
Publisher	Editorial Change	9781626893184	Student	459	Left column, L section	"lease 306"	"lease 307"
Publisher	Editorial Change	9781626893184	Student	460	Left column, P section	"pre-qualification 302"	"pre-qualification 301"
Publisher	Editorial Change	9781626893184	Student	460	Left column, R section	"renters insurance 306"	"renters insurance 307"
Publisher	Editorial Change	9781626893184	Student	460	Right column, R section	Alphabetized "stockholders" to follow "stock symbol"	Alphabetized "stockholders" to follow "stock symbol"
Publisher	Editorial Change	9781626893184	Student	300–303	Entire page	Reflowed text to accommodate for new content described below	Reflowed text to accommodate for new content described below
Publisher	Editorial Change	9781626893184	Student	305–315	Entire page	Reflowed text to accommodate for new content described below	Reflowed text to accommodate for new content described below
Publisher	Editorial Change	9781626893221	Student	Chapter 15 Test Your Knowledge	Entire document	Questions renumbered to reflect new additions	Questions renumbered to reflect new additions
Publisher	Editorial Change	9781626893184	Student	Copyright Page	End of right column	Added reference to external websites	"Since websites update regularly, links and content may have changed."

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Publisher	Editorial Change	9781626893184	Student	ii	Welcome to Personal Financial Literacy, paragraph 2	"This text will guide you through the process of developing a sound financial plan—from how to set goals and manage risks to how to earn, spend, save, invest, and give. You will learn the steps it takes to become a financially savvy consumer and how to adapt your plan through each phase of your life. This text will challenge you to employ strategies in various financial situations, such as weighing wants versus needs, identifying income and expenses, and planning for the unexpected. You can be a successful financial manager of your own life, and it all starts by crafting an organized and complete plan. Whether you find yourself investigating career choices, preparing for postsecondary education expenses, or on the verge of making a large purchase like a car, this book will help you understand how to manage your personal finances for lifelong success."	"This text will guide you through the process of developing a sound financial plan—from how to set goals and manage risks to how to earn, spend, save, invest, and give. You will be challenged to employ strategies in various financial situations, such as weighing wants versus needs, identifying income and expenses, and planning for the unexpected. You can be a successful financial manager of your own life, and it all starts by crafting an organized and complete plan. Personal Financial Literacy is part of the Skills for Life CTE Series, helping connect classroom learning to a lifetime of real-world success. In this text, you will learn the steps it takes to become a financially savvy consumer and how to adapt your plan through each phase of your life. Whether you find yourself investigating career choices, preparing for postsecondary education expenses, or on the verge of making a large purchase like a car, this book will help you understand how to manage your money for personal financial success."
Social Studies, Personal Financial Literacy <i>GoVenture Personal Finance</i> (ISBN 9781626894259)							
State Review Panel	New Content	9781626894259	Student	Learning Guide Section 3.5 Activities - 03L1	ACTIVITY 03L1 Listen and Speak Assets	To fully address ELPS-Student 3 C iv, text was changed to provide more specific directions to the student for completing the activity.	"Deliver the presentation to your class" changed to "Prepare and deliver a presentation where you connect your ideas to the above questions. Verbally communicate your findings to your class ensuring proper use of grammar and transitions between ideas and sentences." The link included here shows the updated activity.
State Review Panel	New Content	9781626894259	Student	Learning Guide Section 4.9 Activities - 04D1	ACTIVITY 04D1 Define Key Terms Liabilities	To fully address ELPS-Student 3 B iii and 4 C iii, a part B was added to expand the activity.	Part B was added to expand the activity to be completed by the student. The link included here shows the updated activity.
Publisher	Editorial Change	9781626894259	Student	Learning Guide Section 1.2 Goal Setting	SMART Goals	There was a table that described the SMART acronym, and it has been replaced edited content. And sections Short-term Goals, Medium-term Goals, and Long-term Goals, had used the words ATTAINABLE instead of ACHIEVABLE and TIME-BASED instead of TIME-BOUND and this was changed.	SMART table replaced with edited content. And sections Short-term Goals, Medium-term Goals, and Long-term Goals, had the word ATTAINABLE changed to ACHIEVABLE and TIME-BASED changed to TIME-BOUND.
Publisher	Editorial Change	9781626894259	Student	Learning Guide Section 1.5 Activities - 01K1	ACTIVITY 01K1 Knowledge Test Setting Goals	Correcting an inconsistency with the use of the words ATTAINABLE (should be ACHIEVABLE) and TIME-BASED (should be TIME-BOUND).	Word ATTAINABLE changed to ACHIEVABLE. Word TIME-BASED changed to TIME-BOUND.
Publisher	Editorial Change	9781626894259	Student	Learning Guide Section 11.1 Checking Accounts	2nd Paragraph	The word "Automatic" should be "Automated" in "Automatic Banking Machines" and "Automatic Teller Machines	The word "Automatic" was changed to "Automated" in "Automated Banking Machines" and "Automated Teller Machines
Publisher	Editorial Change	9781626894259	Student	Learning Guide Section 20.3 Evaluating Benefits and Costs of Different Choices	Types of Costs Associated with Education -- Table	Table had costs for education in the USA. Added costs for education costs in Canada.	Table had costs for education in the USA. Added costs for education costs in Canada: \$32,000 for Trade School or Community College, \$80,000 for Public Institution 4-year

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Publisher	Editorial Change	9781626894259	Student	Learning Guide Section 20.6 Activities - 20K2	ACTIVITY 20K2 Knowledge Test Comparing the Costs of Education	List of education costs, line item "Books and Simulations" changed to "Books and Resource Materials"	"Books and Simulations" changed to "Books and Resource Materials"
Publisher	Editorial Change	9781626894259	Student	Learning Guide Section 5.12 Activities - 05K1	ACTIVITY 05K1 Knowledge Test Own Versus Rent Home	Property Taxes line item was \$50,000 but should be \$25,000	Property Taxes line item was \$50,000 and is now \$25,000
Publisher	Editorial Change	9781626894259	Teacher	Instructor Guide	Instructor Guide sections 1,2,3,8,11	Various updates to provide more information to instructors about the resources available in the GoVenture program. Changes have no effect on TEKS or ELPS.	Various text updates. This has no affect on the TEKS or ELPS previously reviewed.
Publisher	New Content	9781626894259	Student	eWORKBOOK	eWorkbook	Added a new Student eWORKBOOK resource using similar content already reviewed. This has no affect on the TEKS or ELPS.	Added a new Student eWORKBOOK resource using similar content already reviewed. This has no affect on the TEKS or ELPS previously reviewed.
Publisher	New Content	9781626894259	Student	SIMULATION - Online Activities	SIMULATION - Online Activities	Added 10 interactive ONLINE ACTIVITIES: Life Plan, My Money Profile, Net Worth, Budget & Cash Flow, Buy & Sell, Job Income, Carer & Education, Loans, Investing & ROI, Retirement. Includes profile of a fictitious person, called Mo Money, that students can use to complete the Activities. This has no affect on the TEKS or ELPS previously reviewed.	Added 10 interactive ONLINE ACTIVITIES: Life Plan, My Money Profile, Net Worth, Budget & Cash Flow, Buy & Sell, Job Income, Carer & Education, Loans, Investing & ROI, Retirement. Includes profile of a fictitious person, called Mo Money, that students can use to complete the Activities. This has no affect on the TEKS or ELPS previously reviewed.
Publisher	New Content	9781626894259	Student	VIDEOS	VIDEOS	Added links to third-party videos to enhance student learning. This has no affect on the TEKS or ELPS previously reviewed.	Added links to third-party videos to enhance student learning. Follow the link to see the list of videos. This has no affect on the TEKS or ELPS previously reviewed.

Proclamation 2019 Editorial Changes

Center for the Collaborative Classroom

English Language Arts and Reading, Kindergarten
Collaborative Literacy (ISBN 9781682464465)

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610038089	Teacher	lii	Being a Reader Teacher's Manual, Vol. 1, Introduction	Alignment with CCSS and Other State Standards Being a Reader addresses the Common Core and other state standards for foundational reading skills, in	Alignment with Standards Being a Reader addresses standards for foundational reading skills, in
Publisher	Editorial Change	9781610038089	Teacher	liii	Being a Reader Teacher's Manual, Vol. 1, Introduction	For a detailed correlation of the skills taught in the Being a Reader program with the Common Core State Standards as well as other state standards, visit	For a detailed correlation of the skills taught in the Being a Reader program visit
Publisher	Editorial Change	9781610035651	Teacher	v	Vocabulary Teaching Guide, Table of Contents	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035637	Teacher	v	Making Meaning Teacher's Manual Introduction	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610032353	Teacher	v	Being a Writer Teacher's Manual, Vol. 1, Table of Contents	Alignment with the Common Core State Standards.	Alignment with Standards.
Publisher	Editorial Change	9781610038089	Teacher	vi	Being a Reader Teacher's Manual, Vol. 1, Table of Contents	Alignment with CCSS and Other State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035651	Teacher	xi	Vocabulary Teaching Guide, Introduction	New and revised lessons and activities that directly address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035651	Teacher	xiii	Vocabulary Teaching Guide, Introduction	the strategies that align to the Common Core State Standards, and the social development objectives	the strategies that support vocabulary acquisition, and the social development objectives
Publisher	Editorial Change	9781610032353	Teacher	xiii	Being a Writer Teacher's Manual, Vol. 1, Introduction	Updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032353	Teacher	xiv	Being a Writer Teacher's Manual, Vol. 1, Introduction	A Writing Performance Task Preparation Guide that prepares students for CCSS–based writing performance tasks at grades 3–6	A Writing Performance Task Preparation Guide that prepares students for standards–based writing performance tasks at grades 3–6
Publisher	Editorial Change	9781610032353	Teacher	xix	Being a Writer Teacher's Manual, Vol. 1, Introduction	Section titled "Alignment With the Common Core State Standards"	DELETE existing text and replace with: Alignment with Standards The Making Meaning program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610032353	Teacher	xvi	Being a Writer Teacher's Manual, Vol. 1, Introduction	The following sections describe the program components, writing development across the grades, alignment to the Common Core State Standards, and a typical daily lesson.	The following sections describe the program components, writing development across the grades, and a typical daily lesson.
Publisher	Editorial Change	9781610032353	Teacher	xvi	Being a Writer Teacher's Manual, Vol. 1, Introduction	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons aligned with the Common Core State Standards for language to supplement instruction in skills and conventions in the program	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
Publisher	Editorial Change	9781610032353	Teacher	xvi	Being a Writer Teacher's Manual, Vol. 1, Introduction	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for CCSS–based writing performance tasks	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for standards–based writing performance tasks

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610035651	Teacher	xvii	Vocabulary Teaching Guide, Introduction	Alignment with the Common Core State Standards Lessons in the Vocabulary Teaching Guide have been carefully designed to align with the language standards of the Common Core State Standards (CCSS), with a particular focus on standards aimed at vocabulary acquisition and use.	Alignment with Standards Lessons in the Vocabulary Teaching Guide have been carefully designed to focus on standards aimed at vocabulary acquisition and use.
Publisher	Editorial Change	9781610035651	Teacher	xvii	Vocabulary Teaching Guide, Introduction	into alignment with the CCSS	into alignment with standards
Publisher	Editorial Change	9781610035651	Teacher	xvii	Vocabulary Teaching Guide, Introduction	For a correlation of the skills taught in the Vocabulary Teaching Guide with the CCSS, visit Developmental Studies Center's website (devstu.org/ccss).	For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610035637	Teacher	xvii	Making Meaning Teacher's Manual Introduction	New and updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035637	Teacher	xviii	Making Meaning Teacher's Manual Introduction	A Reading Assessment Preparation Guide that prepares students for CCSS-based reading comprehension assessments at grades 3–6	A Reading Assessment Preparation Guide that prepares students for standards-based reading comprehension assessments at grades 3–6
Publisher	Editorial Change	9781610035637	Teacher	xxi	Making Meaning Teacher's Manual Introduction	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a CCSS–based reading comprehension assessment	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a standards–based reading comprehension assessment
Publisher	Editorial Change	9781610035637	Teacher	xxii	Making Meaning Teacher's Manual Introduction	Section titled "Alignment With the Common Core State Standards"	DELETE existing text and replace with: Alignment with Standards The Making Meaning program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610032353	Teacher	xxxiv	Being a Writer Teacher's Manual, Vol. 1, Introduction	The skills instruction provided in these materials and in the core program is consistent with the Common Core State Standards for language.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035651	Teacher	270	Making Meaning Teacher's Manual, Unit 7, Week 1, Day 1, Topic Note	For more information, see "Alignment with the Common Core State Standards" in the Introduction.	Delete to remove reference to Common Core.
Publisher	New Content	9781610038164	Teacher	78	Being a Reader Small Group Teacher's Manual, Set 3		Write About How to Make Plum Jam Tell the students that they will write a shared piece about how to make plum jam. They will look at the book Make Plum Jam to get ideas for a list of steps about how to make plum jam. On a sheet of chart paper, write How to Make Plum Jam. Show pages 2–3 of Make Plum Jam and ask the students to watch as you think about the first thing the boy does, and use that to help you write the first step in your list. You might say: "The first thing the boy does is to pick big plums from the trees. I'll write 1. Pick big plums." Then show pages 4–5 and ask: Q What do the boy and his mom do next? What could I write as my second step? Have a few volunteers share their thinking and record the next step on the chart paper. Then repeat the procedure with pages 6, 7, and 8–9. After the piece is written, read it aloud, pointing to each word as you read it.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 1 <i>Collaborative Literacy</i> (ISBN 9781682464458)							
State Review Panel	New Content	9781610032636	Student	25	Being a Writer Student Skill Practice Book	Read each pair of sentences. Draw a line under the sentence that is correct.	Read each pair of sentences. Draw a line under the sentence that is correct. Circle the verb in the other sentence and write it correctly.
State Review Panel	New Content	9781610032636	Student	25	Being a Writer Student Skill Practice Book	Choose a verb from this page. Use it to write a sentence. Tell about something you did this week.	Choose a verb from this page. Use it to write a sentence. Tell about something you did this week. After you write your sentence, read it to make sure you used the past tense. Fix any mistakes you notice.
State Review Panel	New Content	9781610032636	Student	27	Being a Writer Student Skill Practice Book	Read the story. Circle four verbs that do not correctly tell about the past.	Read the story. Circle four verbs that do not correctly tell about the past. Write the words correctly.
State Review Panel	New Content	9781610032636	Student	56	Being a Writer Student Skill Practice Book	Write a sentence about one of the pictures on this page. Use the pronoun they.	Write a few sentences about one of the pictures on this page. Use pronouns. Reread your writing to make sure you used the correct pronouns. Fix any mistakes you notice.
State Review Panel	New Content	9781610035668	Teacher	8	Making Meaning Teacher's Manual	Q What animal or bug are you like? In what ways are you like [a puppy]?	Q Think about the animals and bugs you know. What animal or bug are you like? In what ways are you like [a puppy]?
State Review Panel	New Content	9781682463406	Teacher	10	Being a Reader Small Group Reading Teacher's Manual, Set 8A	... is what mice eat. Ask:	... is what mice eat. Explain that authors often include supporting facts and details that describe the topic. Ask:
State Review Panel	New Content	9781682463406	Teacher	10	Being a Reader Small Group Reading Teacher's Manual, Set 8A	What words or pictures on these pages tell readers about what mice eat?	What words or pictures on these pages are supporting facts that tell about what mice eat?
State Review Panel	New Content	9781610038188	Teacher	29	Being a Reader Small Group Reading Teacher's Manual, Set 5	Tell the students that this story is about a book club,	Tell the students that this story is about a group of children who want to start a book club,
State Review Panel	New Content	9781610038188	Teacher	29	Being a Reader Small Group Reading Teacher's Manual, Set 5	who choose books to read together and talk about.	who choose books to read and talk about together. Then explain that the main characters in a story usually have a problem that is solved by the end of the story. Ask the students to think as they read about what the children's problem is and how it is solved.
State Review Panel	New Content	9781610038188	Teacher	29	Being a Reader Small Group Reading Teacher's Manual, Set 5	together. Then explain that the main characters in a story usually have a problem that is solved by the end of the story. Ask the students to think as they read about what the children's problem is and how it is solved.	Set as new paragraph
State Review Panel	New Content	9781682463406	Teacher	42	Being a Reader Small Group Reading Teacher's Manual, Set 8A	Explain that one of the things that readers often wonder about is what will happen next in stories they read. Tell the students that when readers use what they know about the story and what they know from real life to think about what will happen next, they predict. Ask: Q What do you predict will happen next in the story? What makes you think that?	Explain that one of the things that readers often wonder about is what will happen next in fiction stories they read. They use what they know about the characters in the story and what they know from real life to wonder what will happen next. Tell the students that this is called predicting. Ask: Q What do you predict will happen next in this fiction story? What makes you think that?
State Review Panel	New Content	9781682463406	Teacher	45	Being a Reader Small Group Reading Teacher's Manual, Set 8A	Remind the students that readers use what they know about the story and from real life to predict, or think about what might happen next.	Remind the students that readers of fiction use what they know about the characters in the story and from real life to predict, or think about what might happen next.
State Review Panel	New Content	9781682463406	Teacher	45	Being a Reader Small Group Reading Teacher's Manual, Set 8A	Read aloud the students' predictions from today and the last lesson.	Review that the students used what they know about the characters in the story and what they know from real life to wonder, or predict, what will happen next. Read aloud the students' predictions from today and the last lesson.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781682463406	Teacher	45	Being a Reader Small Group Reading Teacher's Manual, Set 8A	What did we predict would happen to the cat? What actually happens in the story? Students might say: "[Ezra] predicted that the cat would run away and he did." "I thought the cat would make friends with another cat but he made friends with the children instead." "[Sami] guessed that the cat would get adopted by the people who made the fire. He was right."	What did we predict would happen to the cat based on what we know about the characters in the story and about real life? What actually happens in the story? Students might say: "[Ezra] used what he knew about the cat being bored at the temple and predicted that the cat would run away. The cat did run away." "I thought the cat would make friends with another cat because it seemed like he could see other cats from where he sat high up in the tree. But he made friends with the children instead." "[Sami] was right that the cat would get adopted by the people who made the fire because they were nice. Sami said his neighbors were nice to a stray cat and ended up adopting it. Sami used what he knew about the people in the story and about real life."
State Review Panel	New Content	9781610038201	Teacher	69	Being a Reader Small Group Reading Teacher's Manual, Set 7	What happens in this story?	What happens in this story? What are the main events?
State Review Panel	New Content	9781610038201	Teacher	69	Being a Reader Small Group Reading Teacher's Manual, Set 7	what they read	the main events of the story,
State Review Panel	New Content	9781610038201	Teacher	71	Being a Reader Small Group Reading Teacher's Manual, Set 7	events	main events
State Review Panel	New Content	9781610038201	Teacher	71	Being a Reader Small Group Reading Teacher's Manual, Set 7	events	main events
State Review Panel	New Content	9781610038164	Teacher	78	Being a Reader Small Group Reading Teacher's Manual, Set 3	[new content]	EXTENSION Write About How to Make Plum Jam Tell the students that they will write a shared piece about how to make plum jam. They will look at the book Make Plum Jam to get ideas for a list of steps about how to make plum jam. On a sheet of chart paper, write How to Make Plum Jam. Show pages 2–3 of Make Plum Jam and ask the students to watch as you think about the first thing the boy does, and use that to help you write the first step in your list. You might say: "The first thing the boy does is to pick big plums from the trees. I'll write 1. Pick big plums." Then show pages 4–5 and ask: Q What do the boy and his mom do next? What could I write as my second step? Have a few volunteers share their thinking and record the next step on the chart paper. Then repeat the procedure with pages 6, 7, and 8–9. After the piece is written, read it aloud, pointing to each word as you read it.
State Review Panel	New Content	9781610038201	Teacher	108	Being a Reader Small Group Reading Teacher's Manual, Set 7	Have one or two students share their thinking; then tell the group that you think the topic of these pages is how baby ants grow up. Ask:	Have one or two students share their thinking; then tell the group that you think the topic of these pages is how baby ants grow up. Explain that authors often include supporting facts and details that describe the topic. Ask:
State Review Panel	New Content	9781610038201	Teacher	108	Being a Reader Small Group Reading Teacher's Manual, Set 7	tell readers	are supporting facts that tell
State Review Panel	New Content	9781610038201	Teacher	123	Being a Reader Small Group Reading Teacher's Manual, Set 7	Review that readers also predict . . .	Review that readers of fiction also predict . . .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781610038201	Teacher	123	Being a Reader Small Group Reading Teacher's Manual, Set 7	. . . in stories they read. Read aloud in stories they read. They use what they know about the characters in a fiction story and what they know from real life to predict what will happen to the characters next. Read aloud . . .
State Review Panel	New Content	9781610032377	Teacher	137	Being a Writer Teacher Manual, vol.1	They are very loud!"	The drums are very loud, but instead of saying "the drums" again I can replace that noun with the pronoun they. I'll write: They are very loud."
State Review Panel	New Content	9781610032377	Teacher	137	Being a Writer Teacher Manual, vol.1	Q What other sentences could we add using words from the word wall?	Q What other sentences could we add using words from the word wall? Q Are there any nouns we can replace with pronouns? What changes might we make?
State Review Panel	New Content	9781610032377	Teacher	138	Being a Writer Teacher Manual, vol.1	Encourage the students to use the word wall and to listen for sounds in words to help them figure out how to spell the words.	Encourage the students to use the word wall, listen for sounds in words to help them figure out how to spell the words, and replace nouns with pronouns (when appropriate).
State Review Panel	New Content	9781610032377	Teacher	139	Being a Writer Teacher Manual, vol.1	Q Which words did you spell by listening to their sounds? How did you spell them?	Q Which words did you spell by listening to their sounds? How did you spell them? Q What nouns can you replace with a pronoun? What might you write instead?
State Review Panel	New Content	9781610035668	Teacher	164	Making Meaning Teacher's Manual	[new content]	Teacher Note If necessary, explain that the setting of a story is where the story takes place.
State Review Panel	New Content	9781610035668	Teacher	164	Making Meaning Teacher's Manual	Peter goes walking in the snow.	the setting is a snowy day in Peter's neighborhood.
State Review Panel	New Content	9781610035668	Teacher	165	Making Meaning Teacher's Manual	Facilitate a brief discussion about the book. Ask: Q What are some of the things Peter does in the snow?	Facilitate a brief discussion about the book. Ask: Q How would you describe the setting of the story? Q What are some of the things Peter does in the snow?
State Review Panel	New Content	9781610035668	Teacher	197	Making Meaning Teacher's Manual	[new content]	ELL NOTE If a student responds using incorrect grammar or sentence structure, use wait-time to give him the opportunity to self-monitor and correct his response. If the student does not notice his mistake, gently encourage him to correct his response by using prompts such as: Try saying that again. or Remember, [the past tense of run is ran], try saying your answer again.
State Review Panel	New Content	9781610035668	Teacher	269	Making Meaning Teacher's Manual	Q What did you learn about sleep in this book?	Q Why do you think that author wrote this book? What does she want the reader to learn?
State Review Panel	New Content	9781610035668	Teacher	269	Making Meaning Teacher's Manual	that explains	c/t: that gives supporting facts and details about
State Review Panel	New Content	9781610035668	Teacher	269	Making Meaning Teacher's Manual	Q Why is it important to get enough sleep, according to the author?	Q Why is it important to get enough sleep, according to the author? Q What do you think the author wants to persuade, or encourage, the reader to do after reading the book?
State Review Panel	New Content	9781610035668	Teacher	269	Making Meaning Teacher's Manual	"You need sleep to relax."	" You need sleep to relax." "I think that the author wants the reader to sleep more!"
State Review Panel	New Content	9781610032384	Teacher	362	Being a Writer Teacher Manual, vol.2	As you write on charts during this unit, continue to look for opportunities to review the writing skills you have taught this year: sentence punctuation, approximating spelling, using the word wall, and capitalizing proper nouns and the pronoun I.	As you write on charts during this unit, continue to review and build on the writing skills you have taught this year: writing complex sentences, sentence punctuation, approximating spelling, using the word wall, and capitalizing proper nouns and the pronoun I.
State Review Panel	New Content	9781610032384	Teacher	492	Being a Writer Teacher Manual, vol.2	something—and that it usually includes reasons that explain the author's thinking.	something. Explain that often in opinion writing, the author tries to persuade, or encourage, the reader to think or do something—and that author's usually include reasons that explain their thinking.
Publisher	Editorial Change	9781610032582	Teacher	iii	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills	Assessing Language Skills
Publisher	Editorial Change	9781610038102	Teacher	liv	Being a Reader Teacher's Manual, vol. 1	Alignment with CCSS and Other State Standards	Alignment with Standards
Publisher	Editorial Change	9781610038102	Teacher	liv	Being a Reader Teacher's Manual, vol. 1	Being a Reader addresses the Common Core and other state standards for foundational reading skills	Being a Reader addresses standards for foundational reading skills

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610038102	Teacher	iv	Being a Reader Teacher's Manual, vol. 1	For a detailed correlation of the skills taught in the Being a Reader program with the Common Core State Standards as well as other state standards,	For a detailed correlation of the skills taught in the Being a Reader program with state standards,
Publisher	Editorial Change	9781610032377	Teacher	v	Being a Writer Teacher Manual, vol.1	Alignment with the Common Core State Standards	Alignment with the Standards
Publisher	Editorial Change	9781610035668	Teacher	v	Making Meaning Teacher's Manual	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610038102	Teacher	vi	Being a Reader Teacher's Manual, vol. 1	Alignment with CCSS and Other State Standards	Alignment with Standards
Publisher	Editorial Change	9781610032582	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	provides complete coverage of grade-level Common Core State Standards for language with 30 weeks	provides 30 weeks
Publisher	Editorial Change	9781610032582	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	Two diagnostic language skills tasks for formative assessment of Common Core State Standards for language	Two diagnostic language skills tasks for formative assessment of language standards
Publisher	Editorial Change	9781610032582	Teacher	x	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills	Assessing Language Skills
Publisher	Editorial Change	9781610032582	Teacher	x	Being a Writer Skill Practice Teacher's Guide	Two diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the grade 1 Common Core State Standards (CCSS) for Language.	Two diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the grade-level language standards.
Publisher	Editorial Change	9781610032582	Teacher	x	Being a Writer Skill Practice Teacher's Guide	The scoring keys also include CCSS correlations, listing the standard(s) addressed by each item.	The scoring keys also list standard(s) addressed by each item.
Publisher	Editorial Change	9781610032582	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	. . . that allow you to track progress and to identify specific CCSS skills requiring additional review, reteaching, and practice.	. . . that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice.
Publisher	Editorial Change	9781610032377	Teacher	xiii	Being a Writer Teacher Manual, vol.1	Updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032377	Teacher	xiv	Being a Writer Teacher Manual, vol.1	CCSS-based	standards-based
Publisher	Editorial Change	9781610032377	Teacher	xix	Being a Writer Teacher Manual, vol.1	<p>ALIGNMENT WITH THE COMMON CORE STATE STANDARDS</p> <p>The Being a Writer program has been carefully designed to align with the Common Core State Standards (CCSS) for writing and language:</p> <p>Lessons align with the CCSS by developing students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. (Expository Nonfiction in Being a Writer corresponds to Informative Writing in the CCSS. Functional Writing corresponds to Explanatory Writing in the standards.)</p> <p>Writing About Reading activities in each unit provide frequent opportunities for extra practice in the challenging tasks of writing opinions and drawing on evidence from written texts to support those opinions.</p> <p>The Skill Practice Teaching Guide and accompanying Student Skill Practice Book offer thorough instruction in the conventions of grammar, usage, punctuation, and capitalization that aligns with the CCSS language standards at grades 1–6.</p> <p>The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing, also brings the program into alignment with the Common Core State Standards for speaking and listening. For more information, see "Values and Social Skills" on page xxviii. For a correlation of the skills taught in the Being a Writer program with the CCSS, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).</p>	<p>Alignment with Standards</p> <p>The Being a Writer program develops students' abilities to draft, research, revise, discuss proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).</p>

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Publisher	Editorial Change	9781610032377	Teacher	xvi	Being a Writer Teacher Manual, vol.1	alignment to the Common Core State Standards,	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032377	Teacher	xvi	Being a Writer Teacher Manual, vol.1	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons aligned with the Common Core State Standards for language to supplement instruction in skills and conventions in the program	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
Publisher	Editorial Change	9781610032377	Teacher	xvi	Being a Writer Teacher Manual, vol.1	CCSS–based writing performance tasks	standards–based writing performance tasks
Publisher	Editorial Change	9781610035668	Teacher	xvii	Making Meaning Teacher's Manual	New and updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035668	Teacher	xviii	Making Meaning Teacher's Manual	CCSS-based	standards-based
Publisher	Editorial Change	9781610035668	Teacher	xxi	Making Meaning Teacher's Manual	CCSS-based	standards-based
Publisher	Editorial Change	9781610035668	Teacher	xxii	Making Meaning Teacher's Manual	<p>ALIGNMENT WITH THE COMMON CORE STATE STANDARDS</p> <p>In its pedagogy and approach to instruction, the Making Meaning program aligns with the fundamental goals of the Common Core State Standards (CCSS), which are to develop students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. More specifically, the program aligns with the CCSS for reading and language in these ways:</p> <ul style="list-style-type: none"> •The lessons provide students with strategies they can use to read and comprehend both literary and informational texts. The students hear, read, and discuss various types of literature—including stories, poems, plays, and novels—and informational texts—including narrative nonfiction texts, expository books and articles, and functional texts. •In literary texts, the students identify key ideas and details and analyze and discuss narrative text structure, including elements such as plot, character, problem or conflict, and theme. They learn to cite evidence from a text to support their thinking. •In informational texts, the students discuss key details and main ideas, identify reasons and evidence that support main ideas, and explore authors' purposes and points of view. They also analyze text features and organization. •Excerpts from read-aloud texts provided in the Student Response Books give the students opportunities to apply the strategies they are learning in a close reading of complex texts. •A unit at grades K–5 focuses on building a body of knowledge about a topic—the animal world—with particular focuses on animal young, animal habitats, and animal senses. <p>The program's focus on conversations about texts, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' thinking, also brings Making Meaning into alignment with the CCSS for speaking and listening. In addition, the writing standards are addressed through Writing About Reading activities, which give the students opportunities to compare texts and express opinions about their reading.</p> <p>For a correlation of the skills taught in the Making Meaning program with the Common Core State Standards, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).</p>	<p>Alignment with Standards</p> <p>The Making Meaning program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).</p>
Publisher	Editorial Change	9781610032377	Teacher	xxiv	Being a Writer Teacher Manual, vol.1	The skills instruction provided in these materials and in the core program is consistent with the Common Core State Standards for language.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035682	Teacher	v	Making Meaning Vocabulary Teaching Guide	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035682	Teacher	xi	Making Meaning Vocabulary Teaching Guide	New and revised lessons and activities that directly address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035682	Teacher	xiii	Making Meaning Vocabulary Teaching Guide	align to the Common Core State Standards	support vocabulary acquisition,
Publisher	Editorial Change	9781610035682	Teacher	xvii	Making Meaning Vocabulary Teaching Guide	align with the language standards of the Common Core State Standards (CCSS), with a particular	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035682	Teacher	xviii	Making Meaning Vocabulary Teaching Guide	ALIGNMENT WITH THE COMMON CORE STATE STANDARDS	ALIGNMENT WITH STANDARDS

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Publisher	Editorial Change	9781610035682	Teacher	xviii	Making Meaning Vocabulary Teaching Guide	the CCSS	standards
Publisher	Editorial Change	9781610035682	Teacher	xviii	Making Meaning Vocabulary Teaching Guide	For a correlation of the skills taught in the Vocabulary Teaching Guide with the CCSS, visit Developmental Studies Center's website (devstu.org/ccss).	For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610032582	Teacher	2	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	6	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610035682	Teacher	8	Making Meaning Vocabulary Teaching Guide	Q What other animals can move rapidly?	Q Think about the animals you know. What other animals can move rapidly?
Publisher	Editorial Change	9781610032582	Teacher	9	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	13	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	17	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	26	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	31	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	35	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	39	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	42	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	50	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	53	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	56	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	60	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610032582	Teacher	64	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	72	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	76	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	80	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	84	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	87	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	91	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610035682	Teacher	94	Making Meaning Vocabulary Teaching Guide	Review the definition of stomp. Ask the students to brainstorm other words that describe how they can move from one place to another. Write the words where everyone can see them. If necessary, mention words such as leap, lunge, skip, hop, and crawl. Have the students read the words, and ask volunteers to act out each word as the students say it.	Review the definition of stomp. Ask: Q What other words describe how people can move from one place to another. Write the words where everyone can see them. If necessary, mention words such as leap, lunge, skip, hop, and crawl.
Publisher	Editorial Change	9781610032582	Teacher	95	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	104	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	108	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	111	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032582	Teacher	174	Being a Writer Skill Practice Teacher's Guide	Two diagnostic language skills tasks offer formative assessment of grade-level Common Core State Standards (CCSS) for language.	Two diagnostic language skills tasks offer formative assessment of grade-level language standards.
Publisher	Editorial Change	9781610032582	Teacher	174	Being a Writer Skill Practice Teacher's Guide	Each task gives students two opportunities to demonstrate their mastery of a set of CCSS grade-level language skills.	Each task gives students two opportunities to demonstrate their mastery of a set of grade-level language skills.
Publisher	Editorial Change	9781610032582	Teacher	174	Being a Writer Skill Practice Teacher's Guide	There are two cumulative reports that identify which CCSS skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.	There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.
Publisher	Editorial Change	9781610032582	Teacher	174	Being a Writer Skill Practice Teacher's Guide	Class Grouping Report" (DR1) is used to group the students around CCSS language skills for which they need additional practice.	Class Grouping Report" (DR1) is used to group the students around language skills for which they need additional practice.

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Publisher	Editorial Change	9781610032582	Teacher	174	Being a Writer Skill Practice Teacher's Guide	To assess student mastery of grade-level CCSS skills throughout the year, administer a diagnostic language skills task at the beginning and middle of the year.	To assess student mastery of grade-level skills throughout the year, administer a diagnostic language skills task at the beginning and middle of the year.
Publisher	Editorial Change	9781610032582	Teacher	176	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Language Skills Task 1."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 1."
Publisher	Editorial Change	9781610032582	Teacher	176	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill, record her name in the Task 1 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.	When a student scores 0–1 on a skill, record her name in the Task 1 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.
Publisher	Editorial Change	9781610032582	Teacher	176	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032582	Teacher	177	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1b: common, proper, and possessive nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	177	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1c: singular and plural nouns with matching verbs (subject-verb agreement)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	177	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1c: singular and plural nouns with matching verbs (subject-verb agreement)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	177	Being a Writer Skill Practice Teacher's Guide	4 CCSS 1d: personal, possessive, and indefinite pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	178	Being a Writer Skill Practice Teacher's Guide	5 CCSS 1d: personal, possessive, and indefinite pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	178	Being a Writer Skill Practice Teacher's Guide	6 CCSS 1e: verbs to convey a sense of past, present, and future	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	178	Being a Writer Skill Practice Teacher's Guide	7 CCSS 1e: verbs to convey a sense of past, present, and future	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	178	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1f: frequently occurring adjectives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	178	Being a Writer Skill Practice Teacher's Guide	9 CCSS 1f: frequently occurring adjectives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	179	Being a Writer Skill Practice Teacher's Guide	10 CCSS 1g: frequently occurring conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	179	Being a Writer Skill Practice Teacher's Guide	11 CCSS 1g: frequently occurring conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	179	Being a Writer Skill Practice Teacher's Guide	12 CCSS 1h: determiners (e.g., articles, demonstratives)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	179	Being a Writer Skill Practice Teacher's Guide	13 CCSS 1h: determiners (e.g., articles, demonstratives)	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032582	Teacher	179	Being a Writer Skill Practice Teacher's Guide	14 CCSS 1i: frequently occurring prepositions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	180	Being a Writer Skill Practice Teacher's Guide	15 CCSS 1i: frequently occurring prepositions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	180	Being a Writer Skill Practice Teacher's Guide	16 CCSS 1b: common, proper, and possessive nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	180	Being a Writer Skill Practice Teacher's Guide	17 CCSS 1j: complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	181	Being a Writer Skill Practice Teacher's Guide	18 CCSS 1j: complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	181	Being a Writer Skill Practice Teacher's Guide	19 CCSS 2c: commas in dates and to separate single words in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	181	Being a Writer Skill Practice Teacher's Guide	20 CCSS 2c: commas in dates and to separate single words in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	182	Being a Writer Skill Practice Teacher's Guide	21 CCSS 2a: capitalize dates and names of people CCSS 2b: use end punctuation for sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	182	Being a Writer Skill Practice Teacher's Guide	22 CCSS 2a: capitalize dates and names of people CCSS 2b: use end punctuation for sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	b. Use common, proper, and possessive nouns.	delete "b."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	delete "c."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	delete "d."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	delete "e."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	f. Use frequently occurring adjectives.	delete "f."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	delete "g."

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Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	h. Use determiners (e.g., articles, demonstratives).	delete "h."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	i. Use frequently occurring prepositions (e.g., during, beyond, toward).	delete "i."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	delete "j."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	a. Capitalize dates and names of people.	delete "a."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	b. Use end punctuation for sentences.	delete "b."
Publisher	Editorial Change	9781610032582	Teacher	183	Being a Writer Skill Practice Teacher's Guide	c. Use commas in dates and to separate single words in a series.	delete "c."
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing	Grammar and Usage Standards
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	b. Use common, proper, and possessive nouns.	delete "b."
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	delete "c."
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	delete "d."
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	delete "e."
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	f. Use frequently occurring adjectives.	delete "f."
Publisher	Editorial Change	9781610032582	Teacher	184	Being a Writer Skill Practice Teacher's Guide	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	delete "g."
Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	h. Use determiners (e.g., articles, demonstratives).	delete "h."

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Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	i. Use frequently occurring prepositions (e.g., during, beyond, toward).	delete "i."
Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	delete "j."
Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	a. Capitalize dates and names of people.	delete "a."
Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	b. Use end punctuation for sentences.	delete "b."
Publisher	Editorial Change	9781610032582	Teacher	185	Being a Writer Skill Practice Teacher's Guide	c. Use commas in dates and to separate single words in a series.	delete "c."
Publisher	Editorial Change	9781610032582	Teacher	187	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Language Skills Task 2."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 2."
Publisher	Editorial Change	9781610032582	Teacher	187	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill,	When a student scores 0–1 on a skill,
Publisher	Editorial Change	9781610032582	Teacher	187	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032582	Teacher	188	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1b: common, proper, and possessive nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	188	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1c: singular and plural nouns with matching verbs (subject-verb agreement)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	188	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1c: singular and plural nouns with matching verbs (subject-verb agreement)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	188	Being a Writer Skill Practice Teacher's Guide	4 CCSS 1d: personal, possessive, and indefinite pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	189	Being a Writer Skill Practice Teacher's Guide	5 CCSS 1d: personal, possessive, and indefinite pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	189	Being a Writer Skill Practice Teacher's Guide	6 CCSS 1e: verbs to convey a sense of past, present, and future	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	189	Being a Writer Skill Practice Teacher's Guide	7 CCSS 1e: verbs to convey a sense of past, present, and future	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	189	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1f: frequently occurring adjectives	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032582	Teacher	189	Being a Writer Skill Practice Teacher's Guide	9 CCSS 1f: frequently occurring adjectives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	190	Being a Writer Skill Practice Teacher's Guide	10 CCSS 1g: frequently occurring conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	190	Being a Writer Skill Practice Teacher's Guide	11 CCSS 1g: frequently occurring conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	190	Being a Writer Skill Practice Teacher's Guide	12 CCSS 1h: determiners (e.g., articles, demonstratives)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	190	Being a Writer Skill Practice Teacher's Guide	13 CCSS 1h: determiners (e.g., articles, demonstratives)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	191	Being a Writer Skill Practice Teacher's Guide	14 CCSS 1i: frequently occurring prepositions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	191	Being a Writer Skill Practice Teacher's Guide	15 CCSS 1i: frequently occurring prepositions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	191	Being a Writer Skill Practice Teacher's Guide	16 CCSS 1b: common, proper, and possessive nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	192	Being a Writer Skill Practice Teacher's Guide	17 CCSS 1j: complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	192	Being a Writer Skill Practice Teacher's Guide	18 CCSS 1j: complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	193	Being a Writer Skill Practice Teacher's Guide	19 CCSS 2c: commas in dates and to separate single words in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	193	Being a Writer Skill Practice Teacher's Guide	20 CCSS 2c: commas in dates and to separate single words in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	193	Being a Writer Skill Practice Teacher's Guide	21 CCSS 2a: capitalize dates and names of people CCSS 2b: use end punctuation for sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	193	Being a Writer Skill Practice Teacher's Guide	22 CCSS 2a: capitalize dates and names of people CCSS 2b: use end punctuation for sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing	Grammar and Usage Standards
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	b. Use common, proper, and possessive nouns.	delete "b."

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Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	delete "c."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	delete "d."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	delete "e."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	f. Use frequently occurring adjectives.	delete "f."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	delete "g."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	h. Use determiners (e.g., articles, demonstratives).	delete "h."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	i. Use frequently occurring prepositions (e.g., during, beyond, toward).	delete "i."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	delete "j."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	a. Capitalize dates and names of people.	delete "a."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	b. Use end punctuation for sentences.	delete "b."
Publisher	Editorial Change	9781610032582	Teacher	194	Being a Writer Skill Practice Teacher's Guide	c. Use commas in dates and to separate single words in a series.	delete "c."
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing	Grammar and Usage Standards
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	b. Use common, proper, and possessive nouns.	delete "b."
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	delete "c."
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	delete "d."
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	delete "e."
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	f. Use frequently occurring adjectives.	delete "f."
Publisher	Editorial Change	9781610032582	Teacher	195	Being a Writer Skill Practice Teacher's Guide	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	delete "g."
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	h. Use determiners (e.g., articles, demonstratives).	delete "h."
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	i. Use frequently occurring prepositions (e.g., during, beyond, toward).	delete "i."
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	delete "j."
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	a. Capitalize dates and names of people.	delete "a."
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	b. Use end punctuation for sentences.	delete "b."
Publisher	Editorial Change	9781610032582	Teacher	196	Being a Writer Skill Practice Teacher's Guide	c. Use commas in dates and to separate single words in a series.	delete "c."
Publisher	Editorial Change	9781610035668	Teacher	294	Making Meaning Teacher's Manual	For more information, see "Alignment with the Common Core State Standards" in the Introduction.	Delete to remove reference to Common Core.
Publisher	New Content	9781610032636	Student	27	Being a Writer Student Skill Practice Book	Write a sentence to tell what your room looks like today. Then write a sentence to tell what it looked like yesterday.	Write a sentence to tell what your room looks like today. Then write a sentence to tell what it looked like yesterday. After you write your sentences, read them to make sure you used the correct verb tense. Fix any mistakes you notice.

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Publisher	New Content	9781610032377	Teacher	137	Being a Writer Teacher Manual, vol.1	Place the cards on the word wall, and then model adding a sentence to the story that includes one of the new words.	Place the cards on the word wall, and then model adding a sentence to the story that includes one of the new words. Then model using a personal pronoun to replace a noun in the story. Explain that using words like he, she, we, it, you, I, and they instead of using the names of people or things over and over again when they write makes their writing easier to read.
Publisher	New Content	9781610032384	Teacher	366	Being a Writer Teacher Manual, vol.2	Observe the students and ask yourself:	At this point in the year, many students will be able to write complete sentences. Observe the students and ask yourself:
English Language Arts and Reading, Grade 2 <i>Collaborative Literacy</i> (ISBN 9781682464441)							
State Review Panel	New Content	9781610035699	Teacher	68	Making Meaning Teacher's Manual	[inserting new Extension]	<p>EXTENSION</p> <p>Explore First-person Point of View in Alexander and the Terrible, Horrible, No Good, Very Bad Day</p> <p>Open to page 1 of Alexander and the Terrible, Horrible, No Good, Very Bad Day. Read page 1 aloud, and then ask:</p> <p>Q Who is telling this story?</p> <p>Q How do you know who is telling the story? What word does the boy use to talk about himself?</p> <p>If necessary, explain that Alexander is telling the story. Point out that we know he is telling the story because he uses the word I to talk about himself. Tell the students that when the person telling the story is a character in the story, we say the story is told from the first-person point of view. Explain that words like I, me, and my are clues that can help the students recognize first-person point of view.</p> <p>Write the following sentences where all of the students can see them.</p> <p>I went to the library and checked out three of my favorite books.</p> <p>Jason went to the library and checked out three of his favorite books.</p> <p>Have the students read the sentences quietly to themselves. Then ask:</p> <p>Q Which of these sentences is written using first-person point of view? How do you know?</p> <p>Have a few volunteers share their thinking with the class. If necessary, point out that the words I and my in the first sentence are clues that help the students know that the sentence is written using the first-person point of view.</p>
Publisher	Editorial Change	9781610032599	Teacher	iii	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills.	Assessing Language Skills.
Publisher	Editorial Change	9781610038126	Teacher	I	Being a Reader Teacher's Manual, vol. 1	Alignment with CCSS and Other State Standards	Alignment with Standards
Publisher	Editorial Change	9781610038126	Teacher	I	Being a Reader Teacher's Manual, vol. 1	Being a Reader addresses the Common Core and other state standards for foundational reading skills	Being a Reader addresses foundational reading skills
Publisher	Editorial Change	9781610038126	Teacher	li	Being a Reader Teacher's Manual, vol. 1	For a detailed correlation of the skills taught in the Being a Reader program with the Common Core State Standards as well as other state standards, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).	For a detailed correlation of the skills taught in the Being a Reader program with state standards, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).
Publisher	Editorial Change	9781610032391	Teacher	v	Being a Writer Teacher's Manual, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035699	Teacher	v	Making Meaning Teacher's Manual	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035712	Teacher	v	Making Meaning Vocabulary Teaching Guide	Alignment with the Common Core State Standards	Alignment with Standards

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Publisher	Editorial Change	9781610038126	Teacher	vi	Being a Reader Teacher's Manual, vol. 1	Alignment with CCSS and Other State Standards	Alignment with Standards
Publisher	Editorial Change	9781610032599	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	The Skill Practice Teaching Guide, along with the Student Skill Practice Book, provides complete coverage of grade-level Common Core State Standards for language with 30 weeks of minilessons in grammar, usage, and mechanics skills that supplement writing instruction in the Being a Writer program.	The Skill Practice Teaching Guide, along with the Student Skill Practice Book, provides 30 weeks of minilessons in grammar, usage, and mechanics skills that supplement writing instruction in the Being a Writer program.
Publisher	Editorial Change	9781610032599	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	Two diagnostic language skills tasks for formative assessment of Common Core State Standards for language	Two diagnostic language skills tasks for formative assessment of language standards
Publisher	Editorial Change	9781610032599	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills	Assessing Language Skills
Publisher	Editorial Change	9781610032599	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Two diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the grade 2 Common Core State Standards (CCSS) for Language.	Two diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the grade-level language standards.
Publisher	Editorial Change	9781610032599	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	The scoring keys also include CCSS correlations, listing the standard(s) addressed by each item.	The scoring keys also list the standard(s) addressed by each item.
Publisher	Editorial Change	9781610032599	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific CCSS skills requiring additional review, reteaching, and practice.	Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice.
Publisher	Editorial Change	9781610035712	Teacher	xi	Making Meaning Vocabulary Teaching Guide	•New and revised lessons and activities that directly address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032391	Teacher	xiii	Being a Writer Teacher's Manual, vol. 1	Updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035712	Teacher	xiii	Making Meaning Vocabulary Teaching Guide	The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that align to the Common Core State Standards, and the social development objectives of the program and how they are achieved.	The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.
Publisher	Editorial Change	9781610032391	Teacher	xiv	Being a Writer Teacher's Manual, vol. 1	A Writing Performance Task Preparation Guide that prepares students for CCSS-based writing performance tasks at grades 3–6	A Writing Performance Task Preparation Guide that prepares students for standards-based writing performance tasks at grades 3–6

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Publisher	Editorial Change	9781610032391	Teacher	xix	Being a Writer Teacher's Manual, vol. 1	<p>ALIGNMENT WITH THE COMMON CORE STATE STANDARDS</p> <p>The Being a Writer program has been carefully designed to align with the Common Core State Standards (CCSS) for writing and language:</p> <p>Lessons align with the CCSS by developing students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. (Expository Nonfiction in Being a Writer corresponds to Informative Writing in the CCSS. Functional Writing corresponds to Explanatory Writing in the standards.)</p> <p>Writing About Reading activities in each unit provide frequent opportunities for extra practice in the challenging tasks of writing opinions and drawing on evidence from written texts to support those opinions.</p> <p>The Skill Practice Teaching Guide and accompanying Student Skill Practice Book offer thorough instruction in the conventions of grammar, usage, punctuation, and capitalization that aligns with the CCSS language standards at grades 1–6.</p> <p>The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing, also brings the program into alignment with the Common Core State Standards for speaking and listening. For more information, see "Values and Social Skills" on page xviii. For a correlation of the skills taught in the Being a Writer program with the CCSS, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).</p>	<p>Alignment with Standards</p> <p>The Being a Writer program develops students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).</p>
Publisher	Editorial Change	9781610032391	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	The following sections describe the program components, writing development across the grades, alignment to the Common Core State Standards, and a typical daily lesson.	The following sections describe the program components, writing development across the grades, and a typical daily lesson.
Publisher	Editorial Change	9781610032391	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons aligned with the Common Core State Standards for language to supplement instruction in skills and conventions in the program	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
Publisher	Editorial Change	9781610032391	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for CCSS–based writing performance tasks	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for writing performance tasks
Publisher	Editorial Change	9781610035699	Teacher	xvii	Making Meaning Teacher's Manual	New and updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035699	Teacher	xviii	Making Meaning Teacher's Manual	A Reading Assessment Preparation Guide that prepares students for CCSS-based reading comprehension assessments at grades 3–6	A Reading Assessment Preparation Guide that prepares students for standards-based reading comprehension assessments at grades 3–6
Publisher	Editorial Change	9781610035712	Teacher	xviii	Making Meaning Vocabulary Teaching Guide	ALIGNMENT WITH THE COMMON CORE STATE STANDARDS	ALIGNMENT WITH STANDARDS
Publisher	Editorial Change	9781610035712	Teacher	xviii	Making Meaning Vocabulary Teaching Guide	Lessons in the Vocabulary Teaching Guide have been carefully designed to align with the language standards of the Common Core State Standards (CCSS), with a particular focus on standards aimed at vocabulary acquisition and use.	Lessons in the Vocabulary Teaching Guide have been carefully designed to focus on standards aimed at vocabulary acquisition and use.
Publisher	Editorial Change	9781610035712	Teacher	xviii	Making Meaning Vocabulary Teaching Guide	(The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with the CCSS for speaking and listening.)	(The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)
Publisher	Editorial Change	9781610035712	Teacher	xviii	Making Meaning Vocabulary Teaching Guide	For a correlation of the skills taught in the Vocabulary Teaching Guide with the CCSS, visit Center for the Collaborative Classroom's website (correlations.collaborativeclassroom.org).	For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610035699	Teacher	xxi	Making Meaning Teacher's Manual	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a CCSS–based reading comprehension assessment	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a standards–based reading comprehension assessment

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Publisher	Editorial Change	9781610035699	Teacher	xxii	Making Meaning Teacher's Manual	<p>ALIGNMENT WITH THE COMMON CORE STATE STANDARDS</p> <p>In its pedagogy and approach to instruction, the Making Meaning program aligns with the fundamental goals of the Common Core State Standards (CCSS), which are to develop students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. More specifically, the program aligns with the CCSS for reading and language in these ways:</p> <ul style="list-style-type: none"> •The lessons provide students with strategies they can use to read and comprehend both literary and informational texts. The students hear, read, and discuss various types of literature—including stories, poems, plays, and novels—and informational texts—including narrative nonfiction texts, expository books and articles, and functional texts. •In literary texts, the students identify key ideas and details and analyze and discuss narrative text structure, including elements such as plot, character, problem or conflict, and theme. They learn to cite evidence from a text to support their thinking. •In informational texts, the students discuss key details and main ideas, identify reasons and evidence that support main ideas, and explore authors' purposes and points of view. They also analyze text features and organization. •Excerpts from read-aloud texts provided in the Student Response Books give the students opportunities to apply the strategies they are learning in a close reading of complex texts. •A unit at grades K–5 focuses on building a body of knowledge about a topic—the animal world—with particular focuses on animal young, animal habitats, and animal senses. <p>The program's focus on conversations about texts, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' thinking, also brings Making Meaning into alignment with the CCSS for speaking and listening. In addition, the writing standards are addressed through Writing About Reading activities, which give the students opportunities to compare texts and express opinions about their reading. For a correlation of the skills taught in the Making Meaning program with the Common Core State Standards, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).</p>	<p>Alignment with Standards</p> <p>The Making Meaning program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).</p>
Publisher	Editorial Change	9781610032391	Teacher	xxiv	Being a Writer Teacher's Manual, vol. 1	The skills instruction provided in these materials and in the core program is consistent with the Common Core State Standards for language.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032391	Teacher	xxxiii	Being a Writer Teacher's Manual, vol. 1	Expository nonfiction in Being a Writer corresponds to Informative Writing in the CCSS. Functional nonfiction corresponds to Explanatory Writing in the standards.	Expository nonfiction in Being a Writer corresponds to Informative Writing in some standards. Functional nonfiction corresponds to Explanatory Writing in the standards.
Publisher	Editorial Change	9781610032599	Teacher	2	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	6	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781682463406	Teacher	10	Being a Reader, Small Group Reading set 8A	Have one or two students share their thinking; then tell the group that you think the topic of this section is what mice eat. Ask:	Have one or two students share their thinking; then tell the group that you think the topic of this section is what mice eat. Explain that authors often include supporting facts and details that describe the topic . Ask:
Publisher	Editorial Change	9781682463406	Teacher	10	Being a Reader, Small Group Reading set 8A	Q What words or pictures on these pages tell readers about what mice eat? Turn to your partner.	Q What words or pictures on these pages are supporting facts that tell about what mice eat? Turn to your partner.
Publisher	Editorial Change	9781610032599	Teacher	11	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	15	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	19	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610038188	Teacher	29	Being a Reader, Small Group Reading set 5	Tell the students that this story is about a book club, and explain that a book club is a group of people who choose books to read together and talk about. Open to page 3, and ask the students to find today's new word, read. Then ask the students to find the new word head on the same page. Point out the quotation marks in the first sentence and explain that quotation marks show that someone is speaking. In this sentence, the phrase Ann yells tells that Ann is the one saying the words on this page.	Tell the students that this story is about a group of children who want to start a book club, and explain that a book club is a group of people who choose books to read together and talk about together. Then explain that the main characters in a story usually have a problem that is solved by the end of the story. Ask the students to think as they read about what the children's problem is and how it is solved. Open to page 3, and ask the students to find today's new word, read. Then ask the students to find the new word head on the same page. Point out the quotation marks in the first sentence and explain that quotation marks show that someone is speaking. In this sentence, the phrase Ann yells tells that Ann is the one saying the words on this page.
Publisher	Editorial Change	9781610032599	Teacher	30	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	34	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	38	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610035699	Teacher	38	Making Meaning Teacher's Manual	<ul style="list-style-type: none"> •"Explore Reading Dialogue Aloud with Expression" •"Compare Jamaica and Alexander" •"Compare Multiple Versions of a Familiar Tale" •"Discuss the Students' Reading Goals and Interests" 	<ul style="list-style-type: none"> •"Explore Reading Dialogue Aloud with Expression" •"Compare Jamaica and Alexander" • "Explore First-person Point of View in Alexander and the Terrible, Horrible, No Good, Very Bad Day" •"Compare Multiple Versions of a Familiar Tale" •"Discuss the Students' Reading Goals and Interests"
Publisher	Editorial Change	9781682463406	Teacher	42	Being a Reader, Small Group Reading set 8A	Explain that one of the things that readers often wonder about is what will happen next in stories they read. Tell the students that when readers use what they know about the story and what they know from real life to think about what will happen next, they predict. Ask: Q What do you predict will happen next in the story? What makes you think that?	Explain that one of the things that readers often wonder about is what will happen next in fiction stories they read. They use what they know about the characters in the story and what they know from real life to wonder what will happen next. Tell the students that this is called predicting. Ask: Q What do you predict will happen next in this fiction story? What makes you think that?
Publisher	Editorial Change	9781610032599	Teacher	42	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781682463406	Teacher	45	Being a Reader, Small Group Reading set 8A	Remind the students that readers use what they know about the story and from real life to predict, or think about what might happen next.	Remind the students that readers of fiction use what they know about the characters in the story and from real life to predict, or think about what might happen next.
Publisher	Editorial Change	9781682463406	Teacher	45	Being a Reader, Small Group Reading set 8A	Read aloud the students' predictions from today and the last lesson. Ask and discuss:	Review that the students used what they know about the characters in the story and what they know from real life to wonder, or predict, what will happen next. Read aloud the students' predictions from today and the last lesson. Ask and discuss:
Publisher	Editorial Change	9781682463406	Teacher	45	Being a Reader, Small Group Reading set 8A	Q What did we predict would happen to the cat? What actually happens in the story?	Q What did we predict would happen to the cat based on what we know about the characters in the story and about real life? What actually happens in the story?
Publisher	Editorial Change	9781682463406	Teacher	45	Being a Reader, Small Group Reading set 8A	"[Ezra] predicted that the cat would run away and he did."	"[Ezra] used what he knew about the cat being bored at the temple and predicted that the cat would run away. The cat did run away."
Publisher	Editorial Change	9781682463406	Teacher	45	Being a Reader, Small Group Reading set 8A	"I thought the cat would make friends with another cat but he made friends with the children instead."	"I thought the cat would make friends with another cat because it seemed like he could see other cats from where he sat high up in the tree. But he made friends with the children instead."

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Publisher	Editorial Change	9781682463406	Teacher	45	Being a Reader, Small Group Reading set 8A	"[Sami] guessed that the cat would get adopted by the people who made the fire. He was right."	"[Sami] was right that the cat would get adopted by the people who made the fire because they were nice. Sami said his neighbors were nice to a stray cat and ended up adopting it. Sami used what he knew about the people in the story and about real life."
Publisher	Editorial Change	9781610032599	Teacher	52	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	57	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	61	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	64	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	67	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610038201	Teacher	69	Being a Reader, Small Group Reading set 7	Q What happens in this story?	Q What happens in this story? What are the main events?
Publisher	Editorial Change	9781610038201	Teacher	69	Being a Reader, Small Group Reading set 7	If the students have difficulty remembering what they read, ask additional questions such as:	If the students have difficulty remembering the main events of the story, ask additional questions such as:
Publisher	Editorial Change	9781610038201	Teacher	71	Being a Reader, Small Group Reading set 7	Explain that partners will now use sequencing words to retell the events of the story.	Explain that partners will now use sequencing words to retell the main events of the story.
Publisher	Editorial Change	9781610038201	Teacher	71	Being a Reader, Small Group Reading set 7	Have the pairs retell the events in order and, if necessary, remind them to use the sequencing words.	Have the pairs retell the main events in order and, if necessary, remind them to use the sequencing words.
Publisher	Editorial Change	9781610032599	Teacher	78	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	83	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	87	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	91	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	96	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	101	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610038201	Teacher	108	Being a Reader, Small Group Reading set 7	Have one or two students share their thinking; then tell the group that you think the topic of these pages is how baby ants grow up. Ask:	Have one or two students share their thinking; then tell the group that you think the topic of these pages is how baby ants grow up. Explain that authors often include supporting facts and details that describe the topic. Ask:
Publisher	Editorial Change	9781610038201	Teacher	108	Being a Reader, Small Group Reading set 7	Q What words or pictures on these pages tell readers about baby ants? Turn to your partner.	Q What words or pictures on these pages are supporting facts that tell about baby ants? Turn to your partner.
Publisher	Editorial Change	9781610032599	Teacher	110	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610032599	Teacher	114	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	117	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	120	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610038201	Teacher	123	Being a Reader, Small Group Reading set 7	Review that readers also predict, or wonder about what will happen next in stories they read. Read aloud the students' predictions from the last lesson. Ask and discuss:	Review that readers of fiction also predict, or wonder about what will happen next in stories they read. They use what they know about the characters in a fiction story and what they know from real life to predict what will happen to the characters next. Read aloud the students' predictions from the last lesson. Ask and discuss:
Publisher	Editorial Change	9781610032599	Teacher	123	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032599	Teacher	184	Being a Writer Skill Practice Teacher's Guide	Two diagnostic language skills tasks offer formative assessment of grade-level Common Core State Standards (CCSS) for language.	Two diagnostic language skills tasks offer formative assessment of grade-level language standards.
Publisher	Editorial Change	9781610032599	Teacher	184	Being a Writer Skill Practice Teacher's Guide	Each task gives students two opportunities to demonstrate their mastery of a set of CCSS grade-level language skills.	Each task gives students two opportunities to demonstrate their mastery of a set of grade-level language skills.
Publisher	Editorial Change	9781610032599	Teacher	184	Being a Writer Skill Practice Teacher's Guide	There are two cumulative reports that identify which CCSS skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.	There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.
Publisher	Editorial Change	9781610032599	Teacher	184	Being a Writer Skill Practice Teacher's Guide	Class Grouping Report" (DR1) is used to group the students around CCSS language skills for which they need additional practice.	Class Grouping Report" (DR1) is used to group the students around language skills for which they need additional practice.
Publisher	Editorial Change	9781610032599	Teacher	184	Being a Writer Skill Practice Teacher's Guide	To assess student mastery of grade-level CCSS skills throughout the year, administer a diagnostic language skills task at the beginning and middle of the year.	To assess student mastery of grade-level skills throughout the year, administer a diagnostic language skills task at the beginning and middle of the year.
Publisher	Editorial Change	9781610032599	Teacher	186	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Language Skills Task 1."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 1."
Publisher	Editorial Change	9781610032599	Teacher	186	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill, record her name in the Task 1 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.	When a student scores 0–1 on a skill, record her name in the Task 1 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.
Publisher	Editorial Change	9781610032599	Teacher	186	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032599	Teacher	188	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1a: collective nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	188	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1f: produce, expand, and rearrange complete simple and compound sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	188	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1d: past tense of irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	188	Being a Writer Skill Practice Teacher's Guide	4 CCSS 1e: adjectives and adverbs	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032599	Teacher	188	Being a Writer Skill Practice Teacher's Guide	5 CCSS 1b: irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	189	Being a Writer Skill Practice Teacher's Guide	6 CCSS 1c: reflexive pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	189	Being a Writer Skill Practice Teacher's Guide	7 CCSS 1f: produce, expand, and rearrange complete simple and compound sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	189	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1e: adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	189	Being a Writer Skill Practice Teacher's Guide	9 CCSS 1d: past tense of irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	191	Being a Writer Skill Practice Teacher's Guide	10 CCSS 2a: capitalize holidays, product names, and geographic names	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	191	Being a Writer Skill Practice Teacher's Guide	11 CCSS 2b: use commas in greetings and closings of letters	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	191	Being a Writer Skill Practice Teacher's Guide	12 CCSS 1a: collective nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	191	Being a Writer Skill Practice Teacher's Guide	13 CCSS 1b: irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	191	Being a Writer Skill Practice Teacher's Guide	14 CCSS 2c: apostrophe to form contractions and frequently occurring possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	192	Being a Writer Skill Practice Teacher's Guide	15 CCSS 1c: reflexive pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	192	Being a Writer Skill Practice Teacher's Guide	16 CCSS 2c: apostrophe to form contractions and frequently occurring possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	192	Being a Writer Skill Practice Teacher's Guide	17 CCSS 2a: capitalize holidays, product names, and geographic names	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	192	Being a Writer Skill Practice Teacher's Guide	18 CCSS 2b: use commas in greetings and closings of letters	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	a. Use collective nouns (e.g., group).	delete "a."

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Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	c. Use reflexive pronouns (e.g., myself, ourselves).	delete "c."
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	delete "d."
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	delete "e."
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	delete "f."
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	a. Capitalize holidays, product names, and geographic names.	delete "a."
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	b. Use commas in greetings and closings of letters.	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	193	Being a Writer Skill Practice Teacher's Guide	c. Use an apostrophe to form contractions and frequently occurring possessives.	delete "c."
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	a. Use collective nouns (e.g., group).	delete "a."
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	c. Use reflexive pronouns (e.g., myself, ourselves).	delete "c."
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	delete "d."
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	delete "e."
Publisher	Editorial Change	9781610032599	Teacher	194	Being a Writer Skill Practice Teacher's Guide	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	delete "f."

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Publisher	Editorial Change	9781610032599	Teacher	195	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032599	Teacher	195	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032599	Teacher	195	Being a Writer Skill Practice Teacher's Guide	a. Capitalize holidays, product names, and geographic names.	delete "a."
Publisher	Editorial Change	9781610032599	Teacher	195	Being a Writer Skill Practice Teacher's Guide	b. Use commas in greetings and closings of letters.	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	195	Being a Writer Skill Practice Teacher's Guide	c. Use an apostrophe to form contractions and frequently occurring possessives.	delete "c."
Publisher	Editorial Change	9781610032599	Teacher	197	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Language Skills Task 2."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 2."
Publisher	Editorial Change	9781610032599	Teacher	197	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill,	When a student scores 0–1 on a skill,
Publisher	Editorial Change	9781610032599	Teacher	197	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032599	Teacher	199	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1a: collective nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	199	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1b: irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	199	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1b: irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	199	Being a Writer Skill Practice Teacher's Guide	4 CCSS 1d: past tense of irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	199	Being a Writer Skill Practice Teacher's Guide	5 CCSS 1e: adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	200	Being a Writer Skill Practice Teacher's Guide	6 CCSS 2c: apostrophe to form contractions and frequently occurring possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	200	Being a Writer Skill Practice Teacher's Guide	7 CCSS 1f: produce, expand, and rearrange complete simple and compound sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	200	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1d: past tense of irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	200	Being a Writer Skill Practice Teacher's Guide	9 CCSS 2c: apostrophe to form contractions and frequently occurring possessives	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032599	Teacher	201	Being a Writer Skill Practice Teacher's Guide	10 CCSS 1c: reflexive pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	11 CCSS 2a: capitalize holidays, product names, and geographic names	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	12 CCSS 2b: use commas in greetings and closings of letters	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	13 CCSS 1c: reflexive pronouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	14 CCSS 1a: collective nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	15 CCSS 1e: adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	16 CCSS 2a: capitalize holidays, product names, and geographic names	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	17 CCSS 1f: produce, expand, and rearrange complete simple and compound sentences	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	202	Being a Writer Skill Practice Teacher's Guide	18 CCSS 2b: use commas in greetings and closings of letters	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	a. Use collective nouns (e.g., group).	delete "a."
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	c. Use reflexive pronouns (e.g., myself, ourselves).	delete "c."
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	delete "d."
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	delete "e."
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	delete "f."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	a. Capitalize holidays, product names, and geographic names.	delete "a."
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	b. Use commas in greetings and closings of letters.	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	204	Being a Writer Skill Practice Teacher's Guide	c. Use an apostrophe to form contractions and frequently occurring possessives.	delete "c."
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	a. Use collective nouns (e.g., group).	delete "a."
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	c. Use reflexive pronouns (e.g., myself, ourselves).	delete "c."
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	delete "d."
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	delete "e."
Publisher	Editorial Change	9781610032599	Teacher	205	Being a Writer Skill Practice Teacher's Guide	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	delete "f."
Publisher	Editorial Change	9781610032599	Teacher	206	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032599	Teacher	206	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032599	Teacher	206	Being a Writer Skill Practice Teacher's Guide	a. Capitalize holidays, product names, and geographic names.	delete "a."
Publisher	Editorial Change	9781610032599	Teacher	206	Being a Writer Skill Practice Teacher's Guide	b. Use commas in greetings and closings of letters.	delete "b."
Publisher	Editorial Change	9781610032599	Teacher	206	Being a Writer Skill Practice Teacher's Guide	c. Use an apostrophe to form contractions and frequently occurring possessives.	delete "c."

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English Language Arts and Reading, Grade 3 <i>Collaborative Literacy: Texas Edition</i> (ISBN 9781682464380)							
State Review Panel	New Content	9781610032421	Teacher	403	Being a Writer Teacher's Manual, vol. 2	Point out that notes are most helpful when they are brief and written in the writer's own words, rather than copied exactly from the source.	Point out that notes are most helpful when they are brief and written in the writer's own words, rather than copied exactly from the source. Explain that if a writer copies the exact words or ideas from a source in her notes, she might accidentally copy those words and ideas into her own report. Tell the students that when a writer uses someone else's exact words and ideas in her own writing without giving the original writer credit it is called plagiarism. Explain that plagiarism is stealing someone else's work and calling it your own and that plagiarism can result in serious consequences for any writer, whether she is a student, a journalist, or a professional author.
State Review Panel	New Content	9781610032421	Teacher	403	Being a Writer Teacher's Manual, vol. 2	[Insert new Teacher Note]	Teacher Note If your school has an official policy on plagiarism, you might review it with your students. Facilitate a class discussion by asking questions such as: Q What questions do you have about plagiarism? Q What might you do if you are having trouble writing a note in your own words?
State Review Panel	New Content	9781610032421	Teacher	408	Being a Writer Teacher's Manual, vol. 2	Have partners review their notes together to make sure what they have written makes sense.	Have partners review their notes together to make sure that they are written in their own words and that what they have written makes sense.
State Review Panel	New Content	9781610032421	Teacher	408	Being a Writer Teacher's Manual, vol. 2	Q Who has an example of a confusing note? What did you do to make the note clearer? Q What have you learned about taking notes? What suggestions do you have to help others? Q Why might it be important to try to take notes in your own words, instead of writing down an author's words?	Q Who has an example of a confusing note? What did you do to make the note clearer? Q Why do you think it is important to paraphrase, or write notes using your own words, instead of plagiarizing or using the author's exact words? Q What have you learned about taking notes? What suggestions do you have to help others?
Publisher	Editorial Change	9781598927764	Teacher	copyright page	Guided Spelling Teacher's Manual	Funding for Developmental Studies Center has been generously provided by: The Annenberg Foundation, Inc. The Atlantic Philanthropies (USA) Inc. Booth Ferris Foundation The Robert Bowne Foundation, Inc. The Annie E. Casey Foundation Center for Substance Abuse Prevention U.S. Department of Health and Human Services The Danforth Foundation The DuBarry Foundation The Ford Foundation William T. Grant Foundation Evelyn and Walter Haas, Jr. Fund Walter and Elise Haas Fund The Horace Hagedorn Foundation J. David and Pamela Hakman Family Foundation Hasbro Children's Foundation Charles Hayden Foundation The William Randolph Hearst Foundations Clarence E. Heller Charitable Foundation The William and Flora Hewlett Foundation The James Irvine Foundation The Robert Wood Johnson Foundation Walter S. Johnson Foundation Ewing Marion Kauffman Foundation W.K. Kellogg Foundation John S. and James L. Knight Foundation Lilly Endowment, Inc. Longview Foundation Louis R. Lurie Foundation	[updating funders list and copyright information]

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Publisher	Editorial Change	9781598927764	Teacher	cover	Guided Spelling Teacher's Manual	Developmental Studies Center	Center for the Collaborative Classroom
Publisher	Editorial Change	9781598927764	Teacher	iii	Guided Spelling Teacher's Manual	Overview of Content in Grades 1–3	Overview of Content in Grades 1–6
Publisher	Editorial Change	9781598927764	Teacher	iii	Guided Spelling Teacher's Manual	Using Guided Spelling with Other Programs from Developmental Studies Center	Using Guided Spelling with Other Programs from Center for the Collaborative Classroom
Publisher	Editorial Change	9781610032605	Teacher	iii	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills	Assessing Language Skills
Publisher	Editorial Change	9781598927764	Teacher	iv	Guided Spelling Teacher's Manual	Index of Words in Grades 1–3	Index of Words in Grades 1–6
Publisher	Editorial Change	9781598927764	Teacher	ix	Guided Spelling Teacher's Manual	In addition, beginning in grades 2 and 3 of the program,	In addition, beginning in grade 2 of the program,
Publisher	Editorial Change	9781610037044	Teacher	ix	Making Meaning Reading Assessment Preparation Guide	If your school or district decides to administer an interim CCSS assessment, you might teach the unit in this guide as preparation for that assessment.	If your school or district decides to administer an interim standards-based assessment, you might teach the unit in this guide as preparation for that assessment.
Publisher	Editorial Change	9781610037044	Teacher	ix	Making Meaning Reading Assessment Preparation Guide	After teaching the unit in this guide as preparation for the end-of-year assessment, you might assign one or more of the supplemental passages and their associated test items as seatwork or homework for the students, either as further practice or to use as an informal individual assessment of each student's progress on CCSS-type assessment items.	After teaching the unit in this guide as preparation for the end-of-year assessment, you might assign one or more of the supplemental passages and their associated test items as seatwork or homework for the students, either as further practice or to use as an informal individual assessment of each student's progress on standards-type assessment items.
Publisher	Editorial Change	9781610037044	Teacher	ix	Making Meaning Reading Assessment Preparation Guide	After completing the unit of instruction provided in this guide, you might administer an online CCSS-based practice assessment that the students complete independently.	If you live in a state that has adopted the Common Core State Standards, after completing the unit of instruction provided in this guide, you might administer an online CCSS-based practice assessment that the students complete independently.
Publisher	Editorial Change	9781610035828	Teacher	v	Making Meaning Teacher's Manual, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035842	Teacher	v	Making Meaning Vocabulary Teaching Guide, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610037044	Teacher	v	Making Meaning Reading Assessment Preparation Guide	The Common Core State Standards (CCSS) are a set of standards in English language arts/literacy and mathematics that outline what students are expected to know and be able to do at the end of each grade.	College- and career-ready standards in English language arts/literacy and mathematics outline what students are expected to know and be able to do at the end of each grade.
Publisher	Editorial Change	9781610037044	Teacher	v	Making Meaning Reading Assessment Preparation Guide	With the adoption of the CCSS come end-of-year summative assessments aligned with the standards.	With the adoption of such standards come end-of-year summative assessments aligned with the standards.
Publisher	Editorial Change	9781610037044	Teacher	v	Making Meaning Reading Assessment Preparation Guide	These assessments have been developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). The English language arts/literacy portion of the assessments includes passages and test items that assess students' reading comprehension, as well as a performance task focused primarily on assessing writing skills.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	v	Making Meaning Reading Assessment Preparation Guide	The goal of the Reading Assessment Preparation Guide is to prepare students for the reading comprehension portion of the assessment.	The goal of the Reading Assessment Preparation Guide is to prepare students for the reading comprehension portion of standards-based assessments.
Publisher	Editorial Change	9781610037044	Teacher	v	Making Meaning Reading Assessment Preparation Guide	This guide introduces the students to the types of passages and test items they will encounter in the end-of-year assessment.	This guide introduces the students to the types of passages and test items they will encounter in these end-of-year assessments.
Publisher	Editorial Change	9781610033022	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	With the advent of the Common Core State Standards (CCSS), students are required to analyze and gather information from multiple sources and then produce writing in a specified genre.	With the advent of standards-based performance assessments, students are required to analyze and gather information from multiple sources and then produce writing in a specified genre.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610033022	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	CCSS-based end-of-year summative writing assessments produced by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced) require students to use information and evidence from provided sources to produce writing. The students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources.	In standards-based end-of-year summative writing assessments, produced by the students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources.
Publisher	Editorial Change	9781610033022	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills described in the Common Core State Standards for research and writing.	These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills needed for research and writing.
Publisher	Editorial Change	9781610033022	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	This practice and support helps the students gain the confidence they need to perform well when they take a CCSS-based writing assessment.	This practice and support helps the students gain the confidence they need to perform well when they take a standards-based writing assessment.
Publisher	Editorial Change	9781610032414	Teacher	v	Being a Writer Teacher's Manual, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610037044	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	The reading levels of the passages are within the text-complexity band identified in the CCSS as appropriate for grade 3.	The reading levels of the passages are within the grade 3 text-complexity band.
Publisher	Editorial Change	9781610037044	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	The items represent the variety of formats the students will encounter on a CCSS-based assessment, including both selected-response items (multiple-choice) and constructed-response items (written responses of varying length).	The items represent the variety of formats the students will encounter on a standards-based assessment, including both selected-response items (multiple-choice) and constructed-response items (written responses of varying length).
Publisher	Editorial Change	9781610037044	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	The items align with a range of CCSS reading, writing, and language standards.	The items align with a range of reading, writing, and language standards.
Publisher	Editorial Change	9781610037044	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	Included with each passage are the test items associated with the passage, an answer key, and the CCSS skills each item addresses.	Included with each passage are the test items associated with the passage, an answer key, and the skills each item addresses.
Publisher	Editorial Change	9781610033022	Teacher	vi	Being a Writer Writing Performance Task Preparation Guide	The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing CCSS-based writing performance tasks.	The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing standards-based writing performance tasks.
Publisher	Editorial Change	9781610033022	Teacher	vi	Being a Writer Writing Performance Task Preparation Guide	Each performance task provides materials similar to those used when completing a PARCC or Smarter Balanced writing performance task. These include teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions.	Each performance task includes teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions.
Publisher	Editorial Change	9781610037044	Teacher	vii	Making Meaning Reading Assessment Preparation Guide	As on Day 2, the test items represent a variety of formats and address a range of CCSS reading and language skills.	As on Day 2, the test items represent a variety of formats and address a range of reading and language skills.
Publisher	Editorial Change	9781610032605	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	The Skill Practice Teaching Guide, along with the Student Skill Practice Book, provides complete coverage of grade-level Common Core State Standards for language with 30 weeks of minilessons in grammar, usage, and mechanics skills that supplement writing instruction in the Being a Writer program.	The Skill Practice Teaching Guide, along with the Student Skill Practice Book, provides 30 weeks of minilessons in grammar, usage, and mechanics skills that supplement writing instruction in the Being a Writer program.
Publisher	Editorial Change	9781610032605	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	Three diagnostic language skills tasks for formative assessment of Common Core State Standards for language	Three diagnostic language skills tasks for formative assessment of language standards
Publisher	Editorial Change	9781598927764	Teacher	viii	Guided Spelling Teacher's Manual	Once the students have written the word, they read and spell it aloud as the teacher writes it correctly on the board or overhead.	Once the students have written the word, they read and spell it aloud as the teacher writes it correctly on the board.
Publisher	Editorial Change	9781610037044	Teacher	viii	Making Meaning Reading Assessment Preparation Guide	You might use the passages "Furry Friends and Helpers" and/or "Which Pet to Choose: A Cat or a Dog?" and associated test items at the start of the school year as an informal baseline assessment of the students' reading comprehension and their comfort and facility with CCSS like passages and items.	You might use the passages "Furry Friends and Helpers" and/or "Which Pet to Choose: A Cat or a Dog?" and associated test items at the start of the school year as an informal baseline assessment of the students' reading comprehension and their comfort and facility with test like passages and items.

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Publisher	Editorial Change	9781610033022	Teacher	viii	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by Smarter Balanced or PARCC. Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033022	Teacher	viii	Being a Writer Writing Performance Task Preparation Guide	PROVIDING ADDITIONAL PRACTICE USING AN ONLINE TESTING ENVIRONMENT If you teach in a state that has adopted the Common Core State Standards, you might administer an online CCSS-based practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from Smarter Balanced or PARCC. To access the practice performance tasks, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781598927764	Teacher	viii–ix	Guided Spelling Teacher's Manual	Research-based Instruction The content and teaching methodology used in the Guided Spelling program are based on extensive research in spelling content and how students learn. For more information, refer to the section "Research Basis for Guided Spelling" on page 463.	Research-based Instruction The content and teaching methodology used in the Guided Spelling program are based on extensive research in spelling content and how students learn. For more information, refer to the section "Research Basis for Guided Spelling" on page 463.
Publisher	Editorial Change	9781598927764	Teacher	viii–ix	Guided Spelling Teacher's Manual	Research-based Instruction The content and teaching methodology used in the Guided Spelling program are based on extensive research in spelling content and how students learn. For more information, refer to the section "Research Basis for Guided Spelling" on page 463. Strategies for Spelling Think, Pattern, and Sight Words The Guided Spelling program provides students with strategies for spelling the different types of words they will need in their writing. . . .	Strategies for Morphemic Spelling In the Guided Spelling program, the students use the structure of words to help them spell. They learn the generalizations for adding suffixes (including inflectional endings), such as doubling the last consonant and dropping e. They spell common prefixes, base words, and suffixes. They learn to use related words as spellingclues; for example, colony is a clue for colonial. In grades 5 and 6, the students spell words with Greek and Latin roots such as uni, medic, soci, and gress. Strategies for Spelling Polysyllabic Words In grades 3–6 of the Guided Spelling program, the students learn strategies for spelling polysyllabic words. Polysyllabic words are difficult because the pronunciation of a word does not always reflect the written syllables. For example, we pronounce happy as /h.-p./, but the written syllables are hap- and -py. Polysyllabic words usually have at least one unaccented syllable with a vowel that is often difficult to spell, as in benefit and separate. In the Guided Spelling program, students spell base words by syllables and learn to focus on schwas and other unaccented vowels. The gain extensive experience with syllable boundaries and syllable types. In grades 4–6 they spell common syllables and word parts such as -ture, -ence, and -able. Strategies for Spelling Think, Pattern, and Sight Words The Guided Spelling program provides students with strategies for spelling the different types of words they will need in their
Publisher	Editorial Change	9781610035842	Teacher	xi	Making Meaning Vocabulary Teaching Guide, vol. 1	•New and revised lessons and activities that directly address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills	Assessing Language Skills
Publisher	Editorial Change	9781610032605	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Three diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the grade 3 Common Core State Standards (CCSS) for Language.	Three diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of grade-level language standards.
Publisher	Editorial Change	9781610032605	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	The scoring keys also include CCSS correlations, listing the standard(s) addressed by each item.	The scoring keys also list the standard(s) addressed by each item.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032605	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific CCSS skills requiring additional review, reteaching, and practice.	Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice.
Publisher	Editorial Change	9781598927764	Teacher	xiii	Guided Spelling Teacher's Manual	Overview of Content in Grades 1–3	Overview of Content in Grades 1–6
Publisher	Editorial Change	9781598927764	Teacher	xiii	Guided Spelling Teacher's Manual	The Guided Spelling program content follows a developmental sequence, progressing from alphabetic spelling to patterns to morphemic spelling. Each level emphasizes high-frequency spelling patterns and irregular words. The chart below shows the developmental sequence over the first three grades of the program.	The Guided Spelling program content follows a developmental sequence, progressing from alphabetic spelling to patterns to morphemic spelling, as seen in the chart on the following page.
Publisher	Editorial Change	9781598927764	Teacher	xiii	Guided Spelling Teacher's Manual	Overview of Guided Spelling, Grades 1–3 [full table]	[Replace with table from page xv in the Grade 4 Guided Spelling Teacher's Manual.]
Publisher	Editorial Change	9781610035842	Teacher	xiii	Making Meaning Vocabulary Teaching Guide, vol. 1	The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that align to the Common Core State Standards, and the social development objectives of the program and how they are achieved.	The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.
Publisher	Editorial Change	9781610032414	Teacher	xiii	Being a Writer Teacher's Manual, vol. 1	Updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781598927764	Teacher	xiv	Guided Spelling Teacher's Manual	At each grade, the students also master the spelling of many high-frequency words: 30 irregular words at grade 1; 100 regular words and 100 irregular words at grade 2; and 200 regular words and 100 irregular words at grade 3.	At each grade, the students also master the spelling of many high-frequency words: 30 irregular words at grade 1; 100 regular words and 100 irregular words at grade 2; 200 regular words and 100 irregular words at grade 3; and 375 words in each grade at grades 4, 5, and 6.
Publisher	Editorial Change	9781598927764	Teacher	xiv	Guided Spelling Teacher's Manual	At grade 3, they are also introduced to spelling abbreviations, weekdays, and months.	At grade 3, they are also introduced to spelling abbreviations, weekdays, and months. At grades 4–6, the students review contractions and other frequently misspelled words. At grades 4 and 5, they learn to spell unusual plurals. At grades 4–6, word history is frequently included in the guided spelling lessons.
Publisher	Editorial Change	9781598927764	Teacher	xiv	Guided Spelling Teacher's Manual	Long vowel-consonant-e, for example, phone, nine, strange	underline the e in phone [formatting not possible in spreadsheet]
Publisher	Editorial Change	9781610032414	Teacher	xiv	Being a Writer Teacher's Manual, vol. 1	A Writing Performance Task Preparation Guide that prepares students for CCSS-based writing performance tasks at grades 3–6	A Writing Performance Task Preparation Guide that prepares students for standards-based writing performance tasks at grades 3–6

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Publisher	Editorial Change	9781610032414	Teacher	xix	Being a Writer Teacher's Manual, vol. 1	<p>ALIGNMENT WITH THE COMMON CORE STATE STANDARDS</p> <p>The Being a Writer program has been carefully designed to align with the Common Core State Standards (CCSS) for writing and language:</p> <p>Lessons align with the CCSS by developing students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. (Expository Nonfiction in Being a Writer corresponds to Informative Writing in the CCSS. Functional Writing corresponds to Explanatory Writing in the standards.)</p> <p>Writing About Reading activities in each unit provide frequent opportunities for extra practice in the challenging tasks of writing opinions and drawing on evidence from written texts to support those opinions.</p> <p>The Skill Practice Teaching Guide and accompanying Student Skill Practice Book offer thorough instruction in the conventions of grammar, usage, punctuation, and capitalization that aligns with the CCSS language standards at grades 1–5.</p> <p>The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing, also brings the program into alignment with the Common Core State Standards for speaking and listening. For more information, see "Values and Social Skills" on page xxviii. For a correlation of the skills taught in the Being a Writer program with the CCSS, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).</p>	<p>Alignment with Standards</p> <p>The Being a Writer program develops students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).</p>
Publisher	Editorial Change	9781598927764	Teacher	xv	Guided Spelling Teacher's Manual	Using Guided Spelling with Other Programs from Developmental Studies Center	Using Guided Spelling with Other Programs from Center for the Collaborative Classroom
Publisher	Editorial Change	9781598927764	Teacher	xv	Guided Spelling Teacher's Manual	The Guided Spelling program is the spelling component of a complete set of language arts curricula developed by Developmental Studies Center (DSC) and can be integrated with any of the programs described below. For complete information on Developmental Studies Center's programs, visit our website at www.devstu.org .	The Guided Spelling program is the spelling component of a complete set of language arts curricula developed by Center for the Collaborative Classroom (CCC) and can be integrated with any of the programs described below. For complete information on Collaborative Classroom's programs, visit our website at collaborativeclassroom.org .
Publisher	Editorial Change	9781598927764	Teacher	xv	Guided Spelling Teacher's Manual	The Guided Spelling program may be used in conjunction with DSC's SIPPS® program (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words).	The Guided Spelling program may be used in conjunction with CCC's SIPPS® program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).
Publisher	Editorial Change	9781598927764	Teacher	xvi	Guided Spelling Teacher's Manual	<p>Making Meaning Vocabulary</p> <p>The Making Meaning® Vocabulary program is a supplement to Making Meaning. In this vocabulary program, students learn from four to six words each week (four words at grades K–2; six words at grades 3–6) and do activities with partners and as a class to develop their understanding of the meanings of the words. The words taught in the Making Meaning Vocabulary program are taken from the Making Meaning read-aloud texts.</p>	The Vocabulary Teaching Guide provides 30 weeks of vocabulary instruction that build students' word knowledge, supplementing and supporting the reading comprehension lessons in the Making Meaning Teacher's Manual. The students learn high-utility words found in or relating to the read-aloud texts. The lessons combine direct instruction in word meanings with activities that require the students to think about the words and use them as they talk with their partners and the class.
Publisher	Editorial Change	9781598927764	Teacher	xvi	Guided Spelling Teacher's Manual	Students at grades 2 and above also learn independent word-learning strategies, such as recognizing words with multiple meanings and using context and prefixes and suffixes to figure out word meanings.	Students also learn independent word-learning strategies, such as recognizing words with multiple meanings and using context and prefixes and suffixes to figure out word meanings.
Publisher	Editorial Change	9781610032414	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	The following sections describe the program components, writing development across the grades, alignment to the Common Core State Standards, and a typical daily lesson.	The following sections describe the program components, writing development across the grades, and a typical daily lesson.
Publisher	Editorial Change	9781610032414	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons aligned with the Common Core State Standards for language to supplement instruction in skills and conventions in the program	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
Publisher	Editorial Change	9781610032414	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for CCSS-based writing performance tasks	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for standards-based writing performance tasks

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Publisher	Editorial Change	9781610035828	Teacher	xvii	Making Meaning Teacher's Manual, vol. 1	•New and updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035842	Teacher	xvii	Making Meaning Vocabulary Teaching Guide, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035842	Teacher	xvii	Making Meaning Vocabulary Teaching Guide, vol. 1	Lessons in the Vocabulary Teaching Guide have been carefully designed to align with the language standards of the Common Core State Standards (CCSS), with a particular focus on standards aimed at vocabulary acquisition and use.	Lessons in the Vocabulary Teaching Guide have been carefully designed to focus on standards aimed at vocabulary acquisition and use.
Publisher	Editorial Change	9781598927764	Teacher	xvii	Guided Spelling Teacher's Manual	The Vocabulary Teaching Guide provides 30 weeks of vocabulary instruction that build students' word knowledge, supplementing and supporting the reading comprehension lessons in the Making Meaning Teacher's Manual.	The Vocabulary Teaching Guide provides 30 weeks of vocabulary instruction that build students' word knowledge, supplementing and supporting the reading comprehension lessons in the <ital>Making Meaning Teacher's Manual.
Publisher	Editorial Change	9781598927764	Teacher	xvii	Guided Spelling Teacher's Manual	The Making Meaning® program is a classroom-tested K–8 reading comprehension curriculum that combines the latest comprehension research with support for students' social and ethical development.	The Making Meaning® program is a classroom-tested K–6 reading comprehension curriculum that combines the latest comprehension research with support for students' social and ethical development.
Publisher	Editorial Change	9781610035828	Teacher	xviii	Making Meaning Teacher's Manual, vol. 1	A Reading Assessment Preparation Guide that prepares students for CCSS–based reading comprehension assessments at grades 3–6	A Reading Assessment Preparation Guide that prepares students for standards–based reading comprehension assessments at grades 3–6
Publisher	Editorial Change	9781610035842	Teacher	xviii	Making Meaning Vocabulary Teaching Guide, vol. 1	(The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with the CCSS for speaking and listening.)	(The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)
Publisher	Editorial Change	9781610035842	Teacher	xviii	Making Meaning Vocabulary Teaching Guide, vol. 1	For a correlation of the skills taught in the Vocabulary Teaching Guide with the CCSS, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).	For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610035828	Teacher	xxi	Making Meaning Teacher's Manual, vol. 1	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a CCSS–based reading comprehension assessment	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a standards–based reading comprehension assessment
Publisher	Editorial Change	9781610035828	Teacher	xxii	Making Meaning Teacher's Manual, vol. 1	<p>ALIGNMENT WITH THE COMMON CORE STATE STANDARDS</p> <p>In its pedagogy and approach to instruction, the Making Meaning program aligns with the fundamental goals of the Common Core State Standards (CCSS), which are to develop students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. More specifically, the program aligns with the CCSS for reading and language in these ways:</p> <ul style="list-style-type: none"> •The lessons provide students with strategies they can use to read and comprehend both literary and informational texts. The students hear, read, and discuss various types of literature—including stories, poems, plays, and novels—and informational texts—including narrative nonfiction texts, expository books and articles, and functional texts. •In literary texts, the students identify key ideas and details and analyze and discuss narrative text structure, including elements such as plot, character, problem or conflict, and theme. They learn to cite evidence from a text to support their thinking. •In informational texts, the students discuss key details and main ideas, identify reasons and evidence that support main ideas, and explore authors' purposes and points of view. They also analyze text features and organization. •Excerpts from read-aloud texts provided in the Student Response Books give the students opportunities to apply the strategies they are learning in a close reading of complex texts. •A unit at grades K–5 focuses on building a body of knowledge about a topic—the animal world—with particular focuses on animal young, animal habitats, and animal senses. <p>The program's focus on conversations about texts, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' thinking, also brings Making Meaning into alignment with the CCSS for speaking and listening. In addition, the writing standards are addressed through Writing About Reading activities, which give the students opportunities to compare texts and express opinions about their reading. For a correlation of the skills taught in the Making Meaning program with the Common Core State Standards, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).</p>	<p>Alignment with Standards</p> <p>The Making Meaning program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).</p>
Publisher	Editorial Change	9781610032414	Teacher	xxiv	Being a Writer Teacher's Manual, vol. 1	The skills instruction provided in these materials and in the core program is consistent with the Common Core State Standards for language.	Delete to remove reference to Common Core.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032414	Teacher	xxxiv	Being a Writer Teacher's Manual, vol. 1	Expository Nonfiction in Being a Writer corresponds to Informative Writing in the CCSS. Functional Writing corresponds to Explanatory Writing in the standards.	Expository Nonfiction in Being a Writer corresponds to Informative Writing in some standards. Functional Writing corresponds to Explanatory Writing in the standards.
Publisher	Editorial Change	9781610033022	Teacher	1	Being a Writer Writing Performance Task Preparation Guide	During this one-week unit, the students prepare for the narrative writing portion of a CCSS end-of-year writing performance task.	During this one-week unit, the students prepare for the narrative writing portion of a standards-based end-of-year writing performance task.
Publisher	Editorial Change	9781610037044	Teacher	1	Making Meaning Reading Assessment Preparation Guide	During this one-week unit, the students prepare for the reading comprehension portion of a CCSS end-of-year summative assessment.	During this one-week unit, the students prepare for the reading comprehension portion of a standards-based end-of-year summative assessment.
Publisher	Editorial Change	9781610032605	Teacher	2	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	5	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	6	Being a Writer Writing Performance Task Preparation Guide	The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently.	The purpose for this guided practice performance task is to prepare the students for the standards-based end-of-year performance tasks they will be required to complete independently.
Publisher	Editorial Change	9781610033022	Teacher	6	Being a Writer Writing Performance Task Preparation Guide	This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	6	Making Meaning Reading Assessment Preparation Guide	ABOUT PREPARING FOR A CCSS-BASED END-OF-YEAR ASSESSMENT	ABOUT PREPARING FOR A STANDARDS-BASED END-OF-YEAR ASSESSMENT
Publisher	Editorial Change	9781610037044	Teacher	6	Making Meaning Reading Assessment Preparation Guide	This week, with guidance and support from you, the students prepare for the reading comprehension portion of a CCSS-based end-of-year assessment.	This week, with guidance and support from you, the students prepare for the reading comprehension portion of a standards-based end-of-year assessment.
Publisher	Editorial Change	9781610037044	Teacher	6	Making Meaning Reading Assessment Preparation Guide	This process differs from the proposed CCSS process in which the students will be required to work independently and complete their work in a prescribed amount of time. In addition, the expectation is that the CCSS assessments will be computer based.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	6	Making Meaning Reading Assessment Preparation Guide	Online practice assessments are expected to be available to teachers and students from both the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	9	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	13	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	22	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	26	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610033022	Teacher	29	Being a Writer Writing Performance Task Preparation Guide	To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see “Assessing CCSS Language Skills” on page xi).	To assess how your students are progressing with the standards-based Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see “Assessing Language Skills” on page xi).
Publisher	Editorial Change	9781610033022	Teacher	29	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Many states provide a practice performance task that students complete independently. It can be given right after the guided practice, or at a later time.
Publisher	Editorial Change	9781610032605	Teacher	30	Being a Writer Skill Practice Teacher’s Guide	Use these assessments to check students’ application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students’ application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	32	Being a Writer Writing Performance Task Preparation Guide	Common Core State Standards Assessed Research Questions 1, 2, and 3: • W.3.8 Writing Composition: • W.3.3; W.3.3a; W.3.3b; W.3.3d; W.3.4; W.3.5; W.3.8 ; W.3.10 • L.3.1; L.3.2; L.3.2e; L.3.3; L.3.3a Related Common Core State Standards Reading: • RI.3.1	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	33	Being a Writer Skill Practice Teacher’s Guide	Use these assessments to check students’ application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students’ application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	33	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students’ writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033022	Teacher	34	Being a Writer Writing Performance Task Preparation Guide	(The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software	Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment.
Publisher	Editorial Change	9781610037044	Teacher	36	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	36	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	37	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.7; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	38	Being a Writer Skill Practice Teacher’s Guide	Use these assessments to check students’ application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students’ application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037044	Teacher	38	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.10	Delete to remove reference to Common Core.

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Publisher	Editorial Change	9781610037044	Teacher	39	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	43	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037044	Teacher	47	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.2; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	47	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	48	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.4; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	49	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.9; RI.3.10; W.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	50	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.4; RI.3.10; L.3.4a	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	51	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.9; RI.3.10; W.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	52	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	53	Being a Writer Writing Performance Task Preparation Guide	During this one-week unit, the students prepare for the informative/explanatory writing portion of a CCSS end-of-year writing performance task.	During this one-week unit, the students prepare for the informative/explanatory writing portion of a standards-based end-of-year writing performance task.
Publisher	Editorial Change	9781610032605	Teacher	56	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037044	Teacher	56	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.2; RI.3.7; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	56	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.7; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	57	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.7; RI.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033022	Teacher	58	Being a Writer Writing Performance Task Preparation Guide	The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently.	The purpose for this guided practice performance task is to prepare the students for the standards-based end-of-year performance tasks they will be required to complete independently.
Publisher	Editorial Change	9781610033022	Teacher	58	Being a Writer Writing Performance Task Preparation Guide	This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	58	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.3.1; RI.3.2; RI.3.10	Delete to remove reference to Common Core.

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Publisher	Editorial Change	9781610032605	Teacher	60	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037044	Teacher	62	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.3.1; RL.3.3; RL.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	63	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.3.1; RL.3.2; RL.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	64	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	68	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037044	Teacher	70	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.3.3; RL.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	70	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.3.1; RL.3.3; RL.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	72	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.3.10; L.3.4a	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037044	Teacher	73	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.3.1; RL.3.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	76	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	79	Being a Writer Writing Performance Task Preparation Guide	To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing CCSS Language Skills" on page xi).	To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing Language Skills" on page xi).
Publisher	Editorial Change	9781610033022	Teacher	79	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that the students complete independently.	Many states provide a practice performance task that the students complete independently.
Publisher	Editorial Change	9781610033022	Teacher	79	Being a Writer Writing Performance Task Preparation Guide	Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	80	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610033022	Teacher	82	Being a Writer Writing Performance Task Preparation Guide	Common Core State Standards Assessed Research Questions 1, 2, and 3: • W.3.8 Writing Composition: • W.3.2; W.3.2a–d; W.3.4; W.3.5; W.3.8 ; W.3.10 • L.3.1; L.3.2; L.3.2e Related Common Core State Standards Reading: • RL.3.1	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033022	Teacher	83	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Career (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	84	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	84	Being a Writer Writing Performance Task Preparation Guide	(The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software.	Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment.
Publisher	Editorial Change	9781610032605	Teacher	87	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	91	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	94	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	103	Being a Writer Writing Performance Task Preparation Guide	During this one-week unit, the students prepare for the opinion writing portion of a CCSS end-of-year writing performance task.	During this one-week unit, the students prepare for the opinion writing portion of a standards-based end-of-year writing performance task.
Publisher	Editorial Change	9781610032605	Teacher	104	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	108	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033022	Teacher	108	Being a Writer Writing Performance Task Preparation Guide	The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently.	The purpose for this guided practice performance task is to prepare the students for the standards-based end-of-year performance tasks they will be required to complete independently.
Publisher	Editorial Change	9781610033022	Teacher	108	Being a Writer Writing Performance Task Preparation Guide	This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032605	Teacher	112	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032605	Teacher	116	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610033022	Teacher	130	Being a Writer Writing Performance Task Preparation Guide	To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see “Assessing CCSS Language Skills” on page xi).	To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see “Assessing Language Skills” on page xi).
Publisher	Editorial Change	9781610033022	Teacher	130	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that the students complete independently.	Many states provide a practice performance task that the students complete independently.
Publisher	Editorial Change	9781610033022	Teacher	130	Being a Writer Writing Performance Task Preparation Guide	Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033022	Teacher	132	Being a Writer Writing Performance Task Preparation Guide	Common Core State Standards Assessed Research Questions 1, 2, and 3: • W.3.8 Writing Composition: • W.3.1; W.3.1a–d; W.3.4; W.3.5; W.3.8; W.3.10 • L.3.1; L.3.2; L.3.2e Related Common Core State Standards Reading: • RI.3.1	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033022	Teacher	133	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students’ writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium (Smarter Balanced) or the Partnership for Assessment of Readiness for College and Careers (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033022	Teacher	134	Being a Writer Writing Performance Task Preparation Guide	(The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software	Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment.
Publisher	Editorial Change	9781610032605	Teacher	178	Being a Writer Skill Practice Teacher’s Guide	Three diagnostic language skills tasks offer formative assessment of grade-level Common Core State Standards (CCSS) for language.	Three diagnostic language skills tasks offer formative assessment of grade-level language standards.
Publisher	Editorial Change	9781610032605	Teacher	178	Being a Writer Skill Practice Teacher’s Guide	Each task gives students two opportunities to demonstrate their mastery of a set of CCSS grade-level language skills.	Each task gives students two opportunities to demonstrate their mastery of a set of grade-level language skills.
Publisher	Editorial Change	9781610032605	Teacher	178	Being a Writer Skill Practice Teacher’s Guide	There are two cumulative reports that identify which CCSS skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.	There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.
Publisher	Editorial Change	9781610032605	Teacher	178	Being a Writer Skill Practice Teacher’s Guide	Class Grouping Report” (DR1) is used to group the students around CCSS language skills for which they need additional practice.	Class Grouping Report” (DR1) is used to group the students around language skills for which they need additional practice.
Publisher	Editorial Change	9781610032605	Teacher	178	Being a Writer Skill Practice Teacher’s Guide	To assess student mastery of grade-level CCSS skills throughout the year, administer a diagnostic language skills task at the beginning, middle, and end of the year.	To assess student mastery of grade-level skills throughout the year, administer a diagnostic language skills task at the beginning, middle, and end of the year.
Publisher	Editorial Change	9781610032605	Teacher	180	Being a Writer Skill Practice Teacher’s Guide	This will show you how an individual student performed on the CCSS language skills that were tested in “Diagnostic Language Skills Task 1.”	This will show you how an individual student performed on the language skills that were tested in “Diagnostic Language Skills Task 1.”
Publisher	Editorial Change	9781610032605	Teacher	180	Being a Writer Skill Practice Teacher’s Guide	When a student scores 0–1 on a CCSS skill, record her name in the Task 1 column of the “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1) beside the applicable standard.	When a student scores 0–1 on a skill, record her name in the Task 1 column of the “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1) beside the applicable standard.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032605	Teacher	180	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032605	Teacher	181	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1h: coordinating and subordinating conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	181	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1b: regular and irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	182	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1e: simple verb tenses (past, present, future)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	182	Being a Writer Skill Practice Teacher's Guide	4 CCSS 2c: commas and quotation marks in dialogue	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	182	Being a Writer Skill Practice Teacher's Guide	5 CCSS 2c: commas and quotation marks in dialogue	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	182	Being a Writer Skill Practice Teacher's Guide	6 CCSS 2d: possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	182	Being a Writer Skill Practice Teacher's Guide	7 CCSS 2a: capitalize appropriate words in titles	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	182	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1e: simple verb tenses (past, present, future)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	182	Being a Writer Skill Practice Teacher's Guide	9 CCSS 2d: possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	183	Being a Writer Skill Practice Teacher's Guide	10 CCSS 2b: commas in addresses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	183	Being a Writer Skill Practice Teacher's Guide	11 CCSS 1f: subject-verb and pronoun-antecedent agreement	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	184	Being a Writer Skill Practice Teacher's Guide	12 CCSS 1d: regular and irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	184	Being a Writer Skill Practice Teacher's Guide	13 CCSS 1h: coordinating and subordinating conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	184	Being a Writer Skill Practice Teacher's Guide	14 CCSS 2a: capitalize appropriate words in titles	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	184	Being a Writer Skill Practice Teacher's Guide	15 CCSS 1g: comparative and superlative adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	184	Being a Writer Skill Practice Teacher's Guide	16 CCSS 1f: subject-verb and pronoun-antecedent agreement	delete CCSS number, capitalize first word of standard text

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032605	Teacher	184	Being a Writer Skill Practice Teacher's Guide	17 CCSS 2b: commas in addresses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	184	Being a Writer Skill Practice Teacher's Guide	18 CCSS 1b: regular and irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	185	Being a Writer Skill Practice Teacher's Guide	19 CCSS 1d: regular and irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	185	Being a Writer Skill Practice Teacher's Guide	20 CCSS 1g: comparative and superlative adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	b. Form and use regular and irregular plural nouns.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	d. Form and use regular and irregular verbs.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	delete "e."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	f. Ensure subject-verb and pronoun-antecedent agreement.	delete "f."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	delete "g."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	h. Use coordinating and subordinating conjunctions.	delete "h."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	a. Capitalize appropriate words in titles.	delete "a."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	b. Use commas in addresses.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	c. Use commas and quotation marks in dialogue.	delete "c."
Publisher	Editorial Change	9781610032605	Teacher	186	Being a Writer Skill Practice Teacher's Guide	d. Form and use possessives.	delete "d."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	b. Form and use regular and irregular plural nouns.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	d. Form and use regular and irregular verbs.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	delete "e."
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	f. Ensure subject-verb and pronoun-antecedent agreement.	delete "f."
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	delete "g."
Publisher	Editorial Change	9781610032605	Teacher	187	Being a Writer Skill Practice Teacher's Guide	h. Use coordinating and subordinating conjunctions.	delete "h."
Publisher	Editorial Change	9781610032605	Teacher	188	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	188	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032605	Teacher	188	Being a Writer Skill Practice Teacher's Guide	a. Capitalize appropriate words in titles.	delete "a."
Publisher	Editorial Change	9781610032605	Teacher	188	Being a Writer Skill Practice Teacher's Guide	b. Use commas in addresses.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	188	Being a Writer Skill Practice Teacher's Guide	c. Use commas and quotation marks in dialogue.	delete "c."
Publisher	Editorial Change	9781610032605	Teacher	188	Being a Writer Skill Practice Teacher's Guide	d. Form and use possessives.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	190	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Language Skills Task 2."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 2."
Publisher	Editorial Change	9781610032605	Teacher	190	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill, record his name in the Task 2 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.	When a student scores 0–1 on a skill, record his name in the Task 2 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.
Publisher	Editorial Change	9781610032605	Teacher	190	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.

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Publisher	Editorial Change	9781610032605	Teacher	191	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1b: regular and irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	191	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1h: coordinating and subordinating conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	192	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1e: simple verb tenses (past, present, future)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	192	Being a Writer Skill Practice Teacher's Guide	4 CCSS 2d: possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	192	Being a Writer Skill Practice Teacher's Guide	5 CCSS 2c: commas and quotation marks in dialogue	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	192	Being a Writer Skill Practice Teacher's Guide	6 CCSS 1d: regular and irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	192	Being a Writer Skill Practice Teacher's Guide	7 CCSS 2c: commas and quotation marks in dialogue	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	192	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1g: comparative and superlative adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	193	Being a Writer Skill Practice Teacher's Guide	9 CCSS 1g: comparative and superlative adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	193	Being a Writer Skill Practice Teacher's Guide	10 CCSS 2b: commas in addresses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	194	Being a Writer Skill Practice Teacher's Guide	11 CCSS 1b: regular and irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	194	Being a Writer Skill Practice Teacher's Guide	12 CCSS 1d: regular and irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	194	Being a Writer Skill Practice Teacher's Guide	13 CCSS 2d: possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	194	Being a Writer Skill Practice Teacher's Guide	14 CCSS 1f: subject-verb and pronoun-antecedent agreement	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	194	Being a Writer Skill Practice Teacher's Guide	15 CCSS 2a: capitalize appropriate words in titles	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	194	Being a Writer Skill Practice Teacher's Guide	16 CCSS 1f: subject-verb and pronoun-antecedent agreement	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	194	Being a Writer Skill Practice Teacher's Guide	17 CCSS 1e: simple verb tenses (past, present, future)	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032605	Teacher	195	Being a Writer Skill Practice Teacher's Guide	18 CCSS 2a: capitalize appropriate words in titles	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	195	Being a Writer Skill Practice Teacher's Guide	19 CCSS 1h: coordinating and subordinating conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	195	Being a Writer Skill Practice Teacher's Guide	20 CCSS 2b: commas in addresses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	b. Form and use regular and irregular plural nouns.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	d. Form and use regular and irregular verbs.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	delete "e."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	f. Ensure subject-verb and pronoun-antecedent agreement.	delete "f."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	delete "g."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	h. Use coordinating and subordinating conjunctions.	delete "h."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	a. Capitalize appropriate words in titles.	delete "a."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	b. Use commas in addresses.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	c. Use commas and quotation marks in dialogue.	delete "c."
Publisher	Editorial Change	9781610032605	Teacher	196	Being a Writer Skill Practice Teacher's Guide	d. Form and use possessives.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	b. Form and use regular and irregular plural nouns.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	d. Form and use regular and irregular verbs.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	delete "e."
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	f. Ensure subject-verb and pronoun-antecedent agreement.	delete "f."
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	delete "g."
Publisher	Editorial Change	9781610032605	Teacher	197	Being a Writer Skill Practice Teacher's Guide	h. Use coordinating and subordinating conjunctions.	delete "h."
Publisher	Editorial Change	9781610032605	Teacher	198	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	198	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032605	Teacher	198	Being a Writer Skill Practice Teacher's Guide	a. Capitalize appropriate words in titles.	delete "a."
Publisher	Editorial Change	9781610032605	Teacher	198	Being a Writer Skill Practice Teacher's Guide	b. Use commas in addresses.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	198	Being a Writer Skill Practice Teacher's Guide	c. Use commas and quotation marks in dialogue.	delete "c."
Publisher	Editorial Change	9781610032605	Teacher	198	Being a Writer Skill Practice Teacher's Guide	d. Form and use possessives.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	200	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Language Skills Task 3."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 3."
Publisher	Editorial Change	9781610032605	Teacher	200	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill, record her name in the Task 3 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) <u>beside</u> the applicable standard.	When a student scores 0–1 on a skill, record her name in the Task 3 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) <u>beside</u> the applicable standard.
Publisher	Editorial Change	9781610032605	Teacher	200	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032605	Teacher	201	Being a Writer Skill Practice Teacher's Guide	1 CCSS 2b: commas in addresses	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032605	Teacher	202	Being a Writer Skill Practice Teacher's Guide	2 CCSS 2b: commas in addresses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	202	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1d: regular and irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	202	Being a Writer Skill Practice Teacher's Guide	4 CCSS 1h: coordinating and subordinating conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	202	Being a Writer Skill Practice Teacher's Guide	5 CCSS 2d: possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	202	Being a Writer Skill Practice Teacher's Guide	6 CCSS 1d: regular and irregular verbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	202	Being a Writer Skill Practice Teacher's Guide	7 CCSS 1b: regular and irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	202	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1h: coordinating and subordinating conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	203	Being a Writer Skill Practice Teacher's Guide	9 CCSS 1g: comparative and superlative adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	203	Being a Writer Skill Practice Teacher's Guide	10 CCSS 1b: regular and irregular plural nouns	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	204	Being a Writer Skill Practice Teacher's Guide	11 CCSS 2a: capitalize appropriate words in titles	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	204	Being a Writer Skill Practice Teacher's Guide	12 CCSS 2d: possessives	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	204	Being a Writer Skill Practice Teacher's Guide	13 CCSS 1e: simple verb tenses (past, present, future)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	204	Being a Writer Skill Practice Teacher's Guide	14 CCSS 2a: capitalize appropriate words in titles	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	204	Being a Writer Skill Practice Teacher's Guide	15 CCSS 1g: comparative and superlative adjectives and adverbs	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	204	Being a Writer Skill Practice Teacher's Guide	16 CCSS 2c: commas and quotation marks in dialogue	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	204	Being a Writer Skill Practice Teacher's Guide	17 CCSS 1e: simple verb tenses (past, present, future)	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	205	Being a Writer Skill Practice Teacher's Guide	18 CCSS 1f: subject-verb and pronoun-antecedent agreement	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032605	Teacher	205	Being a Writer Skill Practice Teacher's Guide	19 CCSS 2c: commas and quotation marks in dialogue	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	205	Being a Writer Skill Practice Teacher's Guide	20 CCSS 1f: subject-verb and pronoun-antecedent agreement	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	b. Form and use regular and irregular plural nouns.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	d. Form and use regular and irregular verbs.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	delete "e."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	f. Ensure subject-verb and pronoun-antecedent agreement.	delete "f."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	delete "g."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	h. Use coordinating and subordinating conjunctions.	delete "h."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	a. Capitalize appropriate words in titles.	delete "a."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	b. Use commas in addresses.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	c. Use commas and quotation marks in dialogue.	delete "c."
Publisher	Editorial Change	9781610032605	Teacher	206	Being a Writer Skill Practice Teacher's Guide	d. Form and use possessives.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards

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Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	b. Form and use regular and irregular plural nouns.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	d. Form and use regular and irregular verbs.	delete "d."
Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	delete "e."
Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	f. Ensure subject-verb and pronoun-antecedent agreement.	delete "f."
Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	delete "g."
Publisher	Editorial Change	9781610032605	Teacher	207	Being a Writer Skill Practice Teacher's Guide	h. Use coordinating and subordinating conjunctions.	delete "h."
Publisher	Editorial Change	9781610032605	Teacher	208	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032605	Teacher	208	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032605	Teacher	208	Being a Writer Skill Practice Teacher's Guide	a. Capitalize appropriate words in titles.	delete "a."
Publisher	Editorial Change	9781610032605	Teacher	208	Being a Writer Skill Practice Teacher's Guide	b. Use commas in addresses.	delete "b."
Publisher	Editorial Change	9781610032605	Teacher	208	Being a Writer Skill Practice Teacher's Guide	c. Use commas and quotation marks in dialogue.	delete "c."
Publisher	Editorial Change	9781610032605	Teacher	208	Being a Writer Skill Practice Teacher's Guide	d. Form and use possessives.	delete "d."
Publisher	Editorial Change	9781610032414	Teacher	337	Being a Writer Teacher's Manual, vol. 1	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Narrative Writing unit on page 1 of the Writing Performance Task Preparation Guide.	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Narrative Writing unit on page 1 of the Writing Performance Task Preparation Guide.
Publisher	Editorial Change	9781610035835	Teacher	392	Making Meaning Teacher's Manual, vol. 2	For more information, see "Alignment with the Common Core State Standards" in the Introduction.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035835	Teacher	445	Making Meaning Teacher's Manual, vol. 2	(Optional) Prior to beginning the next unit, you might wish to prepare the students for an end-of-year CCSS-type reading assessment by teaching the Answering Questions in Response to Text unit in the Reading Assessment Preparation Guide.	(Optional) Prior to beginning the next unit, you might wish to prepare the students for an end-of-year reading assessment by teaching the Answering Questions in Response to Text unit in the Reading Assessment Preparation Guide.
Publisher	Editorial Change	9781610032421	Teacher	470	Being a Writer Teacher's Manual, vol. 2	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Informative/Explanatory Writing unit on page 53 of the Writing Performance Task Preparation Guide.	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Informative/Explanatory Writing unit on page 53 of the Writing Performance Task Preparation Guide.

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Publisher	Editorial Change	9781598927764	Teacher	488	Guided Spelling Teacher's Manual	Guided Spelling Reorder Information	delete full page
Publisher	Editorial Change	9781610032421	Teacher	614	Being a Writer Teacher's Manual, vol. 2	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Opinion Writing unit on page 103 of the Writing Performance Task Preparation Guide.	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Opinion Writing unit on page 103 of the Writing Performance Task Preparation Guide.
Publisher	Editorial Change	9781598927764	Teacher	481–482	Guided Spelling Teacher's Manual	Index of Words in Grades 1–3 [ALL]	Replace with pages 503–509 from the G4 Guided Spelling Teacher's Manual.
English Language Arts and Reading, Grade 4 <i>Collaborative Literacy: Texas Edition</i> (ISBN 9781682464397)							
State Review Panel	New Content	9781610035866	Teacher	79	Making Meaning Teacher's Manual, vol. 1	[Insert new Extension]	Investigate Your School's Lunch Menu Have pairs of students each write a letter to the school cafeteria staff to find out more information about the food served in their cafeteria. Have the pairs use the investigative questions Who? What? When? Where? Why? How? to generate questions to ask the cafeteria staff. Once they have their questions, have each pair write a letter or email that politely requests the information they are curious about. After they receive a response, invite the students to report what information they learned.
State Review Panel	New Content	9781610035866	Teacher	218	Making Meaning Teacher's Manual, vol. 1	[Insert new Extension]	Informally Discuss Cultural Setting Remind the students that this story takes place during a time in United States history when segregation was a way of life. Reread page 23 and then ask: Q What details does the author include in the story to help the reader understand the ways in which black people were treated during this time? Q If the clerk had treated the Dukes differently, do you think it would have changed what happened next in the story? Why?
State Review Panel	New Content	9781610032445	Teacher	388	Being a Writer Teacher's Manual, vol. 2	Point out that notes are most helpful when they are brief and written in the writer's own words, rather than copied exactly from the source.	Point out that notes are most helpful when they are paraphrased, brief and written in the writer's own words, rather than copied exactly from the source. Explain that if a writer copies the exact words or ideas from a source in her notes, she might accidentally copy those words and ideas into her own report. Tell the students that when a writer uses someone else's exact words and ideas in her own writing without giving the original writer credit it is called plagiarism. Explain that plagiarism is stealing someone else's work and calling it your own and that plagiarism can result in serious consequences for any writer, whether she is a student, a journalist, or a professional author.
State Review Panel	New Content	9781610032445	Teacher	388	Being a Writer Teacher's Manual, vol. 2	[Insert new Teacher's Note]	Teacher Note If your school has an official policy on plagiarism, you might review it with your students. Facilitate a class discussion by asking questions such as: Q What questions do you have about plagiarism? Q What might you do if you are having trouble writing a note in your own words?
State Review Panel	New Content	9781610032445	Teacher	392	Being a Writer Teacher's Manual, vol. 2	Have partners review their notes together to make sure that what they have written makes sense.	Have partners review their notes together to make sure that they are written in their own words and that what they have written makes sense.
State Review Panel	New Content	9781610032445	Teacher	392	Being a Writer Teacher's Manual, vol. 2	Q Who has an example of a confusing note? What did you do to make the note clearer? Q What have you learned about taking notes? What suggestions do you have to help others? Q Why might it be important to try to take notes in your own words, instead of writing down an author's words?	Q Who has an example of a confusing note? What did you do to make the note clearer? Q Why do you think it is important to paraphrase, or write notes using your own words, instead of plagiarizing, or using the author's exact words? Q What have you learned about taking notes? What suggestions do you have to help others?

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State Review Panel	New Content	9781610032445	Teacher	471	Being a Writer Teacher's Manual, vol. 2	<ul style="list-style-type: none"> Use geoboards, tangrams, or pattern blocks to make a design on his side of the folder. Give directions to the other partner, who tries to make the same design using her own materials on the other side of the folder. Have partners remove the folder to see if their designs match. Then ask them to switch roles and do the activity again.	<ul style="list-style-type: none"> Use geoboards, tangrams, or pattern blocks to make a design on his side of the folder. Give directions to the other partner, who tries to make the same design using her own materials on the other side of the folder. Have the partner who followed the directions restate them using the design she created as a guide (e.g. "First, I placed the equilateral triangle on top of the square. Then I put the circle on top of the triangle. . .") Have partners remove the folder to see if their designs match. Then ask them to switch roles and do the activity again.
English Language Arts and Reading, Grade 5 <i>Collaborative Literacy: Texas Edition</i> (ISBN 9781682464403)							
State Review Panel	New Content	9781610035927	Teacher	98	Making Meaning Vocabulary Teaching Guide, vol. 1	<ul style="list-style-type: none"> "Practice makes perfect." ("The way to become good at something is to practice.") 	delete
State Review Panel	New Content	9781610035927	Teacher	98	Making Meaning Vocabulary Teaching Guide, vol. 1	<ul style="list-style-type: none"> "Every cloud has a silver lining." ("There is something good in every situation, even if it seems unpleasant.") 	delete
State Review Panel	New Content	9781610035927	Teacher	98	Making Meaning Vocabulary Teaching Guide, vol. 1	[Arrow pointing from Teacher Note to lesson body]	delete
State Review Panel	New Content	9781610035927	Teacher	98	Making Meaning Vocabulary Teaching Guide, vol. 1	Teacher Note For a list of common adages and proverbs, visit the DSC Learning Hub (teach.devstu.org) to view the "Adages and Proverbs" list in the General Resources section.	Delete Teacher Note head, move text up to become the last paragraph in the note above.
State Review Panel	New Content	9781610035927	Teacher	98	Making Meaning Vocabulary Teaching Guide, vol. 1	Q Why do you think the author of the article titled it "All Work and No Play"? Q Based on what you heard in the article, what might happen to children if they have no recess ("no play")?	Q Why do you think the author of the article titled it "All Work and No Play"? Q Based on what you heard in the article, what might happen to children if they have no recess ("no play")? Q When might you use the proverb "all work and no play"? What would you say?
State Review Panel	New Content	9781610035927	Teacher	98	Making Meaning Vocabulary Teaching Guide, vol. 1	If necessary, point out that students might be more fatigued and less able to concentrate if they do not take breaks from classwork. Without recess, students also lose the opportunity to exercise and get rid of tension or boredom. Have the students discuss the meanings of the well-known proverbs that follow. You might write them where everyone can see them. A penny saved is a penny earned. Practice makes perfect. A picture is worth a thousand words. A watched pot never boils. Every cloud has a silver lining. Look before you leap.	Tell the students that you will read aloud a paragraph that contains an adage. Have the students think as you read about what the adage might mean. Read aloud the first paragraph below twice, slowly and clearly. After the first reading point out that "every cloud has a silver lining" is the proverb and then read the paragraph aloud again. <ul style="list-style-type: none"> I was upset last night because my dad had to work late and I didn't get to see him. This morning I found out that he gets today off so we can spend the entire day together. I guess every cloud has a silver lining. Ask: Q What do you think "every cloud has a silver lining" means? What makes you think that? Turn to your partner. Q When might you use the proverb "Every cloud has a silver lining"? What would you say? If necessary, tell the students that "Every cloud has a silver lining" means that there is something good in every situation, even if it seems unpleasant. Follow the same procedure with the following paragraph: <ul style="list-style-type: none"> At the end of last school year, I didn't know very many multiplication facts. Over the summer I practiced for 15 minutes every day. This year, I know them all! Practice makes perfect!
State Review Panel	New Content	9781610032452	Teacher	159	Being a Writer Teacher's Manual, vol. 1	"I'll show I'm interested by asking my partner questions about his draft." "I'll listen to my partner's whole story without interrupting."	"I'll show I'm interested by asking my partner questions about his draft." "I'll make sure to keep my hands and body still so that I don't get distracted." "I'll listen to my partner's whole story without interrupting."

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State Review Panel	New Content	9781610032452	Teacher	159	Being a Writer Teacher's Manual, vol. 1	Scan the class without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.	Have the students pay attention to what their partners do to show they are interested in each others' drafts.
State Review Panel	New Content	9781610032452	Teacher	159	Being a Writer Teacher's Manual, vol. 1	Q What did your partner do or say to show interest in your draft? How did that feel? Q Why is it important that we all get to feel that our partners are interested in our writing?	Q What did your partner do to show interest in your draft? How did that feel? Q What did your partner say to show you that he was interested? How did that make you feel? Q Why is it important that we all get to feel that our partners are interested in our writing?
State Review Panel	New Content	9781610035910	Teacher	381	Making Meaning Teacher's Manual, vol. 2	You might have the students read and discuss other articles about cloning. The students can find articles by searching online using keywords such as "cloning for kids." After the students have researched the subject, you might suggest that groups of four choose positions for or against cloning. Each group might collaborate to create a presentation supporting its position, using information gathered online. Have the groups use "Heads Together" and "Group Brainstorming" to help them work well together. The groups might then deliver their presentations to the rest of the class. After each presentation, encourage class discussion about the relative merits of the arguments made.	Research and Create Presentations About Cloning Remind the students that in the article, "Copycats: Why Clone?" the author informs the reader about the pros and cons of cloning. Remind the students that writers often use central, or main, ideas to make their writing clear to their audience. Have the students look at the article in their Student Response Book and identify the central, or main ideas, the author of this article uses to highlight the pros and cons of cloning. Then ask: Q What are the central, or main, ideas that support cloning? As the students respond, chart their answers in a "T" chart on the board. Then ask: Q What are the central, or main, ideas against cloning? As the students respond, record their answers in the chart. Tell the students that they will search for other articles about cloning and form their own opinions about the topic and support their ideas with main ideas and details. Help the students find articles by searching online using keywords such as "cloning for kids." After the students have researched the subject, you might suggest that groups of four choose positions for or against cloning. Using information gathered online, have each group member identify one central, or main idea, that supports the group's position. Each group might collaborate to compose a presentation supporting its position. Have the groups use "Heads Together" and "Group Brainstorming" to help them work well together. The groups might then deliver their presentations to the rest of the class. After each presentation, encourage class discussion about the relative merits of the arguments made.
State Review Panel	New Content	9781610035910	Teacher	517	Making Meaning Teacher's Manual, vol. 2	Q What else did you learn about Marion Stoddart from watching the video? Q What questions do you still have?	Q What else did you learn about Marion Stoddart from watching the video? Q What questions do you still have? Tell the students that the interview with Marion Stoddart is a primary source. Explain that a primary source can be anything (for example, an article, interview, or diary entry) that is created by a person who was there when the event happened. Point out that book A River Ran Wild is a secondary source. Explain that a secondary source (for example, a book, article, or movie) is created by a person who was not present when the event occurred.

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Publisher	Editorial Change	9781598921250	Teacher	copyright page	Guided Spelling Teacher's Manual	Funding for Developmental Studies Center has been generously provided by: The Annenberg Foundation, Inc. The Atlantic Philanthropies (USA) Inc. Booth Ferris Foundation The Robert Bowne Foundation, Inc. The Annie E. Casey Foundation Center for Substance Abuse Prevention U.S. Department of Health and Human Services The Danforth Foundation The DuBarry Foundation The Ford Foundation William T. Grant Foundation Evelyn and Walter Haas, Jr. Fund Walter and Elise Haas Fund The Horace Hagedorn Foundation J. David and Pamela Hakman Family Foundation Hasbro Children's Foundation Charles Hayden Foundation The William Randolph Hearst Foundations Clarence E. Heller Charitable Foundation The William and Flora Hewlett Foundation The James Irvine Foundation The Robert Wood Johnson Foundation Walter S. Johnson Foundation Ewing Marion Kauffman Foundation W.K. Kellogg Foundation John S. and James L. Knight Foundation Lilly Endowment, Inc. Longview Foundation Louis R. Lurie Foundation	[updating funders list and copyright information]
Publisher	Editorial Change	9781598921250	Teacher	cover	Guided Spelling Teacher's Manual	Developmental Studies Center	Center for the Collaborative Classroom
Publisher	Editorial Change	9781610032629	Teacher	iii	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills	Assessing Language Skills
Publisher	Editorial Change	9781610037068	Teacher	ix	Making Meaning Reading Assessment Preparation Guide	If your school or district decides to administer an interim CCSS assessment, you might teach the unit in this guide as preparation for that assessment.	If your school or district decides to administer an interim standards-based assessment, you might teach the unit in this guide as preparation for that assessment.
Publisher	Editorial Change	9781610037068	Teacher	ix	Making Meaning Reading Assessment Preparation Guide	After teaching the unit in this guide as preparation for the end-of-year assessment, you might assign one or more of the supplemental passages and their associated test items as seatwork or homework for the students, either as further practice or to use as an informal individual assessment of each student's progress on CCSS-type assessment items.	After teaching the unit in this guide as preparation for the end-of-year assessment, you might assign one or more of the supplemental passages and their associated test items as seatwork or homework for the students, either as further practice or to use as an informal individual assessment of each student's progress on standards-type assessment items.
Publisher	Editorial Change	9781610037068	Teacher	ix	Making Meaning Reading Assessment Preparation Guide	After completing the unit of instruction provided in this guide, you might administer an online CCSS-based practice assessment that the students complete independently.	If you live in a state that has adopted the Common Core State Standards, after completing the unit of instruction provided in this guide, you might administer an online CCSS-based practice assessment that the students complete independently.
Publisher	Editorial Change	9781610033046	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	With the advent of the Common Core State Standards (CCSS), students are required to analyze and gather information from multiple sources and then produce writing in a specified genre.	With the advent of standards-based performance assessments, students are required to analyze and gather information from multiple sources and then produce writing in a specified genre.
Publisher	Editorial Change	9781610033046	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	CCSS-based end-of-year summative writing assessments produced by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced) require students to use information and evidence from provided sources to produce writing. The students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources.	In standards-based end-of-year summative writing assessments, students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources.

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Publisher	Editorial Change	9781610033046	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills described in the Common Core State Standards for research and writing.	These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills needed for research and writing.
Publisher	Editorial Change	9781610033046	Teacher	v	Being a Writer Writing Performance Task Preparation Guide	This practice and support helps the students gain the confidence they need to perform well when they take a CCSS-based writing assessment.	This practice and support helps the students gain the confidence they need to perform well when they take a standards-based writing assessment.
Publisher	Editorial Change	9781610032452	Teacher	v	Being a Writer Teacher's Manual, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610037068	Teacher	v	Making Meaning Reading Assessment Preparation Guide	The Common Core State Standards (CCSS) are a set of standards in English language arts/literacy and mathematics that outline what students are expected to know and be able to do at the end of each grade.	College- and career-ready standards in English language arts/literacy and mathematics outline what students are expected to know and be able to do at the end of each grade.
Publisher	Editorial Change	9781610037068	Teacher	v	Making Meaning Reading Assessment Preparation Guide	With the adoption of the CCSS come end-of-year summative assessments aligned with the standards.	With the adoption of such standards come end-of-year summative assessments aligned with the standards.
Publisher	Editorial Change	9781610037068	Teacher	v	Making Meaning Reading Assessment Preparation Guide	These assessments have been developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). The English language arts/literacy portion of the assessments includes passages and test items that assess students' reading comprehension, as well as a performance task focused primarily on assessing writing skills.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	v	Making Meaning Reading Assessment Preparation Guide	The goal of the Reading Assessment Preparation Guide is to prepare students for the reading comprehension portion of the assessment.	The goal of the Reading Assessment Preparation Guide is to prepare students for the reading comprehension portion of standards-based assessments.
Publisher	Editorial Change	9781610037068	Teacher	v	Making Meaning Reading Assessment Preparation Guide	This guide introduces the students to the types of passages and test items they will encounter in the end-of-year assessment.	This guide introduces the students to the types of passages and test items they will encounter in these end-of-year assessments.
Publisher	Editorial Change	9781610035903	Teacher	v	Making Meaning Teacher's Manual, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035927	Teacher	v	Making Meaning Vocabulary Teaching Guide, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610033046	Teacher	vi	Being a Writer Writing Performance Task Preparation Guide	The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing CCSS-based writing performance tasks.	The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing standards-based writing performance tasks.
Publisher	Editorial Change	9781610033046	Teacher	vi	Being a Writer Writing Performance Task Preparation Guide	Each performance task provides materials similar to those used when completing a PARCC or Smarter Balanced writing performance task. These include teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions.	Each performance task includes teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions.
Publisher	Editorial Change	9781610037068	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	The reading levels of the passages are within the text-complexity band identified in the CCSS as appropriate for grade 5.	The reading levels of the passages are within the grade 5 text-complexity band.
Publisher	Editorial Change	9781610037068	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	The items represent the variety of formats the students will encounter on a CCSS-based assessment, including both selected-response items (multiple-choice) and constructed-response items (written responses of varying length).	The items represent the variety of formats the students will encounter on a standards-based assessment, including both selected-response items (multiple-choice) and constructed-response items (written responses of varying length).
Publisher	Editorial Change	9781610037068	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	The items align with a range of CCSS reading, writing, and language standards.	The items align with a range of reading, writing, and language standards.
Publisher	Editorial Change	9781610037068	Teacher	vi	Making Meaning Reading Assessment Preparation Guide	Included with each passage are the test items associated with the passage, an answer key, and the CCSS skills each item addresses.	Included with each passage are the test items associated with the passage, an answer key, and the skills each item addresses.

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Publisher	Editorial Change	9781610032629	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	The Skill Practice Teaching Guide, along with the Student Skill Practice Book, provides complete coverage of grade-level Common Core State Standards for language with 30 weeks of minilessons in grammar, usage, and mechanics skills that supplement writing instruction in the Being a Writer program.	The Skill Practice Teaching Guide, along with the Student Skill Practice Book, provides 30 weeks of minilessons in grammar, usage, and mechanics skills that supplement writing instruction in the Being a Writer program.
Publisher	Editorial Change	9781610032629	Teacher	vii	Being a Writer Skill Practice Teacher's Guide	Three diagnostic proofreading passages for formative assessment of Common Core Language Standards	Three diagnostic proofreading passages for formative assessment of language standards
Publisher	Editorial Change	9781610037068	Teacher	vii	Making Meaning Reading Assessment Preparation Guide	As on Day 2, the test items represent a variety of formats and address a range of CCSS reading and language skills.	As on Day 2, the test items represent a variety of formats and address a range of reading and language skills.
Publisher	Editorial Change	9781610033046	Teacher	viii	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by Smarter Balanced or PARCC. Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	viii	Being a Writer Writing Performance Task Preparation Guide	PROVIDING ADDITIONAL PRACTICE USING AN ONLINE TESTING ENVIRONMENT If you teach in a state that has adopted the Common Core State Standards, you might administer an online CCSS-based practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from Smarter Balanced or PARCC. To access the practice performance tasks, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781598921250	Teacher	viii	Guided Spelling Teacher's Manual	Once the students have written the word, they read and spell it aloud as the teacher writes it correctly on the board or overhead.	Once the students have written the word, they read and spell it aloud as the teacher writes it correctly on the board.
Publisher	Editorial Change	9781610037068	Teacher	viii	Making Meaning Reading Assessment Preparation Guide	You might use the passages "The Erie Canal," "An Engineering Marvel," and/or "Low Bridge, Everybody Down" and associated test items at the start of the school year as an informal baseline assessment of the students' reading comprehension and their comfort and facility with CCSS-like passages and items.	You might use the passages "The Erie Canal," "An Engineering Marvel," and/or "Low Bridge, Everybody Down" and associated test items at the start of the school year as an informal baseline assessment of the students' reading comprehension and their comfort and facility with test-like passages and items.
Publisher	Editorial Change	9781610032629	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Assessing CCSS Language Skills	Assessing Language Skills
Publisher	Editorial Change	9781610032629	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Three diagnostic proofreading and editing tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the grade 5 Common Core State Standards (CCSS) for Language.	Three diagnostic proofreading and editing tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the language standards.
Publisher	Editorial Change	9781610032629	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	The scoring keys also include CCSS correlations, listing the standard(s) addressed by each item.	The scoring keys also list the standard(s) addressed by each item.
Publisher	Editorial Change	9781610032629	Teacher	xi	Being a Writer Skill Practice Teacher's Guide	Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific CCSS skills requiring additional review, reteaching, and practice.	Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice.
Publisher	Editorial Change	9781610035927	Teacher	xi	Making Meaning Vocabulary Teaching Guide, vol. 1	New and revised lessons and activities that directly address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032452	Teacher	xiii	Being a Writer Teacher's Manual, vol. 1	Updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035903	Teacher	xiii	Making Meaning Teacher's Manual, vol. 1	A Reading Assessment Preparation Guide that prepares students for CCSS-based reading comprehension assessments at grades 3–6	A Reading Assessment Preparation Guide that prepares students for standards-based reading comprehension assessments at grades 3–6

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Publisher	Editorial Change	9781610035927	Teacher	xiii	Making Meaning Vocabulary Teaching Guide, vol. 1	The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that align to the Common Core State Standards, and the social development objectives of the program and how they are achieved.	The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.
Publisher	Editorial Change	9781610032452	Teacher	xiv	Being a Writer Teacher's Manual, vol. 1	A Writing Performance Task Preparation Guide that prepares students for CCSS-based writing performance tasks at grades 3–6	A Writing Performance Task Preparation Guide that prepares students for standards-based writing performance tasks at grades 3–6
Publisher	Editorial Change	9781610032452	Teacher	xix	Being a Writer Teacher's Manual, vol. 1	<p>ALIGNMENT WITH THE COMMON CORE STATE STANDARDS</p> <p>The Being a Writer program has been carefully designed to align with the Common Core State Standards (CCSS) for writing and language:</p> <p>Lessons align with the CCSS by developing students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. (Expository Nonfiction in Being a Writer corresponds to Informative Writing in the CCSS. Functional Writing corresponds to Explanatory Writing in the standards.)</p> <p>Writing About Reading activities in each unit provide frequent opportunities for extra practice in the challenging tasks of writing opinions and drawing on evidence from written texts to support those opinions.</p> <p>The Skill Practice Teaching Guide and accompanying Student Skill Practice Book offer thorough instruction in the conventions of grammar, usage, punctuation, and capitalization that aligns with the CCSS language standards at grades 1–6.</p> <p>The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing, also brings the program into alignment with the Common Core State Standards for speaking and listening. For more information, see "Values and Social Skills" on page xxviii. For a correlation of the skills taught in the Being a Writer program with the CCSS, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).</p>	<p>Alignment with Standards</p> <p>The Being a Writer program develops students' abilities to draft, research, revise, discuss proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).</p>
Publisher	Editorial Change	9781610032452	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	The following sections describe the program components, writing development across the grades, alignment to the Common Core State Standards, and a typical daily lesson.	The following sections describe the program components, writing development across the grades, and a typical daily lesson.
Publisher	Editorial Change	9781610032452	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons aligned with the Common Core State Standards for language to supplement instruction in skills and conventions in the program	Skill Practice Teaching Guide (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
Publisher	Editorial Change	9781610032452	Teacher	xvi	Being a Writer Teacher's Manual, vol. 1	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for CCSS-based writing performance tasks	Writing Performance Task Preparation Guide (at grades 3–6), containing lessons to prepare students for standards-based writing performance tasks
Publisher	Editorial Change	9781598921250	Teacher	xvii	Guided Spelling Teacher's Manual	Using Guided Spelling with Other Programs from Developmental Studies Center	Using Guided Spelling with Other Programs from Center for the Collaborative Classroom
Publisher	Editorial Change	9781598921250	Teacher	xvii	Guided Spelling Teacher's Manual	The Guided Spelling program is the spelling component of a complete set of language arts curricula developed by Developmental Studies Center (DSC) and can be integrated with any of the programs described below. For complete information on Developmental Studies Center's programs, visit our website at www.devstu.org .	The Guided Spelling program is the spelling component of a complete set of language arts curricula developed by Center for the Collaborative Classroom (CCC) and can be integrated with any of the programs described below. For complete information on Collaborative Classroom's programs, visit our website at collaborativeclassroom.org .
Publisher	Editorial Change	9781598921250	Teacher	xvii	Guided Spelling Teacher's Manual	The Guided Spelling program may be used in conjunction with DSC's SIPPS® program (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words).	The Guided Spelling program may be used in conjunction with CCC's SIPPS® program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).
Publisher	Editorial Change	9781610035903	Teacher	xvii	Making Meaning Teacher's Manual, vol. 1	New and updated lessons and activities that address the Common Core State Standards (CCSS)	Delete to remove reference to Common Core.

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Publisher	Editorial Change	9781610035927	Teacher	xvii	Making Meaning Vocabulary Teaching Guide, vol. 1	Alignment with the Common Core State Standards	Alignment with Standards
Publisher	Editorial Change	9781610035927	Teacher	xvii	Making Meaning Vocabulary Teaching Guide, vol. 1	Lessons in the Vocabulary Teaching Guide have been carefully designed to align with the language standards of the Common Core State Standards (CCSS), with a particular focus on standards aimed at vocabulary acquisition and use.	Lessons in the Vocabulary Teaching Guide have been carefully designed to focus on standards aimed at vocabulary acquisition and use.
Publisher	Editorial Change	9781598921250	Teacher	xviii	Guided Spelling Teacher's Manual	Making Meaning Vocabulary The Making Meaning® Vocabulary program is a supplement to Making Meaning. In this vocabulary program, students learn from four to six words each week (four words at grades K–2; six words at grades 3–6) and do activities with partners and as a class to develop their understanding of the meanings of the words. The words taught in the Making Meaning Vocabulary program are taken from the Making Meaning read-aloud texts.	The Vocabulary Teaching Guide provides 30 weeks of vocabulary instruction that build students' word knowledge, supplementing and supporting the reading comprehension lessons in the Making Meaning Teacher's Manual. The students learn high-utility words found in or relating to the read-aloud texts. The lessons combine direct instruction in word meanings with activities that require the students to think about the words and use them as they talk with their partners and the class.
Publisher	Editorial Change	9781598921250	Teacher	xviii	Guided Spelling Teacher's Manual	Students at grades 2 and above also learn independent word-learning strategies, such as recognizing words with multiple meanings and using context and prefixes and suffixes to figure out word meanings.	Students also learn independent word-learning strategies, such as recognizing words with multiple meanings and using context and prefixes and suffixes to figure out word meanings.
Publisher	Editorial Change	9781610035927	Teacher	xviii	Making Meaning Vocabulary Teaching Guide, vol. 1	(The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with the CCSS for speaking and listening.)	(The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)
Publisher	Editorial Change	9781610035927	Teacher	xviii	Making Meaning Vocabulary Teaching Guide, vol. 1	For a correlation of the skills taught in the Vocabulary Teaching Guide with the CCSS, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).	For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610035903	Teacher	xxi	Making Meaning Teacher's Manual, vol. 1	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a CCSS–based reading comprehension assessment	A Reading Assessment Preparation Guide (grades 3–6), containing lessons to prepare students for a standards–based reading comprehension assessment
Publisher	Editorial Change	9781610035903	Teacher	xxii	Making Meaning Teacher's Manual, vol. 1	ALIGNMENT WITH THE COMMON CORE STATE STANDARDS In its pedagogy and approach to instruction, the Making Meaning program aligns with the fundamental goals of the Common Core State Standards (CCSS), which are to develop students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. More specifically, the program aligns with the CCSS for reading and language in these ways: •The lessons provide students with strategies they can use to read and comprehend both literary and informational texts. The students hear, read, and discuss various types of literature—including stories, poems, plays, and novels—and informational texts—including narrative nonfiction texts, expository books and articles, and functional texts. •In literary texts, the students identify key ideas and details and analyze and discuss narrative text structure, including elements such as plot, character, problem or conflict, and theme. They learn to cite evidence from a text to support their thinking. •In informational texts, the students discuss key details and main ideas, identify reasons and evidence that support main ideas, and explore authors' purposes and points of view. They also analyze text features and organization. •Excerpts from read-aloud texts provided in the Student Response Books give the students opportunities to apply the strategies they are learning in a close reading of complex texts. •A unit at grades K–5 focuses on building a body of knowledge about a topic—the animal world—with particular focuses on animal young, animal habitats, and animal senses. The program's focus on conversations about texts, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' thinking, also brings Making Meaning into alignment with the CCSS for speaking and listening. In addition, the writing standards are addressed through Writing About Reading activities, which give the students opportunities to compare texts and express opinions about their reading. For a correlation of the skills taught in the Making Meaning program with the Common Core State Standards, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org/ccss).	Alignment with Standards The Making Meaning program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).
Publisher	Editorial Change	9781610032452	Teacher	xxiv	Being a Writer Teacher's Manual, vol. 1	The skills instruction provided in these materials and in the core program is consistent with the Common Core State Standards for language.	Delete to remove reference to Common Core.

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Publisher	Editorial Change	9781610032452	Teacher	xxxiii	Being a Writer Teacher's Manual, vol. 1	Expository Nonfiction in Being a Writer corresponds to Informative Writing in the CCSS. Functional Writing corresponds to Explanatory Writing in the standards.	Expository Nonfiction in Being a Writer corresponds to Informative Writing in some standards. Functional Writing corresponds to Explanatory Writing in the standards.
Publisher	Editorial Change	9781610033046	Teacher	1	Being a Writer Writing Performance Task Preparation Guide	During this one-week unit, the students prepare for the narrative writing portion of a CCSS end-of-year writing performance task.	During this one-week unit, the students prepare for the narrative writing portion of a standards-based end-of-year writing performance task.
Publisher	Editorial Change	9781610037068	Teacher	1	Making Meaning Reading Assessment Preparation Guide	During this one-week unit, the students prepare for the reading comprehension portion of a CCSS end-of-year summative assessment.	During this one-week unit, the students prepare for the reading comprehension portion of a standards-based end-of-year summative assessment.
Publisher	Editorial Change	9781610032629	Teacher	2	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	6	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033046	Teacher	6	Being a Writer Writing Performance Task Preparation Guide	The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently.	The purpose for this guided practice performance task is to prepare the students for the standards-based end-of-year performance tasks they will be required to complete independently.
Publisher	Editorial Change	9781610033046	Teacher	6	Being a Writer Writing Performance Task Preparation Guide	This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	6	Making Meaning Reading Assessment Preparation Guide	ABOUT PREPARING FOR A CCSS-BASED END-OF-YEAR ASSESSMENT	ABOUT PREPARING FOR A STANDARDS-BASED END-OF-YEAR ASSESSMENT
Publisher	Editorial Change	9781610037068	Teacher	6	Making Meaning Reading Assessment Preparation Guide	This week, with guidance and support from you, the students prepare for the reading comprehension portion of a CCSS-based end-of-year assessment.	This week, with guidance and support from you, the students prepare for the reading comprehension portion of a standards-based end-of-year assessment.
Publisher	Editorial Change	9781610037068	Teacher	6	Making Meaning Reading Assessment Preparation Guide	This process differs from the proposed CCSS process in which the students will be required to work independently and complete their work in a prescribed amount of time. In addition, the expectation is that the CCSS assessments will be computer based.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	6	Making Meaning Reading Assessment Preparation Guide	Online practice assessments are expected to be available to teachers and students from both the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	10	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	15	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	21	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033046	Teacher	32	Being a Writer Writing Performance Task Preparation Guide	To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing CCSS Language Skills" on page xi).	To assess how your students are progressing with the standards-based Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing Language Skills" on page xi).

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Publisher	Editorial Change	9781610033046	Teacher	32	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that students complete independently. It can be given right after the guided practice, or at a later time. Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parconline.org).	Many states provide a practice performance task that students complete independently. It can be given right after the guided practice, or at a later time.
Publisher	Editorial Change	9781610032629	Teacher	34	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033046	Teacher	34	Being a Writer Writing Performance Task Preparation Guide	Common Core State Standards Assessed Research Questions 1, 2, and 3: • W.5.8; W.5.9 Writing Composition: • W.5.3; W.5.3a; W.5.3b; W.5.3d; W.5.3e; W.5.4; W.5.5; W.5.9; W.5.10 • L.5.1; L.5.2; L.5.2e Related Common Core State Standards Reading: • RI.5.7; RI.5.9	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	35	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parconline.org) to locate their scoring rubrics.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	36	Being a Writer Writing Performance Task Preparation Guide	(The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software	Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment.
Publisher	Editorial Change	9781610032629	Teacher	39	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037068	Teacher	39	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	40	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.8; RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	41	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.8; RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	42	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	42	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.10; W.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	44	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	49	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610037068	Teacher	53	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.2; RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	53	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.8; RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	54	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.8; RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	55	Being a Writer Writing Performance Task Preparation Guide	During this one-week unit, the students prepare for the informative/explanatory writing portion of a CCSS end-of-year writing performance task.	During this one-week unit, the students prepare for the informative/explanatory writing portion of a standards-based end-of-year writing performance task.
Publisher	Editorial Change	9781610037068	Teacher	55	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.4; RI.5.10; L.5.4a	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	57	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.4; RI.5.10; L.5.4a	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	58	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037068	Teacher	58	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.3; RI.5.8; RI.5.10; W.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	59	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.7; RI.5.9; RI.5.10; W.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	60	Being a Writer Writing Performance Task Preparation Guide	The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently.	The purpose for this guided practice performance task is to prepare the students for the standards-based end-of-year performance tasks they will be required to complete independently.
Publisher	Editorial Change	9781610033046	Teacher	60	Being a Writer Writing Performance Task Preparation Guide	This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	63	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037068	Teacher	66	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	66	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	67	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037068	Teacher	67	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.4; RI.5.10; L.5.4a	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	68	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RI.5.2; RI.5.10; W.5.10	Delete to remove reference to Common Core.

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Publisher	Editorial Change	9781610032629	Teacher	71	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	75	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037068	Teacher	75	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	75	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	76	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.4; RL.5.10; L.5.4a	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	77	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	78	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.2; RL.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	84	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033046	Teacher	84	Being a Writer Writing Performance Task Preparation Guide	To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing CCSS Language Skills" on page xi).	To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing Language Skills" on page xi).
Publisher	Editorial Change	9781610033046	Teacher	84	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that the students complete independently.	Many states provide a practice performance task that the students complete independently.
Publisher	Editorial Change	9781610033046	Teacher	84	Being a Writer Writing Performance Task Preparation Guide	Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	86	Being a Writer Writing Performance Task Preparation Guide	Common Core State Standards Assessed Research Questions 1, 2, and 3: • W.5.8; W.5.9 Writing Composition: • W.5.2; W.5.2a; W.5.2b; W.5.2c; W.5.2e; W.5.4; W.5.5; W.5.9; W.5.9b; W.5.10 • L.5.1; L.5.2e; L.5.6 Related Common Core State Standards Reading: • RI.5.3; RI.5.7; RI.5.8; RI.5.9	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	86	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.2; RL.5.10	Delete to remove reference to Common Core.

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Publisher	Editorial Change	9781610033046	Teacher	87	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Career (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	87	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.4; RL.5.10; L.5.4a	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	88	Being a Writer Writing Performance Task Preparation Guide	(The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software.	Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment.
Publisher	Editorial Change	9781610037068	Teacher	88	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.2; RL.5.10; W.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	89	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610037068	Teacher	89	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.2; RL.5.9; RL.5.10; W.5.4	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610037068	Teacher	90	Making Meaning Reading Assessment Preparation Guide	CCSS addressed: RL.5.2; RL.5.9; RL.5.10	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	94	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	97	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	102	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	106	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033046	Teacher	107	Being a Writer Writing Performance Task Preparation Guide	During this one-week unit, the students prepare for the opinion writing portion of a CCSS end-of-year writing performance task.	During this one-week unit, the students prepare for the opinion writing portion of a standards-based end-of-year writing performance task.
Publisher	Editorial Change	9781610033046	Teacher	112	Being a Writer Writing Performance Task Preparation Guide	The purpose for this guided practice performance task is to prepare the students for the CCSS end-of-year performance tasks they will be required to complete independently.	The purpose for this guided practice performance task is to prepare the students for the standards-based end-of-year performance tasks they will be required to complete independently.
Publisher	Editorial Change	9781610033046	Teacher	112	Being a Writer Writing Performance Task Preparation Guide	This process differs from the proposed CCSS end-of-year assessment process, in which students will be required to complete their writing in a prescribed amount of time and the writing will be scored. In addition, the expectation is that the CCSS assessments will be computer-based and that all student materials, including access to spell-check, will be available within the testing software.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610035903	Teacher	112	Making Meaning Teacher's Manual, vol. 1	For more information, see "Alignment with the Common Core State Standards" in the Introduction.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	116	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.

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Publisher	Editorial Change	9781610032629	Teacher	119	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	123	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	127	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610032629	Teacher	132	Being a Writer Skill Practice Teacher's Guide	Use these assessments to check students' application and assess their mastery of the CCSS grade-level language skills. For more information, see Appendix C.	Use these assessments to check students' application and assess their mastery of grade-level language skills. For more information, see Appendix C.
Publisher	Editorial Change	9781610033046	Teacher	134	Being a Writer Writing Performance Task Preparation Guide	To assess how your students are progressing with the CCSS Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing CCSS Language Skills" on page xi).	To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the Skill Practice Teaching Guide (also see "Assessing Language Skills" on page xi).
Publisher	Editorial Change	9781610033046	Teacher	134	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, you might administer a CCSS-based practice performance task that the students complete independently.	Many states provide a practice performance task that the students complete independently.
Publisher	Editorial Change	9781610033046	Teacher	134	Being a Writer Writing Performance Task Preparation Guide	Practice performance tasks may be available online from the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers (PARCC). To access the practice assessments, visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org).	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	136	Being a Writer Writing Performance Task Preparation Guide	Common Core State Standards Assessed Research Questions 1, 2, and 3: • W.5.8; W.5.9 Writing Composition: • W.5.1; W.5.1a–d; W.5.4; W.5.5; W.5.9; W.5.9b; W.5.10 • L.5.1; L.5.2; L.5.2e; L.5.6 Related Common Core State Standards Reading: • RI.5.7; RI.5.8; RI.5.9	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	137	Being a Writer Writing Performance Task Preparation Guide	If you teach in a state that has adopted the Common Core State Standards, the students' writing in Part 2 can be scored using the rubrics provided by the Smarter Balanced Assessment Consortium (Smarter Balanced) or the Partnership for Assessment of Readiness for College and Careers (PARCC). Visit the Smarter Balanced website (smarterbalanced.org) or the PARCC website (parcconline.org) to locate their scoring rubrics. Delete to remove reference to Common Core.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610033046	Teacher	138	Being a Writer Writing Performance Task Preparation Guide	(The performance tasks planned by Smarter Balanced and PARCC will be computer-based, and many of the student materials, including access to spell-check, will be available within the testing software	Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment.
Publisher	Editorial Change	9781610032629	Teacher	194	Being a Writer Skill Practice Teacher's Guide	Three diagnostic proofreading passages offer formative assessment of grade-level Common Core State Standards (CCSS) for language.	Three diagnostic proofreading passages offer formative assessment of grade-level language standards.
Publisher	Editorial Change	9781610032629	Teacher	194	Being a Writer Skill Practice Teacher's Guide	Each passage gives students three opportunities to show their mastery of a set of CCSS grade-level language skills.	Each passage gives students three opportunities to show their mastery of a set of grade-level language skills.
Publisher	Editorial Change	9781610032629	Teacher	194	Being a Writer Skill Practice Teacher's Guide	There are two cumulative reports that identify which CCSS skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.	There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the Skill Practice Teaching Guide.

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Publisher	Editorial Change	9781610032629	Teacher	194	Being a Writer Skill Practice Teacher's Guide	The "Diagnostic Proofreading Passages: Student Report" (DS1) can be used to track an individual student's progress throughout the year; whereas, the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) is used to group the students around CCSS language skills for which they need additional practice.	The "Diagnostic Proofreading Passages: Student Report" (DS1) can be used to track an individual student's progress throughout the year; whereas, the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) is used to group the students around language skills for which they need additional practice.
Publisher	Editorial Change	9781610032629	Teacher	194	Being a Writer Skill Practice Teacher's Guide	To assess student mastery of grade-level CCSS skills throughout the year, administer a diagnostic proofreading passage at the beginning, middle, and end of the year.	To assess student mastery of grade-level skills throughout the year, administer a diagnostic proofreading passage at the beginning, middle, and end of the year.
Publisher	Editorial Change	9781610032629	Teacher	196	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Proofreading Passage 1."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Proofreading Passage 1."
Publisher	Editorial Change	9781610032629	Teacher	196	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill, record her name in the Proofreading Passage 1 column of the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) beside the applicable standard.	When a student scores 0–1 on a skill, record her name in the Proofreading Passage 1 column of the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) beside the applicable standard.
Publisher	Editorial Change	9781610032629	Teacher	196	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	3 CCSS 2c: comma to set off a tag question	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	4 CCSS 2c: comma to set off the words yes and no	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	5 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	6 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	7 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	8 CCSS 2c: comma to indicate direct address	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	9 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	10 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	11 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	12 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032629	Teacher	197	Being a Writer Skill Practice Teacher's Guide	13 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	14 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	15 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	16 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	17 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	18 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	19 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	20 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	21 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	22 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	23 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	198	Being a Writer Skill Practice Teacher's Guide	24 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	c. Use verb tense to convey various times, sequences, states, and conditions.	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	d. Recognize and correct inappropriate shifts in verb tense.	delete "d."

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Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	e. Use correlative conjunctions (e.g., either/or; neither/nor).	delete "e."
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	a. Use punctuation to separate items in a series.	delete "a."
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	b. Use a comma to separate an introductory element from the rest of the sentence.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	d. Use underlining, quotation marks, or italics to indicate titles of works.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	199	Being a Writer Skill Practice Teacher's Guide	Notes: CCSS L.1a is not testable in the proofreading format. The standard requires students to explain the function of, rather than use or recognize, conjunctions, prepositions, and interjections.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	200	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	200	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032629	Teacher	200	Being a Writer Skill Practice Teacher's Guide	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	200	Being a Writer Skill Practice Teacher's Guide	c. Use verb tense to convey various times, sequences, states, and conditions.	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	200	Being a Writer Skill Practice Teacher's Guide	d. Recognize and correct inappropriate shifts in verb tense.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	200	Being a Writer Skill Practice Teacher's Guide	e. Use correlative conjunctions (e.g., either/or; neither/nor).	delete "e."
Publisher	Editorial Change	9781610032629	Teacher	201	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	201	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032629	Teacher	201	Being a Writer Skill Practice Teacher's Guide	a. Use punctuation to separate items in a series.	delete "a."
Publisher	Editorial Change	9781610032629	Teacher	201	Being a Writer Skill Practice Teacher's Guide	b. Use a comma to separate an introductory element from the rest of the sentence.	delete "b."

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Publisher	Editorial Change	9781610032629	Teacher	201	Being a Writer Skill Practice Teacher's Guide	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	201	Being a Writer Skill Practice Teacher's Guide	d. Use underlining, quotation marks, or italics to indicate titles of works.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	201	Being a Writer Skill Practice Teacher's Guide	Notes: CCSS L.1a is not testable in the proofreading format. The standard requires students to explain the function of, rather than use or recognize, conjunctions, prepositions, and interjections.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	203	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Proofreading Passage 2."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Proofreading Passage 2."
Publisher	Editorial Change	9781610032629	Teacher	203	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill, record her name in the Proofreading Passage 2 column of the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) beside the applicable standard.	When a student scores 0–1 on a skill, record her name in the Proofreading Passage 2 column of the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) beside the applicable standard.
Publisher	Editorial Change	9781610032629	Teacher	203	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	1 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	2 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	4 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	5 CCSS 2c: comma to indicate direct address	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	6 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	7 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	8 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	9 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	10 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	11 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text

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Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	12 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	204	Being a Writer Skill Practice Teacher's Guide	13 CCSS 2c: comma to set off a tag question	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	14 CCSS 2c: comma to set off the words yes and no	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	15 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	16 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	17 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	18 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	19 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	20 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	21 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	22 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	23 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	205	Being a Writer Skill Practice Teacher's Guide	24 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	c. Use verb tense to convey various times, sequences, states, and conditions.	delete "c."

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Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	d. Recognize and correct inappropriate shifts in verb tense.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	e. Use correlative conjunctions (e.g., either/or; neither/nor).	delete "e."
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	a. Use punctuation to separate items in a series.	delete "a."
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	b. Use a comma to separate an introductory element from the rest of the sentence.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	d. Use underlining, quotation marks, or italics to indicate titles of works.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	206	Being a Writer Skill Practice Teacher's Guide	Notes: CCSS L.1a is not testable in the proofreading format. The standard requires students to explain the function of, rather than use or recognize, conjunctions, prepositions, and interjections.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	207	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	207	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032629	Teacher	207	Being a Writer Skill Practice Teacher's Guide	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	207	Being a Writer Skill Practice Teacher's Guide	c. Use verb tense to convey various times, sequences, states, and conditions.	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	207	Being a Writer Skill Practice Teacher's Guide	d. Recognize and correct inappropriate shifts in verb tense.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	207	Being a Writer Skill Practice Teacher's Guide	e. Use correlative conjunctions (e.g., either/or; neither/nor).	delete "e."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032629	Teacher	208	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	208	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032629	Teacher	208	Being a Writer Skill Practice Teacher's Guide	a. Use punctuation to separate items in a series.	delete "a."
Publisher	Editorial Change	9781610032629	Teacher	208	Being a Writer Skill Practice Teacher's Guide	b. Use a comma to separate an introductory element from the rest of the sentence.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	208	Being a Writer Skill Practice Teacher's Guide	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	208	Being a Writer Skill Practice Teacher's Guide	d. Use underlining, quotation marks, or italics to indicate titles of works.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	208	Being a Writer Skill Practice Teacher's Guide	Notes: CCSS L.1a is not testable in the proofreading format. The standard requires students to explain the function of, rather than use or recognize, conjunctions, prepositions, and interjections.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032629	Teacher	210	Being a Writer Skill Practice Teacher's Guide	This will show you how an individual student performed on the CCSS language skills that were tested in "Diagnostic Proofreading Passage 3."	This will show you how an individual student performed on the language skills that were tested in "Diagnostic Proofreading Passage 3."
Publisher	Editorial Change	9781610032629	Teacher	210	Being a Writer Skill Practice Teacher's Guide	When a student scores 0–1 on a CCSS skill, record her name in the Proofreading Passage 3 column of the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) beside the applicable standard.	When a student scores 0–1 on a skill, record her name in the Proofreading Passage 3 column of the "Diagnostic Proofreading Passages: Class Grouping Report" (DR1) beside the applicable standard.
Publisher	Editorial Change	9781610032629	Teacher	210	Being a Writer Skill Practice Teacher's Guide	After all of the student names have been recorded, students who require instruction will have been grouped by the CCSS language convention(s) that they need to practice.	After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	1 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	2 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	3 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	4 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	5 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	6 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	7 CCSS 2c: comma to indicate direct address	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	8 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	9 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	10 CCSS 2b: comma to separate introductory element	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	11 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	12 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	13 CCSS 2c: comma to set off a tag question	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	14 CCSS 2c: comma to set off the words yes and no	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	15 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	211	Being a Writer Skill Practice Teacher's Guide	16 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	17 CCSS 2d: titles of works	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	18 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	19 CCSS 1e: correlative conjunctions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	20 CCSS 1b: perfect verb tenses	delete CCSS number, capitalize first word of standard text

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	21 CCSS 1d: inappropriate shifts in verb tense	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	22 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	23 CCSS 2a: punctuation to separate items in a series	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	212	Being a Writer Skill Practice Teacher's Guide	24 CCSS 1c: verb tense to convey times, sequences, states, and conditions	delete CCSS number, capitalize first word of standard text
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	c. Use verb tense to convey various times, sequences, states, and conditions.	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	d. Recognize and correct inappropriate shifts in verb tense.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	e. Use correlative conjunctions (e.g., either/or; neither/nor).	delete "e."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	a. Use punctuation to separate items in a series.	delete "a."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	b. Use a comma to separate an introductory element from the rest of the sentence.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	d. Use underlining, quotation marks, or italics to indicate titles of works.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	213	Being a Writer Skill Practice Teacher's Guide	Notes: CCSS L.1a is not testable in the proofreading format. The standard requires students to explain the function of, rather than use or recognize, conjunctions, prepositions, and interjections.	Delete to remove reference to Common Core.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032629	Teacher	214	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	214	Being a Writer Skill Practice Teacher's Guide	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar and Usage Standards
Publisher	Editorial Change	9781610032629	Teacher	214	Being a Writer Skill Practice Teacher's Guide	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	214	Being a Writer Skill Practice Teacher's Guide	c. Use verb tense to convey various times, sequences, states, and conditions.	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	214	Being a Writer Skill Practice Teacher's Guide	d. Recognize and correct inappropriate shifts in verb tense.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	214	Being a Writer Skill Practice Teacher's Guide	e. Use correlative conjunctions (e.g., either/or; neither/nor).	delete "e."
Publisher	Editorial Change	9781610032629	Teacher	215	Being a Writer Skill Practice Teacher's Guide	Common Core State Standards for Language	Standards for Language
Publisher	Editorial Change	9781610032629	Teacher	215	Being a Writer Skill Practice Teacher's Guide	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions Standards
Publisher	Editorial Change	9781610032629	Teacher	215	Being a Writer Skill Practice Teacher's Guide	a. Use punctuation to separate items in a series.	delete "a."
Publisher	Editorial Change	9781610032629	Teacher	215	Being a Writer Skill Practice Teacher's Guide	b. Use a comma to separate an introductory element from the rest of the sentence.	delete "b."
Publisher	Editorial Change	9781610032629	Teacher	215	Being a Writer Skill Practice Teacher's Guide	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	delete "c."
Publisher	Editorial Change	9781610032629	Teacher	215	Being a Writer Skill Practice Teacher's Guide	d. Use underlining, quotation marks, or italics to indicate titles of works.	delete "d."
Publisher	Editorial Change	9781610032629	Teacher	215	Being a Writer Skill Practice Teacher's Guide	Notes: CCSS L.1a is not testable in the proofreading format. The standard requires students to explain the function of, rather than use or recognize, conjunctions, prepositions, and interjections.	Delete to remove reference to Common Core.
Publisher	Editorial Change	9781610032452	Teacher	333	Being a Writer Teacher's Manual, vol. 1	• (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Narrative Writing unit on page 1 of the Writing Performance Task Preparation Guide.	• (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Narrative Writing unit on page 1 of the Writing Performance Task Preparation Guide.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781610032469	Teacher	469	Being a Writer Teacher's Manual, vol. 2	"(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Informative/Explanatory Writing unit on page 55 of the Writing Performance Task Preparation Guide."	"(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Informative/Explanatory Writing unit on page 55 of the Writing Performance Task Preparation Guide."
Publisher	Editorial Change	9781610035910	Teacher	483	Making Meaning Teacher's Manual, vol. 2	(Optional) Prior to beginning the next unit, you might wish to prepare the students for an end-of-year CCSS-type reading assessment by teaching the Answering Questions in Response to Text unit in the Reading Assessment Preparation Guide.	(Optional) Prior to beginning the next unit, you might wish to prepare the students for an end-of-year reading assessment by teaching the Answering Questions in Response to Text unit in the Reading Assessment Preparation Guide.
Publisher	Editorial Change	9781610032469	Teacher	616	Being a Writer Teacher's Manual, vol. 2	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year CCSS-type writing performance task by teaching the Opinion Writing unit on page 107 of the Writing Performance Task Preparation Guide.	(Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Opinion Writing unit on page 107 of the Writing Performance Task Preparation Guide."

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EDUSPARK, Inc.							
Spanish Language Arts and Reading, Grade K <i>Lengua, ritmo y cultura Kindergarten KIT (ISBN 9781948617567)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781948617000	Student	4	Instruction number 3	Change Icon and add Initial text	add "Repite las palabras....." This change is done in all the lessons.
State Review Panel	New Content	9781948617000	Student	10	Blank space below	definition of moraleja is not defined	add definition of moraleja and fábula Una fábula es un cuento que deja una enseñanza o moraleja. Muchas veces los personajes son animales que actúan como personas. Moraleja es la lección o enseñanza que comunica una fábula.
Publisher	Editorial Change	9781948617048	Student	4	Instructions/incorrect numbers	change to 1 and 2 5. Lee las palabras. 6. Une con una línea las palabras con la imagen correspondiente.	1. Lee las palabras. 2. Une con una línea las palabras con la imagen correspondiente.
Publisher	Editorial Change	9781948617048	Student	5	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	15	Number 1/change word	change letra por vocal	1. Escucha y repite el sonido de la vocal i.
Publisher	Editorial Change	9781948617000	Student	18	Red box	Una rima es la repetición de una serie de sonidos. Es una técnica que se utiliza en la poesía, donde la repetición se encuentra en la parte final del verso a partir de la vocal acentuada que se ubica en el último lugar.	Change text: Una rima es la repetición de algunos sonidos al final de las palabras. Las palabras que riman se escuchan similar al final. Por ejemplo: ventana rima con mañana. (PONER BOLD ana)
Publisher	Editorial Change	9781948617048	Student	25	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	38	delete u	quitar la u	todavía no ven la u
Publisher	Editorial Change	9781948617048	Student	40	instruction number 1	add "siguientes"	1. Lee las siguientes palabras.
Publisher	Editorial Change	9781948617048	Student	45	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	54	Change instruction to clarify	3. Cuenta las palabras que tiene el título del cuento La fiesta de la familia .	1. Cuenta las palabras que tiene el título del cuento La fiesta de la familia y escribe tu respuesta: . Change order of instructions
Publisher	Editorial Change	9781948617048	Student	59	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617000	Student	64	Second paragraph	Ejemplo: genio, recoge, girar, colegio	NEW WORDS and IMAGES Ejemplos: Ejemplos: Genaro, Gema, girar
Publisher	Editorial Change	9781948617000	Student	65	Last paragraph	Regla 1: Cuando a la G le sigue la vocal a o u, la G suave se pronuncia como /G/. Ejemplos: galope, golosina, guante Regla 2: Cuando a la G le sigue la vocal e i, la G fuerte se pronuncia como /J/ Ejemplos: geranio, girasol	Regla 1: La G suave se pronuncia como /G/, cuando a la G le sigue una de las vocales: a o u Regla 2: La G fuerte se pronuncia como /J/, cuando a la G le sigue una de las vocales: e i Ejemplos: geranio, girasol, gigante (ADD word)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948617000	Student	65	Number 1 instruction	1. Dígrafos	1. Los dígrafos ch, ll, y rr.
Publisher	Editorial Change	9781948617048	Student	65	Word boxes	Sílabas:	Número de sílabas:
Publisher	Editorial Change	9781948617048	Student	66	Word boxes	Sílabas:	Número de sílabas:
Publisher	Editorial Change	9781948617048	Student	68	add words to instruction	2. Encierra en un círculo las palabras que riman.	2. Encierra en un círculo las palabras que riman en cada sección numerada.
Publisher	Editorial Change	9781948617048	Student	73	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	73	change word	3. naranja naranja	3. anaranjado anaranjado
Publisher	Editorial Change	9781948617048	Student	75	change word	5. sep ___ embre	5. par ___ do (IMAGEN DE PARTIDO FUTBOL)
Publisher	Editorial Change	9781948617048	Student	78	BELOW/change instructions 3 to 2 change WORDS	3. Observa el siguiente arcoíris. 2. Comenta con tus compañeros. d. ¿Qué color está en medio?	2. Observa el siguiente arcoíris. 3. Comenta con otro estudiante. d. ¿Qué color está entre el verde y el anaranjado?
Publisher	Editorial Change	9781948617000	Student	79	Number 2	Veamos algunos ejemplos de palabras con H. hojas, hombre, hermano, hola, hacer, hija, horizonte, hermana, zanahoria, horno	Veamos algunos ejemplos de palabras con h: (change PUNCTUATION MARK and bold letter h) hacer, horizonte, hija, hojas, hombre, hola,hermana, horminga, horno
Publisher	Editorial Change	9781948617048	Student	82	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	83	add text as example	1. Identifica....letra c fuerte.	1. Identifica....letra c fuerte, como en la palabra "casa".
Publisher	Editorial Change	9781948617048	Student	84	add text as example	1. Identifica....letra c suave.	1. Identifica....letra c suave, como en la palabra "cena".
Publisher	Editorial Change	9781948617048	Student	85	change words, too long for kindergarten	4 ácido fólico por fútbol 12 oceanografía por foco	fút bol fo co
Publisher	Editorial Change	9781948617048	Student	86	change words	3 ba la 4 so bri na 8 con tra ba jo	bo rre go ba ta ba lón
Publisher	Editorial Change	9781948617048	Student	88	Instructions-bold	3. Marca los medios de transporte que van por tierra.	3. Marca los medios de transporte que van por tierra.
Publisher	Editorial Change	9781948617000	Student	89	Number 4	4. Escucha la adivinanza y señala la imagen que corresponda.	4. Escucha y repite la adivinanza. Señala la imagen que corresponda a la respuesta correcta. (ADD TEXT)
Publisher	Editorial Change	9781948617000	Student	92	synonyms	estar-hallarse	change words mar-océano
Publisher	Editorial Change	9781948617048	Student	92	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	95	change	1. Combina las sílabas para formar nuevas palabras. 2. Escribe 10 palabras. Observa el ejemplo.	1. Combina las siguientes sílabas para formar nuevas palabras. Lee los ejemplos. ADD: ro bo le ga mi be fi no fo mo be ca 2. Escribe las nuevas palabras como en el ejemplo.
Publisher	Editorial Change	9781948617000	Student	96	Number 1	1. Escucha con atención y señala las palabras que terminan con el mismo sonido.	a. Escucha con atención y repite cada grupo de palabras. b. Identifica y repite las palabras que terminan con el mismo sonido en cada grupo.

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Publisher	Editorial Change	9781948617000	Student	97	Number 3	3. Escucha la adivinanza y señala la imagen que corresponda.	3. Escucha y repite la adivinanza. Señala la imagen que corresponda a la respuesta correcta. (ADD TEXT)
Publisher	Editorial Change	9781948617000	Student	106	Text	cr ecen prod ucen	sosti enen
Publisher	Editorial Change	9781948617048	Student	106	change instructions to clarify	1. Lee las palabras que indican secuencia .	1. Lee las palabras.
Publisher	Editorial Change	9781948617048	Student	108	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617000	Student	109	Number 4	3. Escucha la adivinanza y señala la imagen que corresponda.	3. Escucha y repite la adivinanza. Señala la imagen que corresponda a la respuesta correcta. (add text)
Publisher	Editorial Change	9781948617048	Student	115	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	116	change instructions to clarify	1. Agrega las letras ito o ita a las siguientes palabras para que hagas el diminutivo y tengan un significado de algo pequeño. 3. Ahora, a estas mismas palabras vamos a cambiarlas a aumentativas. Les vamos a agregar las letras ota u ote para que signifiquen algo grande.	1. Cambiar la última letra por las terminaciones "ito" o "ita" para construir palabras derivadas en diminutivo, que se refiere a algo pequeño. 3. Ahora cambia las terminaciones por "ota" u "ote" para construir palabras derivadas en aumentativo, que se refiere a algo grande.
Publisher	Editorial Change	9781948617048	Student	117	change instruction to clarify	1. Lee las siguientes palabras. Observa que forman una familia de palabras porque tienen una palabra base en común, en el ejemplo es "pan".	1. Lee las siguientes palabras. Observa que forman una familia de palabras porque tienen una palabra base en común: pan.
Publisher	Editorial Change	9781948617048	Student	117	change text	Change FAMILY WORDS to easier words.	1. campo, campesino, canasta, campito 2. árbol, manzana, arboleda, arbolito 3. libro, librero, librería, lápiz
Publisher	Editorial Change	9781948617048	Student	122	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	Editorial Change	9781948617048	Student	123	Change instruction and Images position to clarify	2. Observa con qué letra terminan.	2. Subraya la letra final de cada palabra. Observa el ejemplo.
Publisher	Editorial Change	9781948617048	Student	124	Change text to clarify	1. Observa la imagen. 1. ¿En dónde está la manzana? 3b. junto a la sandía 5a. delante de la piña	1. Observa la imagen de abajo. ¿Dónde está la manzana? APPLY THIS CHANGE TO ALL QUESTIONS.. 3b. adelante la naranja a. adelante de la piña
Publisher	Editorial Change	9781948617048	Student	125	Instructions/change text to clarify	3. Si no los conoces, pide ayuda a tu maestro. Con ayuda de un adulto, lee la historia Las partes de una planta de la UNIDAD 11 Lección 33 de tu libro para clarificar el significado de palabras.	Con ayuda de un adulto, lee la historia Las partes de una planta de tu libro, UNIDAD 11 Lección 33, para clarificar el significado de palabras.
Publisher	Editorial Change	9781948617048	Student	129	change instructions to clarify	add remarcadas change indicadas por remarcadas	1. Lee las palabras remarcadas. 2. Encierra en un círculo las palabras iguales a las palabras remarcadas.
Publisher	New Content	9781948617000	Student	26	Red box: adivinanza	DELETE and ADD new content	Chart with words and syllables: papá, tele, cama, mañana, la, lomo, libro
Publisher	New Content	9781948617048	Student	37	add instructions to clarify	ADD Number 4	4. Traza la letra inicial de cada palabra.
Publisher	New Content	9781948617000	Student	56	Last paragraph	Regla 1: Ej. caso, culto Regla 2: Ej. cisne, centro	NEW WORDS and IMAGES Regla 1: Ej. casa, coco, coche, cuchara Regla 2: Ej. cebra, cebolla, cisne, ciruela

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Publisher	New Content	9781948617000	Student	96	Last paragraph	La ubicación es un concepto que nos sirve para aprender si las cosas están arriba, abajo a la derecha o a la izquierda. ¿Conoces alguna canción que indique ubicación de arriba y abajo?	DELETE text and ADD IMAGE with new text about "position": Identifica y repite donde se encuentra cada cosa. Ejemplo: La piña está arriba de la mesa. arriba a un lado abajo adelante atrás en medio
Publisher	New Content	9781948617048	Student	130	add Instruction Number 4		4. Escribe la nueva palabra como en el ejemplo.
Spanish Language Arts and Reading, Grade 1 <i>Lengua, ritmo y cultura 1 KIT (ISBN 9781948617574)</i>							
Publisher	Editorial Change	9781948617116	Student	2	Number 2/Change text	c. La maestra está leyendo un cuento interesante. d. A los niños les gusta cantar y bailar. e. Los niños salen a jugar al parque.	c. La maestra lee un cuento interesante. d. A los niños les gusta cantar y bailar. e. Los niños juegan en el parque. f. La maestra nos enseña matemáticas.
Publisher	Editorial Change	9781948617116	Student	3	Number 4/typo	4. Subrayaç	4. Subraya
Publisher	Editorial Change	9781948617116	Student	4	Number 6	8. Clasifica y escribe las palabras de la actividad 2. en la categoría que les corresponde.	8. Clasifica y escribe las palabras de la actividad anterior. en la categoría que les corresponde.
Publisher	Editorial Change	9781948617079	Student	8	italics add space and Es importante change Escribe	1. ¡Practica la lectura! Después de escuchar el video, lee la fábula El león y el ratón de Esopo. En grupo completo, realicen una lectura coral para promover el ritmo, velocidad, veracidad y entonación apropiada.	1. ¡Practica la lectura! Después de escuchar el video, lee la fábula El león y el ratón de Esopo. En grupo completo, realicen una lectura coral para desarrollar el ritmo, velocidad, precisión y entonación apropiada.
Publisher	Editorial Change	9781948617116	Student	10	Number 2 b. Add text	b. Tu maestro o un adulto en casa te podrán calcular la velocidad de la lectura, solicitando que leas hasta el párrafo No. 3, incluyendo el título y autor, con un total de 119 palabras.	b. Tu maestro o un adulto en casa te podrán calcular la velocidad de la lectura, solicitando que leas hasta el párrafo No. 3, incluyendo el título y autor, con un total de 119 palabras. La velocidad se calcula dividiendo 119/60 para obtener las palabras leídas por minuto.
Publisher	Editorial Change	9781948617116	Student	11	Number 4/change words	amigo rugido	amigable salvaje
Publisher	Editorial Change	9781948617116	Student	12	Number 1/changeinstruction and words to clarify	1. Une con una línea las palabras con las imágenes que las representan. ver tocar nariz vista	1. Une con una línea cada imagen con la palabra que le corresponda. vista tacto saborear 2ND ROW escuchar
Publisher	Editorial Change	9781948617116	Student	14	Number 6	6. Comenta con tus compañeros para qué sirven cada uno de los sentidos en tu vida diaria. 7. a. Comparte con él o ella lo que cada uno sintió.	6. Comenta con otro estudiante para qué sirven cada uno de los sentidos en tu vida diaria. 7. a. Escribe lo que sentiste en esta actividad.
Publisher	Editorial Change	9781948617116	Student	20	Number 22/change word	22. Traza las letras que más se repiten.	22. Subraya las letras de los sonidos que más se repiten.
Publisher	Editorial Change	9781948617116	Student	22	Number 2 /Change instruction to clarify and Chart	Después de leer la fábula, completa el siguiente cuadro de elementos.	Después de leer el poema, escribe los siguientes elementos:
Publisher	Editorial Change	9781948617116	Student	24	Number 1/ change instructions to clarify	1. Lee las palabras y une con líneas de colores las palabras con las imágenes que son iguales.	1. Lee las palabras. 2. Une con una línea la imagen con la palabra que le corresponde.

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Publisher	Editorial Change	9781948617116	Student	25	Change instruction and sentences to make them easier	<p>2. Contesta las siguientes preguntas.</p> <p>a. Imagina que debes entregar el mapa a un estudiante nuevo que antes vivía en otra ciudad.</p> <p>b. ¿Qué elementos debes tomar en cuenta para que sea más sencillo encontrar el camino a la escuela?</p> <p>c. ¿Qué elementos debes agregar al mapa para que el nuevo estudiante se pueda desplazar por la zona fácilmente?</p> <p>d. Marca con un lápiz el camino más adecuado.</p> <p>e. Escribe las instrucciones que darías al nuevo estudiante para ir de la escuela a la clínica usando los puntos cardinales.</p>	<p>2. Observa el croquis para contestar las siguientes preguntas en tu diario de Artes del Lenguaje.</p> <p>a. Escribe las instrucciones que darías a un estudiante nuevo para llegar de su casa a la escuela, marcadas en el croquis con una estrella.</p> <p>b. ¿Qué lugares le pueden ayudar a ubicarse para encontrar el camino de regreso de la escuela a su casa?</p> <p>c. Si el estudiante tuviera que acompañar a su mamá a la farmacia, ¿qué instrucciones le darías para ir desde la escuela?</p> <p>d. Escribe las instrucciones que darías al nuevo estudiante para ir de la escuela a la clínica.</p>
Publisher	Editorial Change	9781948617116	Student	30	Words X (add text to clarify)	<p>Ximena xilófono Xavier</p>	<p>Ximena (sonido j) xilófono (sonido s) Xavier (sonido j)</p>
Publisher	Editorial Change	9781948617116	Student	33	Change instrucciones to clarify and delete example in red	<p>20. Escribe cuántas sílabas tiene cada palabra.</p> <p>Palabras Sílabas Sepáralas en Sílabas Yo 1 yo</p>	<p>20. Escribe cuántas sílabas tiene cada palabra y qué tipo de palabra es. Observa el ejemplo.</p>
Publisher	Editorial Change	9781948617116	Student	34	Change instrucciones to clarify and add words below	<p>21. Ordena las sílabas para formar palabras y escribe en cada cuadrito el número que corresponde. Observa el ejemplo.</p> <p>WORDS:</p> <p>e. pierna h. tobillo</p>	<p>21. Ordena las sílabas y escribe debajo de cada una el número que corresponde para formar una palabra. Observa el ejemplo.</p> <p>22. Escribe la palabra.</p> <p>WORDS:</p> <p>e. brazo h. ciudad i. plaza j. biblioteca</p>
Publisher	Editorial Change	9781948617116	Student	35	Change instrucciones to clarify	<p>21. Ordena las sílabas para formar palabras y escribe en cada cuadrito el número que corresponde. Observa el ejemplo.</p>	<p>23. Ordena las sílabas y escribe debajo de cada una el número que corresponde para formar una palabra. Observa el ejemplo.</p> <p>24. Escribe la palabra.</p>
Publisher	Editorial Change	9781948617116	Student	36	Number 26/ Add title and remove "s" in "reglas"	<p>reglas</p>	<p>ADD over "bro" Sílabas que se repite: regla</p>
Publisher	Editorial Change	9781948617116	Student	37	First instruction	<p>27. Escribe una palabra usando cada una de las sílabas trabadas: bl, br, gl.</p>	<p>29. Escribe tres oraciones usando palabras con las sílabas trabadas: bl, br o gl.</p>

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Publisher	Editorial Change	9781948617116	Student	37	Instruction 2 and 3	<p>28. Escucha las siguientes palabras. ¿Cuántas sílabas tienen cada una de las palabras?</p> <p>29. Separa las palabras en sílabas.</p> <p>3rd Column: Sepáralas en sílabas</p> <p>cámara (abierta/libre) escuela (abierta/libre) cariñoso (abierta/libre) canción (cerrada/trabada) sílabas (cerrada/trabada) cárcel (cerrada/trabada)</p>	<p>30. Escucha y repite las siguientes palabras. Escribe la palabra separada en sílabas.</p> <p>31. Cuenta y escribe el número de sílabas de cada palabra.</p> <p>Palabra separada en sílabas /change to 2nd column</p> <ol style="list-style-type: none"> 1. centro 2. hotel 3. ciudad 4. edificio 5. parque 6. diversiones 7. teatro 8. museo 9. principal 10. visitar
Publisher	Editorial Change	9781948617116	Student	39	Remove image and add instruction		<p>35. Escribe cada palabra separada en sílabas y el número de sílabas:</p> <ol style="list-style-type: none"> 1. explanada 2. metrópoli 3. planeta 4. blanca 5. reciclemos 6. montañas 7. campamento 8. conservarlo 9. basura 10. habitamos
Publisher	Editorial Change	9781948617116	Student	41	Number 1 add "de" Number 2 add "los versos de"	<ol style="list-style-type: none"> 1. Lee el siguiente fragmento La aventura de cuidar nuestro planeta. 2. Subraya las palabras que riman en cada estrofa. 	<ol style="list-style-type: none"> 1. Lee el siguiente fragmento de <i>La aventura de cuidar nuestro planeta</i>. 2. Subraya las palabras que riman en los versos de cada estrofa.
Publisher	Editorial Change	9781948617116	Student	41	Number 3	Add text	<ol style="list-style-type: none"> a. "mañana" rima con: b. "divertido" rima con: c. "metal" rima con:
Publisher	Editorial Change	9781948617116	Student	45	Number 3	<ol style="list-style-type: none"> 3. Agrega una sílaba, o más, a las siguientes palabras. <p>salón ojos</p>	<ol style="list-style-type: none"> 3. Cambia la última sílaba de cada palabra y escribe una palabra derivada. <p>color rosa</p>
Publisher	Editorial Change	9781948617116	Student	50	Number 2 (delete red words)	<ol style="list-style-type: none"> 2. Ilumina <p>Escribe el nombre de cada uno de los cuentos. Abajo están los nombres, por si no los recuerdas.</p>	<ol style="list-style-type: none"> 2 Colorea <p>Identifica y escribe el nombre de cada uno de los cuentos.</p>
Publisher	Editorial Change	9781948617116	Student	52	Parragraph 7/ remove "a"	¡Entre más practico a leer, más me gustan los libros!	¡Entre más practico leer, más me gustan los libros!

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Publisher	Editorial Change	9781948617116	Student	57	add text in blue	5. Lee las preguntas y escribe tu respuesta usando oraciones completas, dejando espacios entre las palabras. a. ¿Qué sonido tiene la letra C cuando está seguida de las vocales a, o, u? b. ¿Qué sonido tiene la letra C cuando está seguida de las vocales e, i?	5. Lee las preguntas. Escribe tu respuesta usando oraciones completas y dejando espacios entre las palabras. a. ¿Qué sonido tiene la letra C cuando está seguida de las vocales a, o, u como en la palabra Cuca? b. ¿Qué sonido tiene la letra C cuando está seguida de las vocales e, i como en la palabra Cecilia?
Publisher	Editorial Change	9781948617079	Student	58	change content, is same as page 57 and add New Content	Remove repeated text of Pag 58. Move TEXT from Page 58 and add examples of words .	
Publisher	Editorial Change	9781948617079	Student	59	Add new content and change Instruction 3	Palabras que contienen la letra K	Identifica múltiples patrones de ortografía de palabras con el sonido /k/. a. Ya aprendiste que cuando a la C le sigue la vocal A, O, U, la C se pronuncia como /k/. b. El sonido de la /k/ también es representado por la letra k. En español hay varias palabras que usan la letra k y muchas de ellas son palabras que vienen de otros idiomas. Ejemplos: koala, kínder, kilo, kiwi c. También hay palabras en donde las combinaciones de las letras que y qui, cuando estan juntas, producen el sonido /k/, como en las siguientes palabras:
Publisher	Editorial Change	9781948617116	Student	60	Change red text / add a chart	a. ¿Qué aprendiste de esta canción? c. ¿Puedes repetir parte de la canción? 2. Escribe las fechas y eventos importantes que menciona la canción.	a. ¿Qué eventos históricos se mencionan en esta canción? 2. Identifica y escribe los siguientes elementos.
Publisher	Editorial Change	9781948617116	Student	63	Number 4 text changes	4. Escucha y repite las palabras. Observa con qué letras están escritas las palabras. Coloca las palabras que tengan la letra marcada en cada columna. Pekínés	4. Escucha y repite las palabras. Observa con qué letras están escritas las palabras. Escribe las palabras que correspondan en cada columna. Kilómetro
Publisher	Editorial Change	9781948617116	Student	63	Number 5 text changes	5. Escucha y repite las palabras. Observa con qué letras están escritas las palabras. Coloca las palabras que tengan la letra marcada en cada columna. México examen	5. Escucha y repite las palabras. Identifica el sonido inicial de cada palabra. Escribe las palabras que correspondan en cada columna. xilófono Xochimilco
Publisher	Editorial Change	9781948617116	Student	67	Delete Number 1 and add new Instruction Number 2/ change a word in Number 3	2. Escribe palabras de la lectura El gusanito Gusi que indican posición. 3. Lee El gusanito Gusi y marca en azul las acciones y en verde las posiciones.	1. Escribe palabras de la lectura El gusanito Gusi que indican "posición". 2. Escribe 3 oraciones con palabras que indican "posición". 3. Lee <i>El gusanito Gusi</i> y subraya en azul las acciones y en verde las posiciones.
Publisher	Editorial Change	9781948617116	Student	68	Number 6 -change words	a. arriba b. debajo e. Tenemos dos manos, una a la _____y otra a la _____. F. delete	a. sobre b. bajo e. Tenemos dos manos, una _____y otra _____. F. delete
Publisher	Editorial Change	9781948617116	Student	69	Number 2 a.	a. ...simular una guerra. b. En la antigüedad se creía que los ratones comían queso, ¿tú crees	a. ...simular una carrera. b. En muchos cuentos se dice que los ratones comen queso, ¿tú crees
Publisher	Editorial Change	9781948617079	Student	70	remove word Chart-4th column	Xicoténcatl	
Publisher	Editorial Change	9781948617116	Student	71	Number 2 a.	Trata de pronunciarlas correctamente y realiza las correcciones necesarias.	Observa la escritura de cada palabra para identificar si está correcta o necesita correcciones.

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Publisher	Editorial Change	9781948617116	Student	76	Number 1, 3, 4	<p>1. coliflor</p> <p>3. Encuentra las palabras</p> <p>4. Escribe las palabras compuestas que encuentres.</p> <p>C. Hoy fui al supermercado y encontré varias cosas que me gustan. delete f. Si quieres sabe</p>	<p>1. abrelatas</p> <p>3. Subraya las palabras</p> <p>4. Escribe las palabras compuestas que subrayaste.</p> <p>C. Hoy fui al supermercado y compré un abrelatas.</p>
Publisher	Editorial Change	9781948617116	Student	77	Number 7	<p>1. El libro de el maestro es azul.</p> <p>2. La clase del profesor es buena.</p> <p>3. Me voy a el campo</p> <p>4. Llegaré al aeropuerto.</p> <p>5. Este libro es de él.</p> <p>Contracción</p>	<p>1. El libro de el maestro es azul.</p> <p>2. Las matemáticas son divertidas.</p> <p>3. Me voy a el campo</p> <p>4. Llegaré al aeropuerto.</p> <p>5. Este libro trata de el arte moderno.</p> <p>Corregida</p>
Publisher	Editorial Change	9781948617116	Student	82	Number 4 Change text	4. Escribe debajo de cada dibujo las letras que faltan para tener la palabra completa.	4. Escribe la sílaba que falta para completar cada palabra.
Publisher	Editorial Change	9781948617116	Student	83	Number 5 b. add words and 6 typo	<p>5. ... ¿Son diferentes o son semejantes?</p> <p>6. Anota en las columnas las actividades ue son semejantes</p>	<p>c. ¿En qué son diferentes o semejantes?</p> <p>6. Anota en las columnas las actividades que son semejantes</p>
Publisher	Editorial Change	9781948617116	Student	84	Delete Number 2 and 3, add new text	<p>2. En las oraciones de la actividad anterior, subraya las palabras que tengan diptongo.</p> <p>3. Escribe las palabras que encuentres.</p> <p>Diptongo se refiere a la unión de dos o más vocales distintas que se expresan en una misma sílaba.</p>	2. Después de leer <i>Un paseo por el campo</i> , identifica y escribe las palabras que tengan diptongo.
Publisher	Editorial Change	9781948617116	Student	85	add separadas add	<p>Un hiato es la secuencia de dos vocales juntas pero se pronuncian en sílabas. La diferencia con un diptongo es que las dos vocales están en la misma sílaba.</p> <p>6. Escucha y repite las siguientes palabras.</p>	<p>Un hiato es la secuencia de dos vocales juntas pero se pronuncian en sílabas diferentes. La diferencia con un diptongo es que las dos vocales están en la misma sílaba.</p> <p>6. Escucha y repite las siguientes palabras. Después repite las palabras separándolas en sílabas. Coloca tu mano abajo de la barbilla. Notarás que al pronunciar cada sílaba, tu barbilla empuja hacia abajo la mano. De esta forma también podrás identificar cuando hay hiatos, como en la palabra <i>rí-o</i>.</p>
Publisher	Editorial Change	9781948617116	Student	86	Number 7	<p>7. Lee el texto y subraya las palabras..</p> <p>Mi ciudad es la más bonita del país y te la quiero mostrar; si vienes a visitarme, en un día nos iremos a pasear. Iré por ti al aeropuerto, cruzaremos el río y te llevaré al hotel, donde puedes registrarte con Raúl.</p> <p>Al zoológico iremos y al parque de diversiones. En un lago remaremos cuando sean las vacaciones y no haga frío. Te mostraré lo que veo en lugares elegantes, como el teatro y el museo donde hay obras importantes.</p>	<p>7. Lee las siguientes oraciones y subraya las palabras...</p> <p>1. Mi ciudad es la más bonita del país y te la quiero mostrar; si un día vienes a visitarme, nos iremos a pasear.</p> <p>2. Iré por ti al aeropuerto, cruzaremos el río y te llevaré al hotel, donde puedes registrarte con mi amigo Raúl.</p> <p>3. Iremos al zoológico y al parque de diversiones cuando esté soleado y no haga frío.</p> <p>4. Si nos da tiempo, podremos ir al teatro y al museo, donde hay obras muy interesantes.</p>

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Publisher	Editorial Change	9781948617116	Student	89	ADD words and change format of chart	Lee un fragmento del poema Un paseo por el campo.	<p>Lee un fragmento del poema <i>Los vegetales</i>.</p> <p>Un camioncito que viene del campo ha querido transportar vegetales muy jugosos, sanos, grandes y lustrosos que te voy a presentar.</p> <p>Los tomates de vergüenza ya se ponen colorados, calabazas y pimientos cantan muy desentonados.</p> <p>La cebolla está muy triste y ya se ha puesto a llorar porque nabos y pepinos no quieren con ella estar.</p>
Publisher	Editorial Change	9781948617116	Student	91	Number 6	6. Escribe los vegetales que conoces y que faltan en la lista anterior.	6. Escribe oraciones completas para explicar por qué es bueno comer vegetales y cuáles son tus preferidos.
Publisher	Editorial Change	9781948617116	Student	92	Number 3 add "el poema" and ADD dot	<p>2. Marca todas las palabras..</p> <p>3. Lee las siguientes estrofas de Celebrando nuestra patria Subraya las palabras que tienen h.</p>	<p>2. .. Subraya todas las palabras..c</p> <p>3. Lee las siguientes estrofas del poema <i>Celebrando nuestra Patria</i>. Subraya las palabras que tienen h.</p> <p>ADD RED BOX BELOW: La palabra "fechas" tiene el sonido del dígrafo /ch/. En este caso la dos consonantes juntas producen un sonido propio diferente a cada letra.</p>
Publisher	Editorial Change	9781948617116	Student	93	Number 5	<p>Doce meses tiene un año y en cuatro estaciones se divide. En unos países se marca diferente, al estar en otro hemisferio. De diciembre a marzo los días son fríos y las noches heladas. El invierno ha comenzado y en algunos lugares cae nieve y el agua de lagos y ríos se puede congelar.</p> <p>De abril a junio todo cambia, el frío se aleja y los días han empezado a calentarse. Llega la primavera y con ella la vida en el campo, los árboles reverdecen, algunos con retoños, y las plantas y flores se ven de mil colores, adornando todo el paisaje. Algunos animales empiezan a tener a sus crías. Lluvias y tormentas reviven las plantas y el verde de sus hojas abunda por todas partes.</p> <p>De junio a septiembre las cosas cambian; el calor aumenta de día y de noche, pues estamos en verano. Hay que beber mucha agua y evitar salir si el sol es muy intenso. Al fin es septiembre, el otoño ha llegado y la temperatura ha bajado. Los días se nublan y el viento se encarga de tirar las hojas de los árboles. Y de nuevo este ciclo vuelve a comenzar.</p>	<p>Doce meses tiene un año y en cuatro estaciones se divide. Aunque la temperatura varía dependiendo del lugar, se puede decir que, de diciembre a marzo los días son fríos y las noches heladas. Es temporada de invierno y en algunos lugares cae nieve o se congelan los lagos y ríos.</p> <p>De abril a junio todo cambia, el frío se aleja y los días comienzan a calentarse. Llega la primavera y con ella la vida en el campo. Los árboles reverdecen, brotan retoños y flores de mil colores adornan todo el paisaje. Los animales tienen crías. Lluvias abundantes riegan las plantas de todas partes.</p> <p>De julio a septiembre el calor aumenta de día y de noche, al llegar la estación de verano. Hay que beber mucha agua y evitar exponerse al sol intensamente, para evitar una deshidratación, esto es, que nuestro cuerpo pierda agua por el excesivo calor y nos pueda causar problemas de salud. Por eso, hay que tomar mucha agua.</p> <p>Al final de septiembre llega el otoño y la temperatura baja. Los días se nublan y el viento se encarga de tirar las hojas de los árboles. Las hojas de algunos árboles cambian de color embelleciendo el paisaje, hasta que los árboles pierden por completo sus hojas como señal de que el frío ha vuelto. Así, el ciclo de las estaciones vuelve a comenzar.</p>
Publisher	Editorial Change	9781948617116	Student	96	Chart	Change chart	

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948617116	Student	97	Number 2	2. En cada sección del supermercado escribe uno o dos productos que se encuentran ahí. 3. ¿Qué piensas que está faltando?	2. Escribe productos que puedes encontrar en cada sección del supermercado.
Publisher	Editorial Change	9781948617116	Student	99	Number 2	2. Encuentra los prefijos y sufijos. Marca los prefijos en color azul y los sufijos en color verde.	2. Identifica los prefijos y sufijos. Subraya los prefijos en color azul y los sufijos en color verde.
Publisher	Editorial Change	9781948617079	Student	103	EDIT CHART and Instruction	3. Lee cada palabra. Identifica sílabas que producen diptongo. Aplica tu conocimiento fonético para separar en sílabas cada palabra.	3. Lee cada palabra. Identifica sílabas que producen diptongo o hiato. Aplica tu conocimiento fonético para separar en sílabas cada palabra. Copia este cuadro en tu diario de Artes del Lenguaje para escribir tus respuestas, como en el ejemplo.
Publisher	Editorial Change	9781948617079	Student	138	Change instruction to clarify	a. Al terminar la lectura, identifica palabras clave aprendidas y contesta las preguntas de la página 141. b. Escribe en tu diario los personajes de esta obra de teatro y sus características. También elabora un dibujo de cómo lo imaginas. c. En tu diario de Artes del Lenguaje, realiza 4 dibujos para resumir la obra de teatro. Escribe con tus propias palabras lo que sucedió en la obra de teatro. Con la ayuda de un adulto, explica por qué razón crees que el perro se comía las tareas. Por qué crees que el gato era un mal consejero. d. Con ayuda de un adulto, contesta las páginas 103 y 104 de tu cuaderno de trabajo.	2. Comparte con 3 a 4 estudiantes. a. Al terminar la lectura, identifica palabras clave aprendidas. b. Escribe en tu diario los personajes de esta obra de teatro y sus características. c. En tu diario de Artes del Lenguaje, elabora tres dibujos para resumir la obra y escribe con tus propias palabras lo que sucedió. d. Explica, en forma oral, por qué razón crees que el perro se comía las tareas. e. ¿Por qué crees que el gato era un mal consejero?
Publisher	New Content	9781948617079	Student	33	change words and add questions	b. ¿Puedes identificar palabras que riman en esta poesía?	b. ¿Puedes identificar palabras que riman en este poema? c. ¿Se puede reciclar el papel que usamos? c. ¿Por qué es importante cuidar las plantas y los árboles? d. ¿Cuántas estrofas tiene este poema? e. ¿Cuántos versos tiene cada estrofa?
Publisher	New Content	9781948617116	Student	78	Number 9 New instruction and text.	9. Lee el texto La ropa de invierno y marca las contracciones al y del que encuentres.	9. Lee cada oración y escríbela utilizando correctamente la contracción al o del que corresponda. a. Sacaré la ropa de el closet. b. El abrigo y el gorro me protegen de el frío. c. Mis padres me llavarán a el zoológico. d. La pelota de baloncesto es de el niño. e. La camiseta roja es de el equipo de soccer. f. Necesito bufanda y guantes para ir a el cerro nevado.
Publisher	New Content	9781948617116	Student	86	Number 8 ADD NEW instruction	8. Lee el fragmento de Un paseo por el campo. Subraya de color azul palabras con diptongo y de color rojo las palabras con hiato.	Llegó el día más esperado, se ha cumplido mi deseo. Hoy el día está soleado, nos iremos de paseo. Hay una granja en el campo al final de este camino; veremos aún carretas, hay una en ese lugar. Esta granja es muy alegre con su huerta y sembradíos; tiene yeguas y caballos correteando a sus potrillos. También verás colmenas en que guardan muy parejas entre celdillas de cera rica miel estas abejas.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781948617116	Student	87	Chart/ADD words	<p>2. Identifica si hay diptongo o hiato y rellena el círculo correspondiente.</p> <p>Sílabas 3. mantarraya</p>	<p>2. Identifica si hay diptongo o hiato como en el ejemplo.</p> <p>Palabra separada en sílabas</p> <p>3. huerta</p> <p>6. yeguas</p> <p>7. sembradíos</p> <p>8. soleado</p> <p>9. despierta</p> <p>10. naseo</p>
Publisher	New Content	9781948617079	Student	104	add complete poem	<p>Plátanos, platanitos como me gustan. Su gran tamaño y color no me asustan. Plátano, platanitos como fruta o hervidos. Como fruta con azúcar o melaza servidos.</p> <p>Plátanos, platanitos orgullo de ranchos, verdes preparamos los tostones fritos y a veces cocinamos el famoso mangú, que hasta el americano dice man good.</p>	<p>Plátanos, platanitos como me gustan. Su gran tamaño y color no me asustan. Plátano, platanitos como fruta o hervidos, como fruta con azúcar o melaza servidos.</p> <p>Plátano, platanito orgullo del rancho. Plátano para unos, para otros plátanos Macho. Fritos y prensados para crear el patacón o cuando está maduro para crear el pastelón.</p> <p>Verdes hacemos los tostones fritos, adobados y sumergidos en sofrito. A veces creamos el famoso mangú que hasta el americano, dice “man good”.</p>
Spanish Language Arts and Reading, Grade 4 <i>Lengua, ritmo y cultura KIT (ISBN 9781948617604)</i>							
Publisher	Editorial Change	9781948617284	Student	7	1st parragraph	<p>Una sílaba es la unión de dos o más letras pronunciadas en un solo golpe de voz. La mayoría de</p> <p>Las sílabas puedes crearse usando varias combinaciones para formar palabras.</p>	Una sílaba consiste en una o más letras pronunciadas en un solo golpe de voz.
Publisher	Editorial Change	9781948617284	Student	7	Chart-word and number 4		<p>ba-ti-do-ra 4</p> <p>li-cua-do-ra</p> <p>cu-chi-llo</p> <p>ta-bla</p> <p>co-ci-na</p> <p>fi-la</p> <p>ca-sa</p>
Publisher	Editorial Change	9781948617284	Student	7	Last parragraph	Clarify narrative	Add a red box and change narrative Un diptongo es la secuencia de dos vocales débiles (i, u) o las combinaciones de una fuerte y una débil que pertenecen a la misma sílaba.
Publisher	Editorial Change	9781948617284	Student	10	1st parragraph	Clarify narrative	Para identificar la posición de la sílaba tónica en la palabra, se recomienda el uso de la sigla inventada TAPU. Para clasificar el tipo de palabra en base a la posición de su sílaba tónica, usamos la sigla inventada, SEGA.
Publisher	Editorial Change	9781948617284	Student	12	Textos literarios/b.	b. Textos líricos en donde el autor expresa sentimientos y utiliza la rima para dar musicalidad al lenguaje. Como ejemplos están los poemas, adivinanzas, trabalenguas o canciones.	b. adivinanzas, trabalenguas y canciones.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948617284	Student	12	c. Textos dramáticos (change dot to comma, lower case)	c. Textos dramáticos, conocidos también como drama o teatro. Son utilizados para presentar una obra en un escenario.	c. Textos dramáticos, conocidos también como drama o teatro, son utilizados para presentar una obra en un escenario.
Publisher	Editorial Change	9781948617284	Student	13	Number 2	2. Aprendiendo de cuentos Un cuento es una historia que puede ser completamente inventada o ficticia, o también puede ser una mezcla de hechos reales con eventos o personas imaginadas. También hay cuentos realistas donde se presenta una historia acerca de hechos que pueden pasar en la vida real.	2. El cuento Un cuento es una narrativa corta que puede ser completamente inventada o ficticia, o también puede ser una mezcla de hechos reales con eventos o personas imaginadas. También hay cuentos realistas donde se presenta una historia acerca de hechos que pueden pasar en la vida real.
Publisher	Editorial Change	9781948617321	Student	17	delete at the end, repeated text	Recuerda que las palabras esdrújulas siempre se acentúan y la fuerza de la voz está en la antepenúltima sílaba.	
Publisher	Editorial Change	9781948617321	Student	19	add en		17. De las siguientes palabras ponle acento a las que lo lleven y subráyalas. Sigue la regla: "Las palabras agudas solo llevan acento escrito en las palabras que terminen en n, s o vocal". Por ejemplo la palabra abril termina con l por lo tanto no lleva acento.
Publisher	Editorial Change	9781948617284	Student	20	in chart delete in instruction words and dot lower case cuento 5c. Tercera persona change	9. Aprende a identificar los Elementos de un cuento. Características del cuento El narrador sabe todo lo que ocurre en la historia o cuento.	El narrador cuenta en tercera persona lo que les sucede a los personajes del relato.
Publisher	Editorial Change	9781948617284	Student	21		Ejemplos 1: Ella cantó. Ella cantó bien. Ella cantó muy bien. Me encantó como ella canta.	Ejemplos 1: Yo soy Coco. El coco es una fruta que se cultiva en las zonas calurosas de nuestro planeta, cerca del ecuador.
Publisher	Editorial Change	9781948617284	Student	22	change 3rd paragraph	Vamos a identificar las oraciones completas y los fragmentos. En el cuaderno de estudio, copia las oraciones que siguen y traza una línea bajo el sujeto de la oración. Ahora, traza dos líneas debajo del predicado del enunciado	Identifica oraciones completas y los fragmentos. de oración. En tu diario de Artes del Lenguaje copia las siguientes oraciones. Subraya de color rojo el sujeto de la oración. Subraya de color azul el predicado, en los casos que corresponda.
Publisher	Editorial Change	9781948617284	Student	22	delete 5th paragrph	¿En cuántos de estos enunciados pudiste identificar el sujeto y el predicado? Ahora estás listo para contestar la siguiente pregunta: ¿Cuál de estos enunciados es una oración completa? Comparte tu información con tus compañeros.	Comparte tu información con otros estudiantes.
Publisher	Editorial Change	9781948617284	Student	23	delete 1st paragraph	Con ayuda de tus compañeros, completa los enunciados 1 y 3 para crear oraciones completas y escríbelas en tu diario.	
Publisher	Editorial Change	9781948617321	Student	25	delete campeonato	c. Los jugadores de soccer compiten en el campeonato Mundial cada cuatro años.	campeonato ---lowercase
Publisher	Editorial Change	9781948617321	Student	27	delete	6. Lee el texto Nativos americanos de Estados Unidos de María Rosa Prieto y Laura Machuca (página 41 del libro) y escribe tres oraciones conjugadas en tiempo pasado.	
Publisher	Editorial Change	9781948617284	Student	29	Diagram.	Siempre en la vocal débil, siempre lleva tilde la vocal débil	Delete duplicated text. Siempre en la vocal débil, Keep text and UPPERCASE: Siempre lleva tilde la vocal débil
Publisher	Editorial Change	9781948617284	Student	30	Number 1	1. Los diptongos siempre se quedan juntos en la sílaba.mEl diptongo se forma cuando se combinan dos vocales débiles (i, u), en cualquier secuencia, por ejemplo: ciudad, cuidado. El diptongo también se forma cuando se combina una vocal débil (i, u) con una fuerte (a, o, e) en la palabra, en cualquier secuencia, por ejemplo: cuando, afeitar.	1. Los diptongos siempre se quedan juntos en la sílaba.mEl diptongo se forma cuando se combinan dos vocales débiles (i, u), en cualquier secuencia, por ejemplo: ciudad, cuidado. El diptongo también se forma cuando se combina una vocal débil (i, u) con una fuerte (a, o, e) en la palabra, en cualquier secuencia, por ejemplo: calendario, tradiciones, comerciantes.
Publisher	Editorial Change	9781948617321	Student	34	italics	8. Escucha el video <i>Quiero ser artista</i> y escribe las letras que faltan para completar los versos del poema.	
Publisher	Editorial Change	9781948617284	Student	35	1st parragraph	...para representar la posición de las sílabas y su nombre dependiendo de su posición.	Change texto to clarify concept: ...para representar la posición de las sílabas y la clasificación de la palabra, dependiendo de la posición de la sílaba tónica.

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Publisher	Editorial Change	9781948617284	Student	38	Red box 2 (change expamples) and delete poseer add dot	Ejemplo de diptongo: posición, exclamación. Ejemplo: país, maíz, raíz, actúa, búho, maúlla	Ejemplo de diptongo: tradiciones, comerciantes, calendario. Ejemplo: país, maíz, raíz, actúa, búho, maúlla, tradición, exclamación.
Publisher	Editorial Change	9781948617321	Student	38	change "kilos" instead "libras"	3. Pesa la pesa de 5 libras para ver si su peso es correcto.	3. Pesa la pesa de 5 kilos para ver si su peso es correcto.
Publisher	Editorial Change	9781948617321	Student	39	add las		1. Fruta similar al limón 2. Herramienta para limarse las uñas
Publisher	Editorial Change	9781948617321	Student	40	change salió to es	d El primer (varón o barón) salió muy buen hijo.	d El primer (varón o barón) es muy buen hijo.
Publisher	Editorial Change	9781948617321	Student	41	change	g. Ojo Ojo como el órgano usado para ver Ojo para referirse al roto de la cerradura Ojo para describir la acumulación de agua en un cráter .	g. Ojo Ojo como el órgano usado para ver Ojo para referirse al hoyo por donde entra la llave de una cerradura Ojo para describir la acumulación de agua en un cráter.
Publisher	Editorial Change	9781948617284	Student	43	delete se	12 Los cheroquis habitaban en Texas, Alabama, Georgia, Kentucky, Carolina del Norte y del Sur. Esta tribu era particularmente espiritual. Se guardaba un gran	12 Los cheroquis habitaban en Texas, Alabama, Georgia, Kentucky, Carolina del Norte y del Sur. Esta tribu era particularmente espiritual. Guardaba un gran
Publisher	Editorial Change	9781948617284	Student	47	change	a. ¿Qué aprendieron acerca de las tribus de nativos americanos?	a.¿Qué aprendiste de las tribus de nativos americanos? Escribe en tu diario de Artes de Lenguaje la información organizada en un cuadro con tres columnas: Tribu/ Ubicación/Características.
Publisher	Editorial Change	9781948617321	Student	47	change	4. Escribe en tu diario las palabras que tienen acento. Comenta con tu pareja cuál es la regla ortográfica que aplicó en cada caso.	4. Escribe en tu diario las palabras que tienen acento. Comenta con otro estudiante cuál es la regla ortográfica que aplicó en cada caso.
Publisher	Editorial Change	9781948617284	Student	48	delete	b. Copia en tu diario el siguiente cuadr o para realizar la clasificación del texto Nativos americanos de Estados Unidos. escrito por María Rosa Prieto y Laura Machuca.	
Publisher	Editorial Change	9781948617321	Student	48	change	5. Comenta con tus compañeros tus respuestas a las siguientes preguntas.	5. Comenta con otros estudiantes tus respuestas a las siguientes preguntas.
Publisher	Editorial Change	9781948617284	Student	51	Number 3	3. Combina las oraciones simples para crear oraciones compuestas. Escribe tus nuevas oraciones en tu diario. Compara tus oraciones con las que crearon otros estudiantes.	3. Combina las oraciones simples para crear oraciones compuestas. Escribe las nuevas oraciones en tu diario. Compara tus oraciones con las que escribieron otros estudiantes.
Publisher	Editorial Change	9781948617284	Student	51	Last paragraph (change two words)	Los verbos regulares en español tienen tres terminaciones—ar, er, ir. Los más comunes son aquellos que terminan en ar. Las conjugaciones de los verbos regulares son bastantes consistentes. Estos verbos no cambian su raíz cuando se conjugan. Solamente cambian sus terminaciones.	Change text: Los verbos regulares en infinitivo tienen tres terminaciones—ar, er, ir. Los más comunes son aquellos que terminan en ar. Las conjugaciones de los verbos regulares son muy consistentes...
Publisher	Editorial Change	9781948617284	Student	52	1st paragraph	En el cuadro que sigue, presta atención a las terminaciones de los verbos en el presente. Observa que para cambiar el verbo al presente, solamente hay que cambiar la terminación ar, er, e ir por una "o": —Yo canto, yo como y yo vivo. Para la tercera persona (él, ella) la terminación cambia de ar a (as) y para las terminaciones en er e ir toman es: Ella canta, ella come y él vive.	En el cuadro que sigue, presta atención a las terminaciones de los verbos en el presente. Observa que para cambiar el verbo al presente, en primera persona, solamente hay que cambiar la terminación ar, er, e ir por una "o": —Yo canto, yo como y yo vivo. Para la tercera persona (él, ella) la terminación cambia de ar a "a" y para las terminaciones en er e ir cambian a la terminación "e": Ella canta, ella come y él vive. Si sigues estudiando el resto de los ejemplos te darás cuenta que las conjugaciones de los verbos regulares siguen un patrón muy consistente. Reglas similares aplican para todas las conjugaciones de los verbos regulares en los otros tiempos, como el pasado y el futuro.
Publisher	Editorial Change	9781948617284	Student	58	Song lyrics	Con la Tierra, Sol y Luna en la misma alineación, se producen....	ADD number to each row (verses) 1 to 12 (ABAJO PONER EN BOLD DESDE ULTIMA VOCAL TONICA: brava, iluminada, rama.
Publisher	Editorial Change	9781948617284	Student	59	note change	Los verbos regulares en español se clasifican en los que terminan en ar, er, e ir. Algunos ejemplos de estos verbos son: caminar, correr, salir, nacer, llamar.	Los verbos regulares en infinitivo tienen las terminaciones ar, er, o ir. Algunos ejemplos de estos verbos son: caminar, correr, salir, nacer, llamar.

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Publisher	Editorial Change	9781948617284	Student	60	Red box	Los verbos regulares “ar, er, ir “conjugados	Cuando los verbos regulares terminados en “ar, er, ir “ se conjugan
Publisher	Editorial Change	9781948617321	Student	60	add dot delete comma	Amor siente por este estado tan genial. f Si escribiste, Texas, acabas de descubrir el significado de un acróstico.	
Publisher	Editorial Change	9781948617284	Student	63	Number 9	Consejos o sugerencias —pero debería ir con una persona mayor, es el consejo de mi mamá.	UPPERCASE: Pero debería ir con una persona mayor, es el consejo de mi mamá.
Publisher	Editorial Change	9781948617321	Student	64	change to two sentences, add de acuerdo, and delete words	Como te habrás dado cuenta, los modismos no tiene un significado literal, si no que se interpreta la información como se usa en español en determinados lugares o comunidades.	Como te habrás dado cuenta, los modismos no tiene un significado literal. Se interpreta la información de acuerdo a como se usa en determinados lugares o comunidades.
Publisher	Editorial Change	9781948617284	Student	70	Number 1 Delete campeonato	Declarativas —Se utilizan para afirmar o proveer información. Ejemplo: En el verano del 2018 se celebró el "Campeonato Mundial de Fútbol" en Rusia.	no es campeonato, eliminar la palabra Campeonato
Publisher	Editorial Change	9781948617284	Student	72	last paragraph/delete el	Eso quiere decir que en el español la concordancia de número 72(plural o singular) aplica a los siguientes componentes:	Eso quiere decir que en español la concordancia de número (plural o singular) aplica a los siguientes componentes:
Publisher	Editorial Change	9781948617284	Student	73	add comma after predicado	En el sujeto de la oración, vemos que el artículo masculino (El) concuerda con el adjetivo (hermoso) y el sustantivo (pájaro). En el predicado, el artículo femenino (la) concuerda con el sustantivo (mañana).	Title in chart; Sujeto de la oración (lowercase) El Predicado de la oración (lowercase)
Publisher	Editorial Change	9781948617284	Student	74	1st paragraph	Para poder desarrollar oraciones completas en español, es importante entender la función del sustantivo en la oración. El sustantivo es la parte más importante del sujeto de una oración. Hay tres tipos de sustantivos—los propios, comunes y colectivos. BRINCAR UN ESPACIO	Para poder desarrollar oraciones completas en español, es importante entender la función del sustantivo en la oración. El sustantivo es la parte más importante del sujeto de una oración. Hay tres tipos de sustantivos—los propios, comunes y colectivos.
Publisher	Editorial Change	9781948617284	Student	74	add space	3. Sustantivos colectivos Los sustantivos colectivosbandada es un grupo de pájaros. brincar renglón Otros ejemplos de sustantivos colectivos son: Una docena, un rebaño (ovejas), manada (animales), un	
Publisher	Editorial Change	9781948617284	Student	79	Number 1 Number 2	Ejemplo de rima libre. (change dot for :) La estrofa tiene dos versos que riman de dos en dos, verso 1-2, 3-4, 4-5. (change last numbers)	Ejemplo de rima libre: La estrofa tiene dos versos que riman de dos en dos, verso 1-2, 3-4, 5-6.
Publisher	Editorial Change	9781948617284	Student	81	Number 5	Si escribiste, Texas, acabas de descubrir el significado de un acróstico	delete
Publisher	Editorial Change	9781948617284	Student	83	Chart /number 6	6. ¿Vas a ir al paseo escolar museo de ciencias? DELETE WORDS	6. ¿Vas a ir al museo de ciencias?
Publisher	Editorial Change	9781948617284	Student	85	2nd paragraph	La C en “casa” y “cuerpo” se pronuncian como una /K/. Este sonido se conoce como C fuerte. Mientras que en las palabras César y cita, la C se pronuncia como un /S/, por eso se llama C débil o suave.	La C en “color” y “caballete” se pronuncian como una /K/. Este sonido se conoce como C fuerte. Mientras que en las palabras “César” y “circo”, la C se pronuncia como un /S/, por eso se llama C débil o suave.
Publisher	Editorial Change	9781948617284	Student	86	Red box	Regla 1: Cuando a la C le sigue la vocal A, O, U, la C se pronuncia como /K/. Ej. caso, culto, camisa, carro. Regla 2: Cuando a la C le sigue la vocal E o I, la C se pronuncia como /S/ Ej. cisne, centro, circo, Cecilia.	Regla 1: Cuando a la C le sigue la vocal A, O, U, la C se pronuncia como /K/. Ej. camisa, carro, carpa, color Regla 2: Cuando a la C le sigue la vocal E o I, la C se pronuncia como /S/ Ej. cisne, centro, circo, cereza
Publisher	Editorial Change	9781948617284	Student	87	Chart	Change words: querer quechua	quiero bosquejos
Publisher	Editorial Change	9781948617284	Student	87	change word, delete dot	En palabras con que y qui, la “u” es siempre silenciosa. () De acuerdo () No de acuerdo.	CAMBIAR GRAFICO POR BOSQUEJO En palabras con que y qui, la “u” es siempre silenciosa. () De acuerdo () En desacuerdo

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Publisher	Editorial Change	9781948617284	Student	88	delete note in red box	La letra Z del castellano hablado en España no se pronuncia como S. Esta tiene su propio sonido., similar al que hacen la abeja con su zumbido—zzzzzzzz.	La letra Z del castellano hablado en España no se pronuncia como S. Esta tiene su propio sonido.
Publisher	Editorial Change	9781948617284	Student	88	add	• Sonido /S/ como en la palabra xilófono [/s/ilófono] o [/Tla/s/cala]	• Sonido /S/ como en la palabra xilófono [/s/ilófono] o Tlaxcala [/Tla/s/cala]
Publisher	Editorial Change	9781948617284	Student	89	TEXTO Lelow	Hidden words	dejo qu eme diga así. (unihidden text).
Publisher	Editorial Change	9781948617284	Student	92	antonyms delete lo	derribarlo levantar	derribar levantar
Publisher	Editorial Change	9781948617284	Student	94	bold	1. Los adjetivos numerales se usan para proveer un orden o Ejemplo: Los estudiantes están en cuarto grado. 2. Los adjetivos posesivos son los que implican posesión— 3. Los adjetivos demostrativos indican distancia—este, ese, . 4. Los adjetivos indefinidos establecen ciertos límites al 5. Los adjetivos interrogativos reemplazan e identifican al 6. Los adjetivos exclamativos hace la misma función que los !	
Publisher	Editorial Change	9781948617284	Student	95	note - add words Recuerda and como por ejemplo	Recuerda que los adjetivos interrogativos y los exclamativos, siempre llevan acento ortográfico, como por ejemplo: ¡Qué! ¿Cuál?	
Publisher	Editorial Change	9781948617284	Student	97	change to two sentences. Bold delete en	Las preposiciones están identificadas con letras negritas. Ahora tienes que identificar el sustantivo de cada una de las frases. En este caso, hay dos frases preposicionales: con las playeras y para la familia. ¿Notaste que en ambas frases tienen una preposición y un sustantivo?	
Publisher	Editorial Change	9781948617284	Student	97	note, change	Recuerda que las frases preposicionales empiezan con una preposición y seguidas les sigue de un sustantivo y sus complementos.	
Publisher	Editorial Change	9781948617284	Student	98	delete brackets and anterior	a. Separar una lista de cosas presentadas en secuencia. Ej. Me gusta el aguacate, la lechuga y el perejil. [Observa en el ejemplo, anterior cuando terminas el listado, antes de la conjunción "y" generalmente no requiere una coma.]	
Publisher	Editorial Change	9781948617284	Student	98	both amounts in numerals change fijate to observa información lower case	b. Separar frases o ideas en aposición. Las frases en..... Ej. La Universidad de Texas en Arlington, reconocida mundialmente por su calidad educativa, tiene sobre cuarenta mil 40,000 estudiantes. Fíjate Observa que la oración se puede leer con o sin la frase en aposición. O sea que la frase añade información,	
Publisher	Editorial Change	9781948617284	Student	99	add n and upper case S in two lines	3. Punto y coma—Se usan para separar dos o más oraciones largas que estén relacionadas con el mismo tema. 4. Dos puntos—Se utilizan para indicar que un listado sigue o para el saludo de una carta formal. Ejemplo: Apreciados estudiantes: Distinguido Sr. Director:	Ejemplo: Apreciados estudiantes: Distinguido Sr. Director:
Publisher	Editorial Change	9781948617284	Student	99	leave space between ej and b.	a. Se usa como un paréntesis para insertar una nota aclaratoria. Ej. Mi hija—la más pequeña—se graduó de la primaria. b. Se usa para indicar diálogo. Ej. —Disculpe jovencita, sabe dónde está el salón de la Srta. Solís —Sí, con mucho gusto. Su salón es el número 5, al fondo del pasillo. —Muchas gracias. —No hay de qué. Esta la vista.	a. Se usa como un paréntesis para insertar una nota aclaratoria. Ej. Mi hija—la más pequeña—se graduó de la primaria. b. Se usa para indicar diálogo. Ej. —Disculpe jovencita, sabe dónde está el salón de la Srta. Solís —Sí, con mucho gusto. Su salón es el número 5, al fondo del pasillo. —Muchas gracias. —No hay de qué. Esta la vista.
Publisher	Editorial Change	9781948617284	Student	100	add italics	el dueño. b.—Amol se escribe con r. c.—Ella tenía su glamour.	<i>dueño</i> <i>Amol</i> <i>glamour</i>

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Publisher	Editorial Change	9781948617284	Student	101	1st paragraph	Romeo y Julieta (obra de teatro) Guardianes de la galaxia (película) La estrella (periódico)	CHANGE INTO ITALIC : <i>Romeo y Julieta</i> <i>La estrella</i>
Publisher	Editorial Change	9781948617284	Student	101	delete vulgar o	b. Se usa para indicar que la expresión es vulgar o inapropiada. El señor me dijo “te estaba guachando”, en vez de “te estaba observando o viendo.”	
Publisher	Editorial Change	9781948617284	Student	107	Number 9 a.	a. Lee el texto informativo Las tradiciones de mi país de Silvia Bolek, hasta el párrafo 4 de la página 102 y 103 del libro, que tiene 294 palabras en total, incluyendo el título.	a. Lee el texto informativo <i>Las tradiciones de mi país</i> de Silvia Bolek, hasta el párrafo 4 de la página 102 y 103 del libro, que tiene 294 palabras en total, incluyendo el título.
Publisher	Editorial Change	9781948617284	Student	107	Number 9 c.	Se requiere que cada estudiante tome el tiempo en segundos y marque los errores cometidos durante la lectura realizada por su pareja.	Se requiere que cada estudiante tome el tiempo en segundos y marque los errores cometidos durante la lectura realizada por otro estudiante.
Publisher	Editorial Change	9781948617284	Student	108	Last paragraph-finish sentence	Es importante que identifiques estas palabras para que así puedas desarrollar la	Es importante que identifiques estas palabras para que así puedas desarrollar la habilidad de leer y comprender lo que estás leyendo.
Publisher	Editorial Change	9781948617284	Student	109	Chart /number 4	4. cara de precio	4. cara de precio elevado
Publisher	Editorial Change	9781948617284	Student	115	change to clarify	12. Ojo Ojo como el órgano usado para ver Ojo para referirse al roto de la cerradura Ojo para describir la acumulación de agua en un cráter.	12. Ojo Ojo como el órgano usado para ver Ojo para referirse al hoyo por donde entra la llave de una cerradura Ojo para describir la acumulación de agua en un cráter.
Publisher	Editorial Change	9781948617284	Student	125	Number 6 f.	Calcula la velocidad y la precisión lectora de tu pareja al leer el cuento La travesía de Tami de Camila Barragán, páginas 119 y 120, hasta el párrafo No. 4. Haz el cálculo considerando un total de 260 palabras.	Calcula la velocidad y la precisión lectora de otro estudiante al leer el cuento La travesía de Tami, páginas 119 y 120, hasta el párrafo No. 4. Haz el cálculo considerando un total de 260 palabras.
Publisher	Editorial Change	9781948617284	Student	126	add Los to the title bold delete comma after modifica	1. Los adverbios 1. Adverbios de tiempo—ahora, antes, mientras, jamás, 2. Adverbios de lugar—acá, aquí, cerca, lejos, fuera, dentro, . 3. Adverbios de cantidad—más, mucho, menos, demasiado, 4. Adverbios de modo—bien, mal, despacio, aprisa, así. 5. Adverbios de afirmación—Ciertamente, seguramente, sí, 6. Adverbio de duda—quizás, tal vez, probablemente, Recuerda: Para determinar si la palabra es un adverbio, tienes que preguntarte si la palabra complementa (mejora, modifica, o completa) un verbo, un adjetivo u otr o adverbio.	
Publisher	Editorial Change	9781948617284	Student	128	lower case artículos add que	Cuando tratas de ver si hay concordancia de número, tienes que examinar: Los Artículos, sustantivos o pronombres, los adjetivos y el verbo. Identifica las partes de las oraciones que representan número y género.	Cuando tratas de ver si hay concordancia de número, tienes que examinar: Los artículos, sustantivos o pronombres, los adjetivos y el verbo.
Publisher	Editorial Change	9781948617284	Student	128	Number 3, paragraph 3	Identifica las partes de las oraciones representan número y género.	Identifica con una X las partes de las oraciones que representan número y género.
Publisher	Editorial Change	9781948617284	Student	129	4. Change Title and delete comma	Las abreviaturas, las siglas y los acrónimos ¿Sabes que quiere decir la abreviatura, EE.UU.? Cuando el nombre que se va a abreviar está en el plural, la abreviatura se pone doble.	Delete...las siglas y los acrónimos. Text: Las abreviaturas ¿Sabes que quiere decir la abreviatura EE.UU.? Cuando el nombre q
Publisher	Editorial Change	9781948617284	Student	129	add : after abreviaturas upper case		Otros ejemplos de abreviaturas: 1. Dr. o Dra.—Médico o una persona que tiene un doctorado. 2. Sr., Srta., Sra. —Títulos de respeto. La abreviatura—Srta.—Se usa para referirse a 5. AEC y EC—Estas abreviaturas son relativamente nuevas.
Publisher	Editorial Change	9781948617284	Student	130	Number 5	Siglas	Las siglas (ADD "Las")

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Publisher	Editorial Change	9781948617284	Student	142	Number 3/ change texto to clarify	3. ¿Puedes identificar la diferencia entre estos tipos de sonido? Vamos a ver. Pronuncia estas dos palabras y comenta con otro estudiante si el sonido de la letra "r" o "rr" es el mismo o diferente:	CHANGE TEXT : 3. ¿Puedes identificar la diferencia entre estos sonidos? Pronuncia las siguientes palabras y comenta con otro estudiante si el sonido "r" es el mismo o diferente en cada par de palabras:
Publisher	Editorial Change	9781948617284	Student	143	add " con"		Patrones para deletrear palabras con N antes de V, con M antes de B y con M antes de P Para hablar correctamente el idioma español es necesario aprender a deletrear y escribir con precisión. Esta lengua tiene una serie de patrones que nos ayudan a deletrear mejor.
Publisher	Editorial Change	9781948617284	Student	151	Number 2	2. El proceso de escritura (instrucción formato)	2. El proceso de escritura
Publisher	Editorial Change	9781948617284	Student	151	change	3. Incluye detalles para desarrollar la idea central y facilitar su comprensión al lector.	3. Incluye detalles para desarrollar la idea central para que al lector le sea fácil comprenderla.
Publisher	Editorial Change	9781948617284	Student	152	delete "que tener" in IV. Number 3	3. Revisa si todos los enunciados son oraciones completas. Recuerda que las oraciones tienen que tener un sujeto y un predicado.	3. Revisa si todos los enunciados son oraciones completas. Recuerda que las oraciones tienen un sujeto y un predicado.
Publisher	Editorial Change	9781948617284	Student	153	delete dot, add a comma a lower case in estos	1. Párrafo de introducción (generalmente aquí se incluye la idea central). Luego de años de pugna entre los gobiernos de Corea del Norte y los Estados Unidos. Estos países llegaron a un acuerdo para reunirse y tratar de resolver diferencias entre ellos.	1. Párrafo de introducción (generalmente aquí se incluye la idea central). Luego de años de pugna entre los gobiernos de Corea del Norte y los Estados Unidos, estos países llegaron a un acuerdo para reunirse y tratar de resolver diferencias entre ellos.
Publisher	Editorial Change	9781948617284	Student	153	II. Number 1 add dot after mundo	En conclusión, los líderes de ambos países salieron de la cumbre muy optimistas.....había acabado. Por otro lado, el líder de Corea del Norte se mostró muy satisfecho con lo logrado en la reunión. La reunión con el líder de uno de los países más poderosos del mundo, Kim Jong logró que la comunidad internacional reconociera su gobierno. De acuerdo con ambos líderes, la reunión en Singapur fue un	poderosos del mundo. Kim Jong logró que la comunidad internacional reconociera su gobierno. De acuerdo con ambos líderes, la reunión en Singapur fue un
Publisher	Editorial Change	9781948617284	Student	156	change word to rhyme	jorn ada mon arca	jorn ada descans ada
Publisher	Editorial Change	9781948617284	Student	158	change ; to , delete ; and idioma	Las raíces son: mono – que significa uno, bi- que significa dos; y tri- que significa tres. Estas raíces provienen del griego y hay otras raíces que provienen del idioma latín.	OJO ESTA BIEN USANDO PUNTO Y COMA---para diferencia del uso de dos puntos, corregir así en quinto grado: • Por ejemplo, las palabras “monosílaba, bisílaba y trisílaba”. La palabra base es “sílabas”. Las raíces son: mono – que significa uno; bi- que significa dos y tri- que significa tres. Estas raíces provienen del griego y hay otras raíces que provienen del idioma latín.
Publisher	Editorial Change	9781948617284	Student	160	2nd paragraph	niño (palabra base) niños, niña, niñas, niño y niña (palabras derivadas)	REMOVE DUPLICATED WORDS: niño niños, niña, niñas, niño y niña
Publisher	Editorial Change	9781948617284	Student	162	Chart 1	TITLE: Deduce la palabra base / Deduce el significado de la palabra base ELIMINAR LA COLUMNA NO. 1	TITLE: Deduce la palabra base / Palabras:
Publisher	Editorial Change	9781948617284	Student	162	Chart 1	Las row:bicultural, bicicleta, bilateral, bilingüe, binacional, bisiestro, bisílaba, bienio, bimestre mente	Move to Chart no.2
Publisher	Editorial Change	9781948617284	Student	162	Chart 2/change words and ADD row	grafía escrito, campo de estudio Sufijo: anfibio, microbio, suburbio	bi dos Sufijo: geografía, biología, astronomía Sufijo: bicicleta, bilateral, bilingüe, binacional
Publisher	Editorial Change	9781948617284	Student	167	Number 1	En la lección 24 se presentó un ejemplo de un ensayo. Ahora vamos a describir el proceso que usamos para escribir este ensayo final.	En la lección 24 se presentó un ejemplo de un ensayo acerca de la reunión de los líderes de Corea y los Estados Unidos. Ahora vamos a describir el proceso que usamos para revisar este ensayo y escribirlo en forma final.
Publisher	Editorial Change	9781948617284	Student	167	add # 3		años de pugna entre los gobiernos de Corea del Norte y los Estados Unidos. 2. Estos países llegaron a un acuerdo para reunirse y tratar de resolver diferencias entre ellos. 3. Esta reunión se llevó a cabo en Singapur.
Publisher	Editorial Change	9781948617284	Student	171	Last paragraph	en forma final en tu cuaderno de estudios.	Change text: en forma final en tu diario de Artes del Lenguaje. (
Publisher	Editorial Change	9781948617284	Student	174	italics		a. ¿Cuántas estrofas tiene el poema <i>El son de los ecosistemas</i> ?

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Publisher	Editorial Change	9781948617284	Student	176	First paragraph/ a. b. Add comma change question	Cayetana me cayó bien por eso, ella y yo somos muy buenos amigos. Hay cinco palabras que usan la letra ye (y): Cayetana, cayó, y, yo, muy. ¿La ye en estas palabras se pronuncia en la misma forma o no?	a. Cayetana me cayó bien, por eso, ella y yo somos muy buenos amigos. b. Hay cinco palabras que usan la letra ye (y): Cayetana, cayó, y, yo, muy. ¿Se pronuncian igual estas palabras?
Publisher	Editorial Change	9781948617284	Student	186	First paragraph delete	Clasifica el texto Cadenas alimenticias en los ecosistemas (itálicas) contestando las siguientes preguntas básicas:	Copia el siguiente cuadro en tu diario. Clasifica el texto <i>Cadenas alimenticias en los ecosistemas</i> contestando las siguientes preguntas básicas:
Publisher	Editorial Change	9781948617284	Student	187	5th paragraph	CHnage texto to clarify example [Elemento que quieres cambiar] Es muy difícil eliminar todos los alimentos que nos gustan en la escuela y sobre todo los llamados alimentos “chatarras”. • [Razón para lo que pides] Muchos de ellos tienen alto valor alimenticio. • [Sugerencia o propuesta] Por ello propongo que se analice el valor alimenticio de las comidas que planean eliminar y en base a eso se tome la decisión.	[Elemento que quieres cambiar] Reconocemos la importancia de una dieta balanceada, pero todo cambio debe ser gradual y considerar los gustos de los alumnos. • [Razón para lo que pides] Se puede seguir comiendo pizza o una hamburguesa pero variar la cantidad y agregarle ingredientes de más valor nutricional, como por ejemplo usar harina integral, lechuga y tomate fresco, etc. • [Sugerencia o propuesta] Por ello propongo que consideren en el menú un balance entre sabor, variedad y el valor alimenticio de las comidas que planean incorporar al nuevo menú y en base a eso se tome la decisión.
Publisher	Editorial Change	9781948617284	Student	197	Number 3- add space between letters	3. Escribe en tu diario de Artes del Lenguaje preguntas relacionadas con esta lectura escribiendo correctamente los acentos.	3. Escribe en tu diario de Artes del Lenguaje preguntas relacionadas con esta lectura escribiendo correctamente los acentos.
Publisher	Editorial Change	9781948617284	Student	198	red box (add space between words)	Su forma es: verbo haber + participio (de verbos terminados en -ar- se le agrega ado; verbos terminados en -er o ir- se agrega terminación ido).	Su forma es: verbo haber + participio (de verbos terminados en -ar- se les agrega ado; verbos terminados en -er o ir- se agrega terminación ido).
Publisher	Editorial Change	9781948617284	Student	199	Number 5/ 3rd paragraph	En la primera oración, el verbo cantaba (del verbo cantar) no lleva acento ortográfico. Pero, el segundo verbo, sonreía (del verbo sonreír), éste sí lleva acento ortográfico. En la segunda oración, se utilizan los verbos, vivir (vivía) y beber (bebía) y ambos llevan acento ortográfico.	En la primera oración, el verbo cantaba (del verbo cantar) no lleva acento ortográfico. Pero, el segundo verbo sonreía (del verbo sonreír) sí lleva acento ortográfico. En la segunda oración, se utilizan los verbos, vivir (vivía) y beber (bebía) y ambos llevan acento ortográfico.
Publisher	Editorial Change	9781948617284	Student	201	Number 7	7. Busca los verbos en tiempo imperfecto y escríbelos en tu diario de Artes del Lenguaje.	7. Identifica los verbos en pretérito perfecto compuesto y en tiempo imperfecto. Elabora, en tu diario de Artes del Lenguaje, un cuadro de dos columnas para escribir los verbos.
Publisher	Editorial Change	9781948617284	Student	214	Number 2 / ADD a word	El siguiente cuadro presenta los elementos de un cuento en la columna No. 1. En la columna No. 2 podrás leer la Agüeybaná, el gran Sol e identificar cada uno de sus componentes o elementos	El siguiente cuadro presenta los elementos de un cuento en la columna No. 1. En la columna No. 2 podrás leer la historia de Agüeybaná, el gran Sol e identificar cada uno de sus componentes o elementos ADD BLUE WORDS
Publisher	Editorial Change	9781948617284	Student	216	Resolución o final (ADD comma)	Muy contrario a lo que Agüeybaná sentía se hizo lo que la mayoría...	Muy contrario a lo que Agüeybaná sentía, se hizo lo que la mayoría...
Publisher	Editorial Change	9781948617284	Student	217	Number 3 d.	¿Cuándo se dice que Agüeybaná presentía que su sueño se convertiría en realidad, qué iba a pasar?	¿Cuándo se dice que "Agüeybaná presentía que su sueño se convertiría en realidad", qué iba a pasar?
Publisher	New Content	9781948617284	Student	7	1st paragraph	Cada sílaba tiene al menos una vocal.	Cada sílaba tiene al menos una vocal. La letra ye (y) tiene dos sonidos. Cuando toma el sonido de la vocal i funciona como una vocal débil al separar sílabas de una palabra.
Publisher	New Content	9781948617284	Student	12	Last paragraph	ADD text	c. Textos instructivos o normativos que se utilizan para dar instrucciones, como los manuales, normas de tránsito, recetas de cocina o el instructivo para armar un mueble o un juguete.
Publisher	New Content	9781948617284	Student	21	2nd paragraph	1. Sujeto—El sujeto es la parte central de la oración. 2. Predicado—El predicado es el segundo componente esencial para crear una oración completa. Por los menos debe tener un verbo, o un verbo con adjetivos y otros componentes	1. Sujeto—El sujeto es la parte central de la oración, de qué o de quién(es) se habla. 2. Predicado—El predicado es el segundo componente esencial para crear una oración completa. El predicado indica la acción que realiza el sujeto. Por los menos debe tener un verbo, o un verbo con adjetivos y otros componentes. (ADD dot)
Publisher	New Content	9781948617284	Student	34	Chart	ADD text	Sobreesdrújula #4 S
Publisher	New Content	9781948617284	Student	37	Below chart	ADD f.	f. Escribe en tu diario tres palabras con diptongo y tres palabras con hiato de la lectura <i>Origen de los pobladores de Mesoamérica</i> .

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Publisher	New Content	9781948617284	Student	39	3rd paragraph	El texto literario está diseñado para entretener o divertir, tales como un cuento, fábula o novela. Si revisas las historias que has leído acerca de aventuras y.....resuelve al final de una secuencia de eventos.	El texto literario está diseñado para entretener o divertir, tales como un cuento, fábula o novela. Si revisas las historias que has leído acerca de aventuras y.....resuelve al final de una secuencia de eventos. Los textos literarios expresan emociones o sentimientos a través de un lenguaje literal o figurado.
Publisher	New Content	9781948617284	Student	85	Last paragraph	Move image below the red box. ADD one bullet: <ul style="list-style-type: none"> • Add text • ¿Identificas un patrón común en las palabras con C que se pronuncia como /K/? • ¿Qué patrón tienen en común las palabras con C que se pronuncian como /S/? 	El fondo del retrato es color cereza. <ul style="list-style-type: none"> • ¿Identificas un patrón común en las palabras con C que se pronuncia como /K/? • ¿Qué patrón tienen en común las palabras con C que se pronuncian como /S/?
Publisher	New Content	9781948617284	Student	148	Number 4	ADD A SYNONYM}	dudas-preguntas
Publisher	New Content	9781948617284	Student	192	After chart	New text	a. Con ayuda de otro estudiante, desarrollen un carta argumentativa para indicar que estan en contra del cambio en los alimentos de la escuela. b. Indiquen en que elementos no estás de acuerdo y que proponen para sustituirlos.
Spanish Language Arts and Reading, Grade 5 <i>Lengua, ritmo y cultura 5 KIT (ISBN 9781948617611)</i>							
Publisher	Editorial Change	9781948617352	Student	7	1st paragraph	Las sílabas puedes crearse usando varias combinaciones para formar palabras.	Delete (eliminar)
Publisher	Editorial Change	9781948617352	Student	7	delete el	En el español hay dos tipos de vocales: débiles y fuertes. Las vocales débiles son la “i, u”. Las vocales fuertes son “a, o, e”.	
Publisher	Editorial Change	9781948617352	Student	7	Activity 3 Paragraph 1.	1. El diptongo se crea cuando hay dos vocales débiles en una palabra, por ejemplo:	1. El diptongo se crea cuando hay dos vocales débiles juntas, en una misma sílaba, por ejemplo: bai-la-do-ra, sos-tie-nen
Publisher	Editorial Change	9781948617352	Student	7	Last paragraph	Clarify narrative	Add a red box and change narrative Hay diptongo cuando una sílaba tiene dos vocales débiles (i, u) o las combinaciones de una vocal fuerte y una débil.
Publisher	Editorial Change	9781948617352	Student	10	1st paragraph	Clarify narrative, bold and delete comma	Para identificar la posición de la sílaba tónica en la palabra, se recomienda el uso de la sigla inventada TAPU. Para clasificar el tipo de palabra en base a la posición de su sílaba tónica, usamos la sigla inventada, SEGA.
Publisher	Editorial Change	9781948617352	Student	10	3rd paragraph	Por ejemplo, la palabra lámpara tiene tres sílabas y lleva la fuerza de pronunciación en la sílaba No. 2 (Antepenúltima) por ello es identificada como una palabra Esdrújula (la E de SEGA).	Por ejemplo, la palabra clavícula tiene cuatro sílabas y lleva la fuerza de pronunciación en la Antepenúltima sílaba (#2) ubicada en la columna de palabra Esdrújula (columna E de SEGA).
Publisher	Editorial Change	9781948617352	Student	10	3rd paragraph	La palabra perseguir tiene el mismo número de sílabas, pero lleva la fuerza de pronunciación en la última sílaba o No. 4, por lo que es una palabra aguda.	La palabra bailadora tiene el mismo número de sílabas, pero lleva la fuerza de pronunciación en la penúltima sílaba # 3, por lo que es una palabra grave, ubicada en la columna G de SEGA.
Publisher	Editorial Change	9781948617390	Student	10	add s to las upper case	B. Porque las vocales fuertes las intimidan. A. Hiatos B. Diptongos C. Sílabas fuertes D. Acento diacrítico	
Publisher	Editorial Change	9781948617352	Student	11	Number 6	Change instruction	Copia en tu diario de Artes del Lenguaje el Cuadro No. 2 y agrega 5 palabras. Clasifica las palabras después de separalas en sílabas.
Publisher	Editorial Change	9781948617352	Student	12	change dot to comma, lower case	c. Textos dramáticos, conocidos también como drama o teatro. Son utilizados para presentar una obra en un escenario.	c. Textos dramáticos, conocidos también como drama o teatro, son utilizados para presentar una obra en un escenario.
Publisher	Editorial Change	9781948617352	Student	13	Number 2	Aprendiento de cuentos y mitos.	Cuentos y mitos
Publisher	Editorial Change	9781948617390	Student	14	add delete renglón	6. Parafrasea y escribe los eventos del mito El quinto sol en tu diario de Artes del Lenguaje,	

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948617352	Student	15	delete accent delete comma change to lower case change compañeros	3 La Luna es ama y señora de los cielos en la noche, pero cuando los rayos del Sol se dejan ver en las mañanas, éste opaca la Luna y su brillo desaparece. Por otro lado, es el fuerte Sol que domina el cielo en el día y provee la energía para que las plantas y los animales se desarrollen, para así preservar la humanidad. El Sol que vemos en la mañana es el mismo creado mucho tiempo atrás. Los dioses aztecas le llamaron, el Quinto Sol. 4. Comparte con tus compañeros. d. En el párrafo 2, ¿Qué significa la palabra fusiona? e. Comenta con tus compañeros para analizar los elementos de la historia El Quinto Sol . Escribe en tu diario el cuadro con las respuestas.	3 La Luna es ama y señora de los cielos en la noche, pero cuando los rayos del Sol se dejan ver en las mañanas, este opaca la Luna y su brillo desaparece. Por otro lado, es el fuerte Sol que domina el cielo en el día y provee la energía para que las plantas y los animales se desarrollen, para así preservar la humanidad. El Sol que vemos en la mañana es el mismo creado mucho tiempo atrás. Los dioses aztecas le llamaron el Quinto Sol. 4. Comparte con otros estudiantes. d. En el párrafo 2, ¿qué significa la palabra fusiona? e. Comenta con otros estudiantes para analizar los elementos de la historia El Quinto Sol . Escribe en tu diario el cuadro con las respuestas.
Publisher	Editorial Change	9781948617352	Student	16	lower case cuento 5c. Tercera persona change	Características del cuento El narrador sabe todo lo que ocurre en la historia o cuento.	El narrador cuenta en tercera persona lo que les sucede a los personajes del relato.
Publisher	Editorial Change	9781948617352	Student	29	Diagram. Siempre en la vocal débil, siempre lleva tilde la vocal débil	Delete duplicated text. Siempre en la vocal débil, Keep text: Siempre lleva tilde la vocal débil	
Publisher	Editorial Change	9781948617352	Student	30	delete el	2. También se quedan juntos los triptongos cuando una vocal fuerte y dos débiles aparecen juntas en la palabra. Ejemplo: buey [buei], miao o guau. Los triptongos no son muy comunes en el español.	
Publisher	Editorial Change	9781948617352	Student	30	Number 2.	Add final sentence	En la palabra buey la letra y suena como i, formando el triptongo [buei]
Publisher	Editorial Change	9781948617352	Student	35	1st paragraph	...para representar la posición de las sílabas y su nombre dependiendo de su posición.	Change texto to clarify concept: ...para representar la posición de las sílabas y la clasificación de la palabra, dependiendo de la posición de la sílaba tónica.
Publisher	Editorial Change	9781948617390	Student	35	change tablas to cuadros	3. ¿Cómo está escrito? • Lenguaje directo, apoyado con imágenes, cuadros o gráficos.	
Publisher	Editorial Change	9781948617352	Student	37	chart	Row: centímetro and milímetro, kilometros add an s to syllable tros	Change last column : remove "s" for "tro" instead "tros"
Publisher	Editorial Change	9781948617390	Student	39	delete comma	3. Lee las lecturas El sistema solar, páginas 52-55, y De paseo por el universo, páginas 61-65 y completa los siguientes cuadros.	
Publisher	Editorial Change	9781948617352	Student	44	delete	8. Aprendiendo de cuentos populares o leyendas.	8. Cuentos populares o leyendas
Publisher	Editorial Change	9781948617352	Student	48	add que, change a to o	c. El niño sigue con su juego y que continua con su llanto.	c. El niño que sigue con su juego y que continua con su llanto.
Publisher	Editorial Change	9781948617352	Student	49	Ejemplo	a. A Armando le encanta la música urbana... b. A Armando le encanta la música urbana ..	Chnage text for: a. A Fernando le encanta la música popular... b. A Fernando le encanta la música popular ...
Publisher	Editorial Change	9781948617352	Student	50	Number 3	Escribe tus nuevas oraciones en tu diario. Compara tus oraciones con las que crearon otros estudiantes.	Change words "las" intead "tus": Escribe las nuevas oraciones en tu diario. Change words "escribieron" intead "crearon": Compara tus oraciones con las que escribieron otros estudiantes.
Publisher	Editorial Change	9781948617352	Student	52	Chart	La Tierra	Remove "La": Tierra

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Publisher	Editorial Change	9781948617352	Student	54	chart	La Tierra Saturno / Titan	Remove "La": Tierra Add orthographic accent to : Titán
Publisher	Editorial Change	9781948617352	Student	55	change word	3. Comparte con tus compañeros. c. ¿Cómo te ayudaron las imágenes y tablas usadas en el texto a comprenderlo mejor?	3. Comparte con otros estudiantes. c. ¿Cómo te ayudaron las imágenes y cuadros usados en el texto a comprenderlo mejor?
Publisher	Editorial Change	9781948617390	Student	55	delete and change	2. Observa el gráfico que muestra las partes de una flor. Lee y contesta lo que se te pide el siguiente texto.	
Publisher	Editorial Change	9781948617352	Student	57	Number 3.	4. Hice un dibujo sobre las estrellas y lo mostré a mis hermanos.	4. Dibujé las estrellas y mostré el dibujo a mis hermanos.
Publisher	Editorial Change	9781948617352	Student	60	add space between number and word alinear	Recuerda: Los verbos en el modo condicional expresan 1. Deseo—Me gustaría ir al cine. 2. Consejos o sugerencias—Pero debería ir con una persona mayor. 3. Expresar dudas o probabilidad —Podría llover esta tarde, mejor llevaré paraguas	
Publisher	Editorial Change	9781948617352	Student	61	parragraph 2	italic style to words: Mercury, Eagle, Apolo 11	
Publisher	Editorial Change	9781948617352	Student	69	delete el	Eso quiere decir que en el español la concordancia de número (plural o singular) aplica a los siguientes componentes:	Eso quiere decir que en español la concordancia de número (plural o singular) aplica a los siguientes componentes:
Publisher	Editorial Change	9781948617390	Student	70	add dot after 10. change	10. Lee los refranes y escribe su significado. 11. Observa las imágenes y relaciónalas con el refrán.	11. Lee los refranes y escribe su significado.
Publisher	Editorial Change	9781948617352	Student	71	continue in same paragraph	Para poder desarrollar oraciones completas en español, es importante entender la función del sustantivo en la oración. El sustantivo es la parte más importante del sujeto de una oración. Hay tres tipos de sustantivos—los propios, comunes y colectivos.	Para poder desarrollar oraciones completas en español, es importante entender la función del sustantivo en la oración. El sustantivo es la parte más importante del sujeto de una oración. Hay tres tipos de sustantivos—los propios, comunes y colectivos.
Publisher	Editorial Change	9781948617352	Student	74	ADD instruction	4. Practica la lectura en grupo. Identifica y comenta con otro estudiante las características de un texto instructivo.	ADD before RED BOX and change numbering of instructions.
Publisher	Editorial Change	9781948617390	Student	75	change compañeros to estudiantes	4. Comparte con tus compañeros tus poemas.	4. Comparte con otros estudiantes tus poemas.
Publisher	Editorial Change	9781948617390	Student	78	delete comma	Las palabras, por qué (separadas) implican preguntas en la oración	
Publisher	Editorial Change	9781948617352	Student	82	Last parragraph	ambas letras junta tienen el sonido /k/, como en las siguientes palabras:	ambas letras juntas "qu" tienen el sonido /k/, como en las siguientes palabras:
Publisher	Editorial Change	9781948617352	Student	82	delete, repeated in next page add chart	1. Lee el siguiente fragmento del texto Imanes. 2. Busca las palabras que llevan la letra c e identifica si el sonido es suave o fuerte. 3. Escribe en tu diario las palabras con sonido c fuerte /k/ en una columna y en otra columna las que tienen sonido c suave /s/.	Palabra con CA- calcomanía Palabras con CO- confines Palabra con CU- cumpleaños campo cometa cuerpo computadora calor computadora cuento
Publisher	Editorial Change	9781948617352	Student	83	change	d. Comenta con tus compañeros si están de acuerdo o no con la siguiente afirmación: En palabras con que y qui, la "u" es siempre silenciosa. () De acuerdo () En desacuerdo.	d. Comenta con otros estudiantes si están de acuerdo o no con la siguiente afirmación: En palabras con que y qui, la "u" es siempre silenciosa. () De acuerdo () En desacuerdo.
Publisher	Editorial Change	9781948617352	Student	84	add word Tlaxcala	alinear texto segundo renglon : Las letras S, Z, X y las combinaciones CE y CI muchas veces se pronuncian como la /S/.	Tambien corregir: [/ Tla/s/cala] bajar de renglon y eliminar primer diagonal Tlaxcala [Tla/s/cala]
Publisher	Editorial Change	9781948617352	Student	84	delete in note	La letra Z del castellano hablado en España no se pronuncia como S. Esta tiene su propio sonido, similar al que hacen la abeja con su zumbido—zzzzzzzz.	La letra Z del castellano hablado en España no se pronuncia como S. Esta tiene su propio sonido.
Publisher	Editorial Change	9781948617352	Student	84	Last parragraph	Lee el siguiente fragmento de La energía y localiza las palabras que se escriben con C suave.	Add d. Lee el siguiente fragmento de La energía. Change text: Identifica y escribe, en tu diario de Artes del Lenguaje, las palabras que se escriben con C suave.

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Publisher	Editorial Change	9781948617352	Student	85	change o to a	6 La energía del sonido es la vibración que produce la energía sonora, la misma que provoca ondas que pueden viajar a través del agua, el aire o los sólidos. Entre las propiedades del sonido se encuentran la intensidad (fuerte o débil), la duración (corto o largo), el tono (agudo o grave) y el timbre.	6 La energía del sonido es la vibración que produce la energía sonora, la misma que provoca ondas que pueden viajar a través del agua, el aire o los sólidos. Entre las propiedades del sonido se encuentran la intensidad (fuerte o débil), la duración (corta o larga), el tono (agudo o grave) y el timbre.
Publisher	Editorial Change	9781948617352	Student	86	change : to . Change e to a	1. ¡Practica la lectura! Antes de iniciar comparte: 3 La energía calorífica o térmica produce calor por medio del movimiento de sus partículas. Cuando una sustancia se calienta, sus partículas tienen más energía y esto hace que vibren más y se mueven más rápido.	1. ¡Practica la lectura! Antes de iniciar comparte. 3 La energía calorífica o térmica produce calor por medio del movimiento de sus partículas. Cuando una sustancia se calienta, sus partículas tienen más energía y esto hace que vibren más y se muevan más rápido.
Publisher	Editorial Change	9781948617352	Student	87	change o to a	6 La energía del sonido es la vibración que produce la energía sonora, la misma que provoca ondas que pueden viajar a través del agua, el aire o los sólidos. Entre las propiedades del sonido se encuentran la intensidad (fuerte o débil), la duración (corto o largo), el tono (agudo o grave) y el timbre.	6 La energía del sonido es la vibración que produce la energía sonora, la misma que provoca ondas que pueden viajar a través del agua, el aire o los sólidos. Entre las propiedades del sonido se encuentran la intensidad (fuerte o débil), la duración (corta o larga), el tono (agudo o grave) y el timbre.
Publisher	Editorial Change	9781948617352	Student	88	chart delete que ecoamigables one word	Eólica Es la que proviene del viento. Muchos países alrededor del mundo que tienen parques eólicos. 12 Las fuentes de energía renovables no se agotan a través del tiempo, por eso tienen las ventajas de ser permanentes y producir energías limpias que no contaminan. Debido a esto se les dice energías “eco-amigables” o “verdes”. Se les conoce también como fuentes alternativas de energía. La desventaja es que son más costosas que la energía producida con combustible fósil.	12 Las fuentes de energía renovables no se agotan a través del tiempo, por eso tienen las ventajas de ser permanentes y producir energías limpias que no contaminan. Debido a esto se les dice energías “ecoamigables” o “verdes”. Se les conoce también como fuentes alternativas de energía. La desventaja es que son más costosas que la energía producida con combustible fósil.
Publisher	Editorial Change	9781948617352	Student	92	First row and Chart	Change text	f. Copia en tu diario el siguiente cuadro para realizar la clasificación del texto La energía. (título en <i>itálicas</i>). Reepplace Chart
Publisher	Editorial Change	9781948617352	Student	93	bold cuarto in sentence	1. Los adjetivos numerales se usan para proveer un orden o secuencia—uno, dos, cuarto, quinto. Ejemplo: Los estudiantes están en cuarto grado.	1. Los adjetivos numerales se usan para proveer un orden o secuencia—uno, dos, cuarto, quinto. Ejemplo: Los estudiantes están en cuarto grado.
Publisher	Editorial Change	9781948617352	Student	94	Number 7C	c. La comida fue mala, pero la atención fue peor.	Change text: c. La comida mexicana es más picante que la italiana.
Publisher	Editorial Change	9781948617352	Student	94	Number 8 c	c. Mario es malo jugando al fútbol, pero Francisco es el peor.	Change text: Mario es el mejor jugador de todo el equipo. Susy es la mejor alumna de toda la clase.
Publisher	Editorial Change	9781948617352	Student	95	Last parragraph	13 A continuación, se presentan las diversas fuentes no renovables o de energía alternativa.	Remove "no" : 13 A continuación, se presentan las diversas fuentes renovables o de energía alternativa.
Publisher	Editorial Change	9781948617352	Student	97	Number 2 a.	[Observa que el ejemplo anterior cuando terminas el listado, antes de la conjunción y generalmente no requiere una coma].	Change text: [Observa que el ejemplo anterior, cuando termina el listado, antes de la conjunción y, no requiere una coma].
Publisher	Editorial Change	9781948617352	Student	97	upper case	2. La coma—se usa para indicar una pausa. Algunos de las funciones de la coma son:	2. La coma—Se usa para indicar una pausa. Algunos de las funciones de la coma son:
Publisher	Editorial Change	9781948617352	Student	97	use numerals in both cases change fijate to observa lower case, delete dot and add comma	b. Separar frases o ideas en aposición. Las frases en aposición son aquellas que proveen una explicación o proveen información adicional. Estas frases se ponen entre comas para que la oración sea más fácil de leer. Ej. La Universidad de Texas en Arlington, reconocida mundialmente por su calidad educativa, tiene sobre cuarenta mil estudiantes. Fijate que la oración se puede leer con o sin la frase en aposición. O sea que la frase añade información, pero no afecta la calidad del mensaje—La universidad	b. Separar frases o ideas en aposición. Las frases en aposición son aquellas que proveen una explicación o proveen información adicional. Estas frases se ponen entre comas para que la oración sea más fácil de leer. Ej. La Universidad de Texas en Arlington, reconocida mundialmente por su calidad educativa, tiene sobre 40,000 estudiantes. Observa que la oración se puede leer con o sin la frase en aposición, o sea que la frase añade información, pero no afecta la calidad del mensaje—La universidad
Publisher	Editorial Change	9781948617352	Student	98	Number 5	Ejemplos de palabras con diéresis: GUE: bilingüe y vergüenza; GUI: pingüino y lingüista.	Remove GUE, GUI: Ejemplos de palabras con diéresis: bilingüe y vergüenza; pingüino y lingüista.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948617352	Student	98	change upper case in two lines	3. Punto y coma—se usa para separar dos o más oraciones largas que estén relacionadas con el mismo tema. 4. Dos puntos—se utilizan para indicar que un listado sigue o para el saludo de una carta formal. Ejemplo: Apreciados estudiantes: Distinguido Sr. Director:	3. Punto y coma—Estos se usan para separar dos o más oraciones largas que estén relacionadas con el mismo tema. 4. Dos puntos—Se utilizan para indicar que un listado sigue o para el saludo de una carta formal. Ejemplo: Apreciados estudiantes: Distinguido Sr. Director:
Publisher	Editorial Change	9781948617352	Student	98	leave space between ej and	a. Se usa como un paréntesis para insertar una nota aclaratoria. Ej. Mi hija—la más pequeña—se graduó de la primaria. b. Se usa para indicar diálogo. Ej. —Disculpe jovencita, sabe dónde está el salón de la Srta. Solís —Sí, con mucho gusto. Su salón es el número 5, al fondo del pasillo. —Muchas gracias. —No hay de qué. Esta la vista.	a. Se usa como un paréntesis para insertar una nota aclaratoria. Ej. Mi hija—la más pequeña—se graduó de la primaria. b. Se usa para indicar diálogo. Ej. —Disculpe jovencita, sabe dónde está el salón de la Srta. Solís —Sí, con mucho gusto. Su salón es el número 5, al fondo del pasillo. —Muchas gracias. —No hay de qué. Esta la vista.
Publisher	Editorial Change	9781948617352	Student	99	Number 8	...indicar al lector cómo tiene que pronunciar la pregunta o la expresión. Los signos se usan al principio al final de la oración,	CHANGE text:..... la pregunta o la exclamación. Los signos se usan al principio y al final de la oración,
Publisher	Editorial Change	9781948617352	Student	101	delete to unify with other titles	1. Conoce las características de un poema	1. Características de un poema
Publisher	Editorial Change	9781948617352	Student	108	Number 5	Si escribiste, Texas, acabas de descubrir el significado de un acróstico	DELETE : Si escribiste, Texas, acabas de descubrir el significado de un acróstico
Publisher	Editorial Change	9781948617352	Student	111	Below red box	Por ejemplo, la palabra calle tiene dos significados—la carretera para autos y la palabra calle.	CHANGE TEXT: —la vía pública para autos y la palabra calle, del verbo callar.
Publisher	Editorial Change	9781948617352	Student	112	chart, add word	4. cara de precio	4. cara de precio elevado
Publisher	Editorial Change	9781948617352	Student	118	change to clarify	12. Ojo Ojo como el órgano usado para ver Ojo para referirse al roto de la cerradura Ojo para describir la acumulación de agua en un cráter.	12. Ojo Ojo como el órgano usado para ver Ojo para referirse al hoyo por donde entra la llave de una cerradura Ojo para describir la acumulación de agua en un cráter.
Publisher	Editorial Change	9781948617352	Student	125	add comma	Antes de iniciar, comenta lo que conozcas acerca de los personajes que ayudaron a constituir nuestra patria.	
Publisher	Editorial Change	9781948617352	Student	130	Line 56	el resultado es lo ustedes viven hoy en día.	ADD "que": el resultado es lo que ustedes viven hoy en día.
Publisher	Editorial Change	9781948617352	Student	136	add comma after detrás delete comma after modifica	2. Adverbios de lugar—acá, aquí, cerca, lejos, fuera, dentro, detrás, debajo, arriba. Ej. Corrimos alrededor de la escuela. Finalmente descansamos junto a la fuente de agua potable. Recuerda: Para determinar si la palabra es un adverbio, tienes que preguntarte si la palabra complementa (mejora, modifica, o completa) un verbo, un adjetivo u otro adverbio.	
Publisher	Editorial Change	9781948617352	Student	138	Last row	Identifica con una X las partes de las oraciones que representan número y género.	MOVE TO PAGE 139
Publisher	Editorial Change	9781948617352	Student	139	1ST row	Identifica con una X las partes de las oraciones que representan número y género.	ADD
Publisher	Editorial Change	9781948617352	Student	139	CHART/ 2nd -3rd column	X	Change to give options column 2: () singular () plural Change to give options column 3: () femenino () masculino
Publisher	Editorial Change	9781948617352	Student	140	Number 3 delete comma after abreviatura	Las abreviaturas, las siglas y los acrónimos ¿Sabes que quiere decir la abreviatura, EE.UU.? Cuando el nombre que se va a abreviar está en el plural, la abreviatura se pone doble.	Delete...las siglas y los acrónimos. Text: Las abreviaturas
Publisher	Editorial Change	9781948617352	Student	143	upper case	7. Ovni—Objeto volador no identificado.	

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Publisher	Editorial Change	9781948617352	Student	144	change to itálicas change to Las plantas	c. Cursivas o inclinadas: Se usan para indicar el título de una obra. Ej. Estamos leyendo la obra <i>Vegetación en Texas</i> .	c. Cursivas o itálicas: Se usan para indicar el título de una obra. Ej. Estamos leyendo la obra <i>Las plantas</i> .
Publisher	Editorial Change	9781948617352	Student	150	change	a. ¿Cuál fue el propósito del autor de esta lectura?	a. ¿Cuál fue el propósito de los autores de esta lectura?
Publisher	Editorial Change	9781948617352	Student	152	deltete italics, change to normal type	Palabras con gue con la u muda: Palabras con gui con la u muda: <i>Palabras con güe: güero, cigüeña, bilingüe, zarigüeya, desagüe, bilingüe, Agüeybaná</i> <i>Palabras con güi: pingüino, agüita, yegüita, güiro (instrumento musical)</i>	
Publisher	Editorial Change	9781948617352	Student	153	delete words, already in chart two words por qué	 Expliquen en forma oral por qué.	Expliquen en forma oral por qué.
Publisher	Editorial Change	9781948617352	Student	156	Last parragraph	ADD Instruction c.	c. Comparte con otro estudiante y contesta las siguientes preguntas en tu diario.
Publisher	Editorial Change	9781948617352	Student	158	Number 8	¿Puedes identificar la diferencia entre estos tipos de sonido? Vamos a ver. Pronuncia estas dos palabras y comenta con otro estudiante si el sonido de la letra "r" o "rr" es el mismo o diferente:	CHANGE TEXT : 6. ¿Puedes identificar la diferencia entre estos sonidos? Pronuncia las siguientes palabras y comenta con otro estudiante si el sonido "r" es el mismo o diferente en cada par de palabras:
Publisher	Editorial Change	9781948617352	Student	158	Number 8 f.	Raro y raro	Change text: Rico y raro (bold letter R r)
Publisher	Editorial Change	9781948617352	Student	160	add que	Esta es la forma correcta.....combinadas. Recuerda que estas reglas ortográficas nos puede ayudar	
Publisher	Editorial Change	9781948617352	Student	167	add "n" deleta red text	2. Trata de desarrollar y escribir ideas que apoyen a la idea central. 2. El proceso de escritura (instrucción formato)	Parragraph 1 El ensayo informativo se usa para comunicar e forma imparcial sin incluir tu punto de vista. El contenido de los ensayos informativos debe redactarse en forma imparcial y usando como referencias fuentes confiables que puedan corroborarse. I. 2. El proceso de escritura (instrucción formato) II 2. Trata de desarrollar y escribir ideas que apoyen a la idea central. 3. Incluye detalles para desarrollar la idea central para que al lector le sea fácil comprenderla.
Publisher	Editorial Change	9781948617352	Student	174	change ; to , delete ; and idioma	Las raíces son: mono – que significa uno, bi- que significa dos; y tri- que significa tres. Estas raíces provienen del griego y hay otras raíces que provienen del idioma latín.	
Publisher	Editorial Change	9781948617352	Student	174	Red box add comma after decir	..gran parte de los que actualmente es Europa origen a palabras con raíces greco-latinas, es decir, palabra que	REMOVE "s" : lo que actualmente es Europa
Publisher	Editorial Change	9781948617352	Student	174	delete comma	palabra opuesta (antónimo). También a la palabra "visión" (ver), se le puede añadir, el prefijo tele, para crear la palabra televisión.	
Publisher	Editorial Change	9781948617352	Student	176	2nd parragraph	Move word bse to next line niño (palabra base) niños, niña, niñas, niñoito y niña (palabras derivadas)	REMOVE DUPLICATED WORDS: niño niños, niña, niñas, niñoito y niña

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Publisher	Editorial Change	9781948617352	Student	177	Last paragraph	Las raíces y su significado	MOVE TITLE to page 178. DELETE LAST PARRAGRAH. Remove title in chart/column 2. Just keep "Palabras"
Publisher	Editorial Change	9781948617352	Student	191	Below number 3	Revisa las respuestas con tus compañeros y después escribe en tu cuaderno la versión final del párrafo de cierre.	Revisa las respuestas con otro estudiante y después escribe en tu cuaderno la versión final del párrafo de cierre.
Publisher	Editorial Change	9781948617352	Student	191	Chart/2nd Subtitle	Versión Editada del Párrafo de Cierre	LOWERCASE: Versión editada del párrafo de cierre
Publisher	Editorial Change	9781948617352	Student	191	Last paragraph	en forma final en tu cuaderno de estudios.	Change text: en forma final en tu diario de Artes del Lenguaje. (SUBIR CUDRO DE TEXTO PARA NO APRETAR TEXTO AL FINAL)
Publisher	Editorial Change	9781948617352	Student	198	delete comma after H red note, delete	1. La letra H se pronuncia como /hache/ y es la única letra del alfabeto Recuerda que la letra H no tiene sonido cuando está delante de una vocal, por eso se le dice H muda o silenciosa.	
Publisher	Editorial Change	9781948617352	Student	201	Number 4	Aprende acerca de modismos, refranes o dichos.	Modismos, refranes o dichos PONER EN ITALICOS LOS DOS REFRANES DE ULTIMO PARRAFO: <i>Amor con amor se paga</i> <i>A caballo regalado no se le mira colmillo</i>
Publisher	Editorial Change	9781948617352	Student	201	First paragraph	Este tipo de expresiones tienes que aprenderlas para que así puedas convertirte en mejor lector.	Este tipo de expresiones tienes que aprenderlas para que seas un mejor lector.
Publisher	Editorial Change	9781948617352	Student	201	Chart	Una vez que el agua que pasa el molino pasa ya no vuelve al molino, por eso no tiene importancia.	Chnage text: Una vez que el agua pasa por el molino ya no vuelve y no mueve el molino, por eso no tiene importancia.
Publisher	Editorial Change	9781948617352	Student	210	Number 1	Antes de iniciar comenta con tus compañeros.	Antes de iniciar comenta con 3 a 4 estudiantes.
Publisher	Editorial Change	9781948617352	Student	214	3rd paragraph	Es muy difícil eliminar todos los alimentos que nos gustan en la escuela y sobre todo los llamados alimentos "chatarras".	No se pueden eliminar todos los alimentos llamados "chatarras" del refrigerio escolar, pues también queremos que consideren lo que nos gusta y que nos proporcione valor nutricional.
Publisher	Editorial Change	9781948617352	Student	224	Before questions	Add instruction and change text	New text: 6. Comparte en grupos de 3 a 4 estudiantes. a. ¿Cuál fue el propósito de la autora de la poesía? b. ¿Cuál otro título podrías proponer? c. ¿Cuántas estrofas tiene el poema? d. ¿Qué tipo de rima se produce en los versos de la primera estrofa? Explica tu respuesta. e. ¿Cuál es el mensaje central de este poema? f. ¿Qué ideas te transmiten las ilustraciones del poema para reducir el daño ambiental? g. ¿A qué se refiere la autora al decir "debemos protegerlo y cuidar su sustentabilidad"?
Publisher	Editorial Change	9781948617352	Student	226	Instruction	ADD INSTRUCTION	7. Poesía tipo haiku
Publisher	Editorial Change	9781948617352	Student	226	Last paragraph	DELETE LAS PARRAGRAPH	El cuadro que sigue tiene expresiones u oraciones de cinco y siete sílabas para practicar la creación de poema haiku. ¿Te gustaría crear un poema haiku?
Publisher	Editorial Change	9781948617352	Student	227	First paragraph and chart	Change position below "Example of poems" and above the CHART ...and add text	a. El cuadro que sigue tiene expresiones u oraciones de cinco y siete sílabas para practicar la creación de poema haiku. Escribe en tu diario de Artes del Lenguaje tres poemas haiku utlizando los siguientes versos. Practica la formación de haiku tomando dos ideas de cinco sílabas de la columna 1 y una idea de siete sílabas de la columna 2. Lee el siguiente ejemplo: 1. La golondrina 16. Vuela plácidamente 5. Surcando el cielo

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948617352	Student	228	First paragraph	Change text	b. Selecciona un tema de tu interés y escribe un poema en tu diario. Repasa los tipos de poemas que hay. Inicia escribiendo ideas cortas y buscando palabras que rimen al final de los versos.
Publisher	Editorial Change	9781948617352	Student	235	Number 1	1. Aprende acerca del "Drama" o "Teatro"	1. Características del drama o teatro
Publisher	Editorial Change	9781948617352	Student	156-157	Number 3-7 questions.	Change numbers from 1 to 5	
Publisher	New Content	9781948617352	Student	154-155	repeated information from previous page	<i>Delete repeated content</i> <i>New content</i>	<p>5. Sonidos múltiples de la letra "x".</p> <p>a. En español la letra "x". tiene cuatro sonidos, incluyendo uno que representa el sonido de la /j/. Ejemplo: En las palabras México [Méjico], Xalapa [Jalapa] y Xalpa [Jalpa].</p> <p>b. Otro de los sonidos más comunes de la letra "x" es el sonido /s/ en palabras como: Xochitl, Xochimilco, Tlaxcala y xilófono.</p> <p>c. La letra "x" suena como /ks/ al final de la palabra después de una vocal débil como en tórax o Félix.</p> <p>Otras palabras comunes que tienen el sonido /ks/ son: éxito, boxeo, conexión y taxi.</p> <p>d. El menos común es el sonido /sh/ de la letra "x", por ejemplo: Xoco, Xoconostle y Xola.</p>

Proclamation 2019 Editorial Changes

EMC Publishing, LLC							
English Language Arts and Reading, Grade 6							
Mirrors & Windows: Connecting with Literature - Grade 6, print program (ISBN 9781533836632) and Mirrors & Windows: Connecting with Literature - Grade 6, digital program (ISBN 9781533836847)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781533836632	Student	96	Analyze Literature	Add detail to the Point of View instructions	Add line "Think about how the character's internal responses help to develop the plot of the story."
State Review Panel	New Content	9781533836632	Student	108	Analyze Literature	Add detail to Point of View instructions	Add line "Analyze how the character's internal responses help to develop the plot."
State Review Panel	New Content	9781533836632	Student	230	Use Reading Skills	Add detail to text organization instructions	Include line "...and text structure can help to express the author's purpose and viewpoint."
State Review Panel	New Content	9781533836632	Student	236	Analyze Literature	Add detail to Voice instructions	Include line "aAnalyze how appropriate Ghandi's attitude toward his subject is for his audience."
State Review Panel	New Content	9781533836632	Student	270	Using Persuasive Techniques	Add detail to rhetorical questions	Include "logical fallacies"
State Review Panel	New Content	9781533836632	Student	275	Persuasive Techniques	Add detail to Avoid Deceptive Techniques	Include "such as logical fallacies"
State Review Panel	New Content	9781533836632	Student	282	Purposes of Nonfiction	Add detail to paragraph 4	Include line "Authors choose different text structures depending on their purpose for writing."
State Review Panel	New Content	9781533836632	Student	482	Informative Writing	Include more detail in instructions	Add the words "or text structures" to instructions
State Review Panel	New Content	9781533836632	Student	515	Analyze Literature	Include more detail in Myth instructions	Add line; "Adjust your responses during reading as new evidence is presented."
State Review Panel	New Content	9781533836632	Student	577	Prewrite	Add bullet point to Gathering and Evaluating Information	Add bullet saying "Make sure to evaluate sources for faulty reasoning or logical fallacies that lack evidence or are based on evidence that is not reliable or accurate."
State Review Panel	New Content	9781533836632	Student	580	Focus: Combining Sentences	Add detail to explanation of example.	Change line to; "In this example, the writer varies the sentence beginnings by changing a simple sentence into a complex sentence, adding a dependent clause followed by a comma, and using a pronoun to begin the second sentence."
State Review Panel	New Content	9781533836939	Teacher	459	Listening Skills	Add instruction encouraging students to take notes while listening to the speaker.	Change first sentence to read "Encourage students to listen attentively and to take notes about questions they have for the speaker."
Publisher	Editorial Change	9781533836632	Student	372	Analyze literature graphic organizer	Effect misplaced in organizer	Move effect up
Publisher	Editorial Change	9781533836632	Student	415	analyze literature pragraph	¶ broken into two sections	Combine sections
Publisher	Editorial Change	9781533836632	Student	469	Next to author's name, red box around the words Anchor TEXT	Color of box wrong	Change color of box to black
Publisher	Editorial Change	9781533836632	Student	495	Lower right of student page, above page number and Folio	Missing Passport icon and DRAMA Phantom Tollbooth link	Add icon and missing link
Publisher	Editorial Change	9781533836632	Student	495	independent reading links	Missing independent reading links at bottom of page	Add links to DRAMA The Phantom Tollbooth, Act 1 , DRAMA The Phantom Tollbooth, Act 2
Publisher	Editorial Change	9781533836632	Student	515	Meet the Author	Author died, add year of death	Add year of death, change write to wrote and is to was
Publisher	Editorial Change	9781533836632	Student	559	Directed Readings links, PUERTO RICAN FOLK TALE,	Directed Reading links; PUERTO RICAN FOLK TALE, IROQUOIS MYTH	Change color of Passport links to blue
Publisher	Editorial Change	9781533836632	Student	560	background color of pg 560	Background color was a light red	Change background to white to match other prereading pages
Publisher	Editorial Change	9781533836632	Student	572	lower portion of student page	Missing Passport icon and AMERICAN FOLK TALE, FOLK TALE, and EPIC POEM link	Add icon and missing links

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836939	Teacher	5	Program Resources, bottom right of teacher wrap	Exceeding the Standards: Literature & Reading	Change name of resource to: Differentiated Instruction: Enrichment Projects & Activities
Publisher	Editorial Change	9781533836939	Teacher	6	Use the Model, Introduce the Process, Second Reading, Third Reading in teacher wrap	Adding "in the eBook" to the end of the third paragraph to clarify location of Handbook, correcting page number 22 and 23 in reading instructions	Add "in the eBook" to end of sentence in ¶ 3, pg. 22 to 20, pg. 23 to 21
Publisher	Editorial Change	9781533836939	Teacher	8	Under Program Resources, second subheading, Technology Tools	Technology Tools title change	Change Technology Tools to Passport Tools, add Passport icon
Publisher	Editorial Change	9781533836939	Teacher	37	Program Resources, bottom left of teacher wrap	Exceeding the Standards: Grammar & Style	Change title to Writing & Grammar
Publisher	Editorial Change	9781533836939	Teacher	39	Differentiating Instruction, the 3rd 4th subheading under Program Resources	Advanced Students Informational Text Project	Change Advanced Students to Enrichment Projects and Activities
Publisher	Editorial Change	9781533836939	Teacher	45	Mirrors & Windows question answer, 2nd subheading under Teach the Model	Missing period at end of answer	Add period to end of answer
Publisher	Editorial Change	9781533836939	Teacher	51	Program Resources, lower right of teacher wrap	Exceeding the Standards: Extension Activities	Drop the Exceeding the Standards so it just says "Extension Activities"
Publisher	Editorial Change	9781533836939	Teacher	53	Program Resources, 4th subheading, Differentiated Instruction	Developing Readers and icon placement	Change developing Readers to Reading Strategies & Skills, lower placement of icons
Publisher	Editorial Change	9781533836939	Teacher	65	Program Resources, 4th subheading, Differentiated Instruction	Advanced Students, Developing Readers, English Language Learners	Change Advanced Students to Enrichment Projects and Activities, Developing Readers to Reading Strategies & Skills, English Language Learners to Learning Support
Publisher	Editorial Change	9781533836939	Teacher	70	Program Resources, lower left of teacher Wrap	Exceeding the Standards: Extension Activities	Drop the Exceeding the Standards so it just says "Extension Activities"
Publisher	Editorial Change	9781533836939	Teacher	72	Program Resources, 4th subheading, Differentiated Instruction	Advanced Students Primary and Secondary Source Project	Change advanced students to Enrichment Projects and Activities
Publisher	Editorial Change	9781533836939	Teacher	80	Program Resources, Exceeding the Standards	Exceeding the Standards: Grammar & Style resource	Change title of resource to Writing & Grammar
Publisher	Editorial Change	9781533836939	Teacher	82	Program Resources, Exceeding the Standards	Exceeding the Standards: Extension Activities	Drop the Exceeding the Standards so it just says "Extension Activities"
Publisher	Editorial Change	9781533836939	Teacher	189	Program Resources, Writing & Grammar resource	Writing & Grammar resource	Change to Test Practice
Publisher	Editorial Change	9781533836939	Teacher	282	Program Resources, lower left of teacher Wrap	Read and critique an autobiography, Literature & Reading	Change title of reference to Literature & Reading to Differentiated Instruction: Enrichment Projects & Activities

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836939	Teacher	192E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	192F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	192G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	192H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	192I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	192J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	192K	Building Vocabulary Spread	Insert Unit 3 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	192L	Building Vocabulary Spread	Insert Unit 3 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	280E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	280F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	280G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	280H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	280I	Building Vocabulary Spread	Insert Unit 4 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	280J	Building Vocabulary Spread	Insert Unit 4 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	2E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	2F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	2G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	2H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	2I	Building Vocabulary Spread	Insert Unit 1 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	2J	Building Vocabulary Spread	Insert Unit 1 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	344E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	344F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	344G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	344H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	344I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	344J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	344K	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836939	Teacher	344L	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	344M	Building Vocabulary Spread	Insert Unit 5 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	344N	Building Vocabulary Spread	Insert Unit 5 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	406E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	406F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	406G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	406H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	406I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	406J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	406K	Building Vocabulary Spread	Insert Unit 6 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	406L	Building Vocabulary Spread	Insert Unit 6 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	464E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	464F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	464G	Building Vocabulary Spread	Insert Unit 7 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	464H	Building Vocabulary Spread	Insert Unit 7 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	510E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	510F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	510G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	510H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	510I	Building Vocabulary Spread	Insert Unit 8 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	510J	Building Vocabulary Spread	Insert Unit 8 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	94E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	94F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	94G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	94H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	94I	Building Vocabulary Spread	Insert Unit 2 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	94J	Building Vocabulary Spread	Insert Unit 2 Building Vocabulary Spread	Insert list of Words in Use and Key Terms

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836939	Teacher	130	Range of Reading	Readings and page numbers from grade 7 instead of 6	Update this page with grade 6 readings and page numbers
Publisher	Editorial Change	9781533836939	Teacher	131	Range of Readings	Readings and page numbers from grade 7 instead of 6	Update this page with grade 6 readings and page numbers
Publisher	New Content	9781533836632	Student	22	Analyze Literature	Add detail to Point of View instructions	Add line "Think about how the character's internal responses help to develop the plot of the story."
Publisher	New Content	9781533836632	Student	36	Analyze Literature	Add detail to Character instructions	Add line "How do Matt's internal responses and external responses develop the plot?"
Publisher	New Content	9781533836632	Student	160	Text-to-Text Connection	Add detail to the comparing and contrasting instructions	Add line "analyze text structure and how it contributes to the author's purpose."
Publisher	New Content	9781533836632	Student	195	Essay	Add detail to argumentative essay narrative	Add "...through reason and fact, and emotion through logical fallacies. Other techniques include..."
Publisher	New Content	9781533836632	Student	204	Use Reading Skills	Add detail to Identify Author's Purpose instructions	Include the line; "adjusting your response as new evidence is presented."
Publisher	New Content	9781533836632	Student	224	Set Purpose	Add detail to instructions	Include the sentence; "As you read, identify the author's intended audience."
Publisher	New Content	9781533836632	Student	229	Analyze Literature	Add detail to argumentative essay instructions.	"Include line "Does the author ever use logical fallacies that aren't supported by facts?"
Publisher	New Content	9781533836632	Student	300	Informational Text Connection	Add detail to informational text connection instructions	Add "and clues in the text structure" to instructions
Publisher	New Content	9781533836632	Student	416	Analyze Literature	Add detail to Ballad instructions	Include sentence; "Analyze what effect the meter, the rhythmical pattern stressed and unstressed syllables, has on the poem."
Publisher	New Content	9781533836632	Student	567	Grammar & Style	Add detail to Complex sentences	Include line " joined by a comma."
English Language Arts and Reading, Grade 7							
<i>Mirrors & Windows: Connecting with Literature - Grade 7, print program (ISBN 9781533836649) and Mirrors & Windows: Connecting with Literature - Grade 7, digital program (ISBN 9781533836854)</i>							
State Review Panel	New Content	9781533836649	Student	6	Set Purpose	Adding more detail to narrative	Add line; "When you select a story to read,..."
State Review Panel	New Content	9781533836649	Student	7	Analyze Literature	Add more detail to "make predictions about how the conflict will be resolved" sentence.	Include "based on the text structure" to sentence
State Review Panel	New Content	9781533836649	Student	15	Set Purpose	Add foreshadowing definition to instructions.	Include "Foreshadowing is a plot element used to give an advance hint of something coming later in the story" to instructions.
State Review Panel	New Content	9781533836649	Student	369	Informative Writing	Add detail to instructions for informative writing	Add sentence; "Take care not to plagiarize others' work. Provide sources for direct quotations."
State Review Panel	New Content	9781533836649	Student	552	Focus: Paraphrasing and Summarizing	Add detail to narrative	Add line "As a cautionary note, be sure not to plagiarize, which is to pass off someone else's ideas or work as your own. Make sure to credit sources, as needed.
Publisher	Editorial Change	9781533836649	Student	129	Directed reading Short Story, Four Skinny Trees	This page should have a directed reading link for Four Skinny Trees	Add link to lower right corner
Publisher	Editorial Change	9781533836649	Student	147	Empty space at bottom of page	Missing independent reading links	Add links to Papa's Parrot and Smallest Dragonboy
Publisher	Editorial Change	9781533836946	Teacher	166	Program Resources, lower left of teacher wrap, Literature & Reading	Literature & Reading supplement name change	Change to Differentiated Instruction: Enrichment Projects and Activities
Publisher	Editorial Change	9781533836946	Teacher	243	Passport and Program Resources in teacher wrap	Off center on background colors	Center text
Publisher	Editorial Change	9781533836946	Teacher	248	Program Resources, lower left of teacher wrap, Literature & Reading	Literature & Reading supplement name change	Change to Differentiated Instruction: Enrichment Projects and Activities

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836946	Teacher	50Z	Program Resources, lower teacher wrap, audio icon	No audio option available	Remove audio icon from Program Resources
Publisher	Editorial Change	9781533836946	Teacher	164D	Lesson by Lesson Resources	A Bittersweet Memoir and Searching for January covers should be combined into one row	Combine covers
Publisher	Editorial Change	9781533836946	Teacher	164E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	164F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	164G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	164H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	164I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	164J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	164K	Building Vocabulary Spread	Insert Unit 3 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	164L	Building Vocabulary Spread	Insert Unit 3 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836946	Teacher	246E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	246F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	246G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	246H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	246I	Building Vocabulary Spread	Insert Unit 4 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	246J	Building Vocabulary Spread	Insert Unit 4 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836946	Teacher	2E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	2F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	2G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	2H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	2I	Building Vocabulary Spread	Insert Unit 1 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	2J	Building Vocabulary Spread	Insert Unit 1 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836946	Teacher	302E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	302F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	302G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	302H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	302I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836946	Teacher	302J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	302K	Building Vocabulary Spread	Insert Unit 5 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	302L	Building Vocabulary Spread	Insert Unit 5 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836946	Teacher	360E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	360F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	360G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	360H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	360I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836939	Teacher	360K	Building Vocabulary Spread	Insert Unit 6 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	360L	Building Vocabulary Spread	Insert Unit 6 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836946	Teacher	360J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	412E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	412F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	412G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	412H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	412I	Building Vocabulary Spread	Insert Unit 7 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	412J	Building Vocabulary Spread	Insert Unit 7 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836946	Teacher	496C	Unit 8 Visual Planning Guide, Persephone and Demeter	No audio option available	Remove audio icon from planning guide
Publisher	Editorial Change	9781533836946	Teacher	496E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	496F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	496G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	496H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	496I	Building Vocabulary Spread	Insert Unit 8 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	496J	Building Vocabulary Spread	Insert Unit 8 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836946	Teacher	94D	Lesson-by-Lesson Resources, The Smallest Dragonboy	No audio option available	Remove audio icon from Lesson-by-Lesson Resources
Publisher	Editorial Change	9781533836946	Teacher	94E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836946	Teacher	94F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836946	Teacher	94G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836946	Teacher	94H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	94I	Building Vocabulary Spread	Insert Unit 2 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	94J	Building Vocabulary Spread	Insert Unit 2 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	New Content	9781533836649	Student	149	Set Purpose	Added more detail to "Thinking about your purpose for reading" line.	Add "and setting" to sentence.
Publisher	New Content	9781533836649	Student	199	Find Meaning	Add detail to question 3. (b)	Change to "What conflict does this anecdote foreshadow, or give a hint of beforehand, in the author's life?"
Publisher	New Content	9781533836649	Student	226	Informative Writing	Add detail to instructions for biographical sketch	Add sentence; "Take care not to plagiarize others' work, and make sure to credit your sources."
Publisher	New Content	9781533836649	Student	475	Set Purpose	Add detail to instructions on skimming and predicting	Add line "...and note the differences in structure between an excerpt from a play and a narrative poem. Use the text structures..."
Publisher	New Content	9781533836649	Student	550	Take Notes	Add detail to Take Notes instructions	Add line "Take care not to plagiarize, which is to pass off someone else's ideas or work as your own."
Publisher	New Content	9781533836649	Student	558	Writing Task	Include more detail in instructions for writing a research report	Add line "Take care not to plagiarize, and provide citations for your sources as needed."
English Language Arts and Reading, Grade 8 <i>Mirrors & Windows: Connecting with Literature - Grade 8, print program (ISBN 9781533836656) and Mirrors & Windows: Connecting with Literature - Grade 8, digital program (ISBN 9781533836861)</i>							
State Review Panel	New Content	9781533836656	Student	40	Media Literacy	Add detail to Study Photographs essay instructions	Add line; "In your essay, also describe personal connections to your experiences—family, financial situation, obstacles, and feelings—evoked from the photos you study."
State Review Panel	New Content	9781533836953	Teacher	575	Analyze Literature	Add detail to Flashback instructions and misaligned graphic organizer	Add line; "Next, select a short story with a linear plot. After reading, compare the nonlinear plot of "Where the Girl Rescued Her Brother" with the linear plot of your selected text." Align graphic organizer with Analyze Literature.
Publisher	Editorial Change	9781533836656	Student	9	paragraph numbering in Charles	Missing paragraph number for ¶1	Add paragraph number, adjust paragraph numbers that followed
Publisher	Editorial Change	9781533836656	Student	34	Paragraph numbering in A Mother in Manville	Paragraph numbering not aligned with indentation	Adjust paragraph numbering
Publisher	Editorial Change	9781533836656	Student	35	Paragraph numbering in A Mother in Manville	Paragraph numbering not aligned with indentation	Adjust paragraph numbering
Publisher	Editorial Change	9781533836656	Student	36	Paragraph numbering in A Mother in Manville	Paragraph numbering not aligned with indentation	Adjust paragraph numbering
Publisher	Editorial Change	9781533836656	Student	37	Paragraph numbering in A Mother in Manville	Paragraph numbering not aligned with indentation	Adjust paragraph numbering
Publisher	Editorial Change	9781533836656	Student	38	Paragraph numbering in A Mother in Manville	Paragraph numbering not aligned with indentation	Adjust paragraph numbering
Publisher	Editorial Change	9781533836656	Student	39	Paragraph numbering in A Mother in Manville	Paragraph numbering not aligned with indentation	Adjust paragraph numbering
Publisher	Editorial Change	9781533836656	Student	49	Paragraph numbering in Echoes of Shiloh	Missing paragraph numbers	Add paragraph numbering
Publisher	Editorial Change	9781533836656	Student	133	Analyze Literature chart	Chart not centered on background	Center chart
Publisher	Editorial Change	9781533836656	Student	133	Directed Reading links	Missing links to directed readings	Add links to SHORT STORY The Medicine Bag (link to E65), FOLK TALE The Old Grandfather and His Little Grandson (link to E74)
Publisher	Editorial Change	9781533836656	Student	297	Compare Literature and Make Judgments	Compare Literature questions in opposite column	Move Make Judgements to left column, Compare Literature to right column
Publisher	Editorial Change	9781533836656	Student	313	paragraph numbers ¶15 and ¶16	Missing paragraph numbers	Insert missing paragraph numbers for ¶15 and ¶16

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836656	Student	363	Lower right corner of page, above page numbers	Passport icon and Independent Reading suggestions boxes in old style of formatting	Update style for digital selections boxes
Publisher	Editorial Change	9781533836656	Student	580	Directed reading links	Missing links to directed readings	Add links to NARRATIVE POEM Barbara Frietchie (link to E208), FOLK SONG John Henry Blues (link to E214), TALL TALE Annie Christmas (link to E218)
Publisher	Editorial Change	9781533836656	Student	590	independent reading links	Missing two independent reading links	Add links to FAIRY TALE Frog (link to E263), FABLE The Ant and the Grasshopper (link to E267)
Publisher	Editorial Change	9781533836953	Teacher	17	Program Resources	Missing English Language Learning Support and Close Reading	Add Close Reading, pp. 8–19 and English Language Learning Support, Dialect and Idioms, Beginning/Emerging, pp. 223–224
Publisher	Editorial Change	9781533836953	Teacher	172D	Lesson-by-Lesson Resources, From the Autobiography of Malcolm X	Audio not available for this passage	Remove the audio icon
Publisher	Editorial Change	9781533836953	Teacher	172E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	172F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	172G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	172H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	172I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	172J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	172K	Building Vocabulary Spread	Insert Unit 3 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	172L	Building Vocabulary Spread	Insert Unit 3 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	258E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	258F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	258G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	258H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	258I	Building Vocabulary Spread	Insert Unit 4 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	258J	Building Vocabulary Spread	Insert Unit 4 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	2E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	2F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	2G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	2H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	2I	Building Vocabulary Spread	Insert Unit 1 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	2J	Building Vocabulary Spread	Insert Unit 1 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	328E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836953	Teacher	328F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	328G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	328H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	328I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	328J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	328K	Building Vocabulary Spread	Insert Unit 5 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	328L	Building Vocabulary Spread	Insert Unit 5 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	378E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	378F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	378G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	378H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	378I	Building Vocabulary Spread	Insert Unit 6 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	378J	Building Vocabulary Spread	Insert Unit 6 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	424E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	424F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	424G	Building Vocabulary Spread	Insert Unit 7 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	424H	Building Vocabulary Spread	Insert Unit 7 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	538F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	538G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	538H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	538I	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	538J	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	538K	Building Vocabulary Spread	Insert Unit 8 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	538L	Building Vocabulary Spread	Insert Unit 8 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	76E	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column
Publisher	Editorial Change	9781533836953	Teacher	76F	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836953	Teacher	76G	Scope & Sequence	Not enough room to add Skills Activity column on next page	Combine Reading Skill column with Graphic Organizer column

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781533836953	Teacher	76H	Scope & Sequence	Lacking a column for Skills Activities	Add a column for Skills Activities
Publisher	Editorial Change	9781533836939	Teacher	76I	Building Vocabulary Spread	Insert Unit 2 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836939	Teacher	76J	Building Vocabulary Spread	Insert Unit 2 Building Vocabulary Spread	Insert list of Words in Use and Key Terms
Publisher	Editorial Change	9781533836953	Teacher	130	Range of Reading	Page contains grade 7 readings and page numbers	Update page with grade 8 readings and page numbers
Publisher	Editorial Change	9781533836953	Teacher	131	Range of Reading	Page contains grade 7 readings and page numbers	Update page with grade 8 readings and page numbers
Publisher	New Content	9781533836656	Student	15	Informative Writing	Add detail to informative writing instructions	Add line; "Next, think of a story you've read with a linear plot. Compare the nonlinear plot of "Charles" with the linear plot of your selected story in a second paragraph."
Publisher	New Content	9781533836656	Student	63	Independent Reading	Add detail to the independent reading instructions	Add the words "personal connections" to instructions
Publisher	New Content	9781533836656	Student	289	Set Purpose	Add detail to skimming instructions	Add the line "As you read, take notes comparing the different characteristics, structures, and features of each genre. How does the author's approach to accomplishing his or her purpose differ between an informational text and short story?"
Publisher	New Content	9781533836656	Student	357	Media Literacy	Add detail to Compare Sonnets and Informational Text instructions	Add the line "Next, compare and contrast the tone and structure of the sonnets to that of "Immigrant Kids." How do the tone and structure of each help deepen your understanding of the texts?"
Publisher	New Content	9781533836656	Student	575	Analyze Literature	Add detail to Flashback instructions and misaligned graphic organizer	Add line; "Next, select a short story with a linear plot. After reading, compare the nonlinear plot of "Where the Girl Rescued Her Brother" with the linear plot of your selected text." <u>Align graphic organizer with Analyze Literature.</u>
Publisher	New Content	9781533836656	Student	596	Proofreading	Add detail to Proofreading instructions	Add line; "Check for errors in punctuation and spelling. Edit to correct any errors in commas used with appositive phrases or clauses."
Publisher	New Content	9781533836656	Student	601	Evaluating Your Research Presentation	Add detail to evaluation instructions	Add line "Jot down any questions for your partner to select to answer for a more in-depth explanation."

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Houghton Mifflin Harcourt Publishing Company							
English Language Arts and Reading, Kindergarten							
Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade K (ISBN 9781328556271) and Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade K (ISBN 9781328560124)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328460547	Student	50	Under the heading Read and Spell, before direction line	The word "to" is not intended to address position words; text added to help children associate meaning with the word "to."	The word to can tell where someone or something is going.
Publisher	Editorial Change	9781328460547	Student	50	Last box of the page, labeled Circle It	Replace direction line and words "to," "by," and "my" in Circle It activity section at the bottom of the page.	Circle the word to in the sentences. We go to the park. He rides his bike to school.
Publisher	Editorial Change	9781328553348	Student	50	Under the heading Read and Spell, before direction line	The word "to" is not intended to address position words; text added to help children associate meaning with the word "to."	The word to can tell where someone or something is going.
Publisher	Editorial Change	9781328553348	Student	50	Last box of the page, labeled Circle It	Replace direction line and words "to," "by," and "my" in Circle It activity section at the bottom of the page.	Circle the word to in the sentences. We go to the park. He rides his bike to school.
Publisher	Editorial Change	9781328826039	Student	67	Show You Know, first word in the word bank	nice	fine
Publisher	Editorial Change	9781328553348	Student	67	Show You Know, first word in the word bank	nice	fine
Publisher	Editorial Change	9781328826053	Student	69	Chicks in a Shed, Review Words section, last row, second word	ram	ran
Publisher	Editorial Change	9781328553348	Student	69	Chicks in a Shed, Review Words section, last row, second word	ram	ran
Publisher	Editorial Change	9781328826053	Student	70	Big Mess, Review Words section, first row, third word	bug	big
Publisher	Editorial Change	9781328553348	Student	70	Big Mess, Review Words section, first row, third word	bug	big
Publisher	Editorial Change	9780544456358	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456365	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456372	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456389	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456396	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544456402	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456419	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456426	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456433	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485151	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456419	Teacher	T106	Targeted Skill Practice heading	TARGETED SKILL PRACTICE: Organize a Narrative	TARGETED SKILL PRACTICE: Organize a Creative Story
Publisher	Editorial Change	9781328485151	Teacher	T106	Targeted Skill Practice heading	TARGETED SKILL PRACTICE: Organize a Narrative	TARGETED SKILL PRACTICE: Organize a Creative Story
Publisher	Editorial Change	9780544456419	Teacher	T106	Targeted Skill Practice, Learning Objective, bullet 1	<ul style="list-style-type: none"> Sequence the events of a narrative. 	<ul style="list-style-type: none"> Sequence the events of a creative story.
Publisher	Editorial Change	9781328485151	Teacher	T106	Targeted Skill Practice, Learning Objective, bullet 1	<ul style="list-style-type: none"> Sequence the events of a narrative. 	<ul style="list-style-type: none"> Sequence the events of a creative story.
Publisher	Editorial Change	9780544456402	Teacher	T111	Teacher Tip in sidebar	Teacher Tip Baseball snacks! Ask children to compare the foods eaten on page 12 in <i>Take Me Out to the Ball Game</i> and <i>Take Me Out to the Yakyu</i> . Which foods are the same? Which foods are different?	Teacher Tip Compare and Contrast! Ask children to compare the foods eaten on page 12 in <i>Take Me Out to the Yakyu</i> and in <i>Take Me Out to the Ball Game</i> . Which foods are the same? Which foods are different?
Publisher	Editorial Change	9781328485151	Teacher	T111	Teacher Tip in sidebar	Teacher Tip Baseball snacks! Ask children to compare the foods eaten on page 12 in <i>Take Me Out to the Ball Game</i> and <i>Take Me Out to the Yakyu</i> . Which foods are the same? Which foods are different?	Teacher Tip Compare and Contrast! Ask children to compare the foods eaten on page 12 in <i>Take Me Out to the Yakyu</i> and <i>Take Me Out to the Ball Game</i> . Which foods are the same? Which foods are different?
Publisher	Editorial Change	9780544456372	Teacher	T12	Learning Objective, add bullet 2	Add a second learning objective	Add a second learning objective: <ul style="list-style-type: none"> Identify common signs and logos.
Publisher	Editorial Change	9780544456372	Teacher	T12	Week 2, Weekly Focus: Gather Information, bullet 1	<ul style="list-style-type: none"> Use the list of places in your community from Week 1 and allow children to pick one place that they would like to build. 	<ul style="list-style-type: none"> Use the list of places from Week 1 and allow children to pick one place to build.
Publisher	Editorial Change	9780544456372	Teacher	T12	Week 2, Weekly Focus: Gather Information, bullet 2, second sentence	If time allows, take a walk around the community to gather information.	Take a walk around the community to gather more information. Point out and discuss details about the places children see, including signs and logos that identify each place.
Publisher	Editorial Change	9781328485151	Teacher	T12	Learning Objective, add bullet 2	Add a second learning objective	Add a second learning objective: <ul style="list-style-type: none"> Identify common signs and logos.
Publisher	Editorial Change	9781328485151	Teacher	T12	Week 2, Weekly Focus: Gather Information, bullet 1	<ul style="list-style-type: none"> Use the list of places in your community from Week 1 and allow children to pick one place that they would like to build. 	<ul style="list-style-type: none"> Use the list of places from Week 1 and allow children to pick one place to build.
Publisher	Editorial Change	9781328485151	Teacher	T12	Week 2, Weekly Focus: Gather Information, bullet 2, second sentence	If time allows, take a walk around the community to gather information.	Take a walk around the community to gather more information. Point out and discuss details about the places children see, including signs and logos that identify each place.

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Publisher	Editorial Change	9780544456358	Teacher	T120	Match Pictures to Text, bullet 3	<ul style="list-style-type: none"> After reading, turn to pages 4–5. Reread the text, and ask children if the pictures match the text. <i>The words say: “Two smiling teachers.” Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches. (There are two teachers that are smiling.) 	<ul style="list-style-type: none"> After reading, have children look at several pages from the story and identify which part of the page is pictures and which part is text. Have a few children point to pictures and text in the Big Book. Reread the text on pages 4–5, and ask children if the pictures match the text. <i>The words say: “Two smiling teachers.” Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches. (There are two teachers that are smiling.)
Publisher	Editorial Change	9781328485151	Teacher	T120	Match Pictures to Text, bullet 3	<ul style="list-style-type: none"> After reading, turn to pages 4–5. Reread the text, and ask children if the pictures match the text. <i>The words say: “Two smiling teachers.” Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches. (There are two teachers that are smiling.) 	<ul style="list-style-type: none"> After reading, have children look at several pages from the story and identify which part of the page is pictures and which part is text. Have a few children point to pictures and text in the Big Book. Reread the text on pages 4–5, and ask children if the pictures match the text. <i>The words say: “Two smiling teachers.” Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches. (There are two teachers that are smiling.)
Publisher	Editorial Change	9780544456358	Teacher	T121	Foundational Skills in Context, table, Pages 15 and 23: Don’t Miss the Signs!, bullet 1	<ul style="list-style-type: none"> Notice the environmental print on pages 15 and 23. <i>There are words all around us in everyday life! That’s one of the reasons why we need to become good readers.</i> 	<ul style="list-style-type: none"> Notice the environmental print on pages 15 and 23. <i>There are words all around us! Words on signs can give us information, like the name of a place or where a place is.</i>
Publisher	Editorial Change	9780544456358	Teacher	T121	Foundational Skills in Context, table, Pages 15 and 23: Don’t Miss the Signs!, bullet 2	<ul style="list-style-type: none"> Use ECHO READING to read each sign. Then chorally count the number of letters in each word. 	<ul style="list-style-type: none"> Have children TURN AND TALK to identify each sign and discuss its purpose. Then use ECHO READING to read each sign and chorally count the letters in each word.
Publisher	Editorial Change	9781328485151	Teacher	T121	Foundational Skills in Context, table, Pages 15 and 23: Don’t Miss the Signs!, bullet 1	<ul style="list-style-type: none"> Notice the environmental print on pages 15 and 23. <i>There are words all around us in everyday life! That’s one of the reasons why we need to become good readers.</i> 	<ul style="list-style-type: none"> Notice the environmental print on pages 15 and 23. <i>There are words all around us! Words on signs can give us information, like the name of a place or where a place is.</i>
Publisher	Editorial Change	9781328485151	Teacher	T121	Foundational Skills in Context, table, Pages 15 and 23: Don’t Miss the Signs!, bullet 2	<ul style="list-style-type: none"> Use ECHO READING to read each sign. Then chorally count the number of letters in each word. 	<ul style="list-style-type: none"> Have children TURN AND TALK to identify each sign and discuss its purpose. Then use ECHO READING to read each sign and chorally count the letters in each word.
Publisher	Editorial Change	9780544456419	Teacher	T122	English Learner Support, Intermediate, last sentence	I picked up a _____ at the beach.	I saw a _____ sailing on the ocean.
Publisher	Editorial Change	9781328485151	Teacher	T122	English Learner Support, Intermediate, last sentence	I picked up a _____ at the beach.	I saw a _____ sailing on the ocean.
Publisher	Editorial Change	9780544456426	Teacher	T124	Foundational Skills in Context, Step 1: Preview the Story, bullet 1, second sentence	Have partners THINK-PAIR-SHARE to make predictions: <i>What do you think Hen and Mule will find in the country?</i>	Have partners THINK-PAIR-SHARE to make predictions: <i>What do you think is wrong with the new home?</i>
Publisher	Editorial Change	9781328485151	Teacher	T124	Foundational Skills in Context, Step 1: Preview the Story, bullet 1, second sentence	Have partners THINK-PAIR-SHARE to make predictions: <i>What do you think Hen and Mule will find in the country?</i>	Have partners THINK-PAIR-SHARE to make predictions: <i>What do you think is wrong with the new home?</i>
Publisher	Editorial Change	9780544456372	Teacher	T13	Week 3, Weekly Focus: Build a Place in Your Community, bullet 4	<ul style="list-style-type: none"> Ask children to write labels for their places so that others can identify what they built. 	<ul style="list-style-type: none"> Ask children to write labels and add common signs and logos to their places so that others can identify them.
Publisher	Editorial Change	9780544456372	Teacher	T13	Week 4, Weekly Focus: Present the Community, bullet 2, second sentence	Encourage children to point out the details they included and explain why the place is important to the community.	Encourage children to point out the details that they included, such as signs and logos. Then, have children explain why the place is important to the community.

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Publisher	Editorial Change	9781328485151	Teacher	T13	Week 3, Weekly Focus: Build a Place in Your Community, bullet 4	<ul style="list-style-type: none"> Ask children to write labels for their places so that others can identify what they built. 	<ul style="list-style-type: none"> Ask children to write labels and add common signs and logos to their places so that others can identify them.
Publisher	Editorial Change	9781328485151	Teacher	T13	Week 4, Weekly Focus: Present the Community, bullet 2, second sentence	Encourage children to point out the details they included and explain why the place is important to the community.	Encourage children to point out the details that they included, such as signs and logos. Then, have children explain why the place is important to the community.
Publisher	Editorial Change	9780544456419	Teacher	T143	Lesson 15, Writing Workshop, bullet 1	<ul style="list-style-type: none"> Poetry Writing: Rhyming Words (p. T196) 	<ul style="list-style-type: none"> Interactive Writing: Revise and Edit a Poem (p. T196)
Publisher	Editorial Change	9781328485151	Teacher	T143	Lesson 15, Writing Workshop, bullet 1	<ul style="list-style-type: none"> Poetry Writing: Rhyming Words (p. T196) 	<ul style="list-style-type: none"> Interactive Writing: Revise and Edit a Poem (p. T196)
Publisher	Editorial Change	9780544456358	Teacher	T150	Teach Word: <i>see</i> , Step 1: See the Word, last sentence	<i>I see a bird in the sky.</i>	<i>I can see better with my new glasses.</i>
Publisher	Editorial Change	9781328485151	Teacher	T150	Teach Word: <i>see</i> , Step 1: See the Word, last sentence	<i>I see a bird in the sky.</i>	<i>I can see better with my new glasses.</i>
Publisher	Editorial Change	9780544456426	Teacher	T159	Learning Objectives, add bullet between bullets 1 and 2	Add learning objective between first and second objectives	Add learning objective: <ul style="list-style-type: none"> Identify common signs in a text.
Publisher	Editorial Change	9780544456426	Teacher	T159	Accountable Talk, bullet 1	<ul style="list-style-type: none"> Read aloud the text. Stop to clarify understanding, practice the skill, and ask the questions below. Have children TURN AND TALK to discuss responses. 	<ul style="list-style-type: none"> Read aloud the text. Guide children to identify common signs, such as the “Exit” sign (page 9), and the “Check Out” sign (page 29).
Publisher	Editorial Change	9780544456426	Teacher	T159	Accountable Talk, bullet 2	Add second bullet	Add second bullet: <ul style="list-style-type: none"> Stop to clarify understanding, practice the skill, and ask the questions below. Have children TURN AND TALK to discuss responses.
Publisher	Editorial Change	9780544456426	Teacher	T159	Accountable Talk, table, Page 32, Possible Response	It says <i>finally</i> because the food in the PB & J started being made a long time ago.	It says <i>finally</i> because the PB & J started being made a long time ago.
Publisher	Editorial Change	9781328485151	Teacher	T159	Learning Objectives, add bullet between bullets 1 and 2	Add learning objective between first and second objectives	Add learning objective: <ul style="list-style-type: none"> Identify common signs in a text.
Publisher	Editorial Change	9781328485151	Teacher	T159	Accountable Talk, bullet 1	<ul style="list-style-type: none"> Read aloud the text. Stop to clarify understanding, practice the skill, and ask the questions below. Have children TURN AND TALK to discuss responses. 	<ul style="list-style-type: none"> Read aloud the text. Guide children to identify common signs, such as the “Exit” sign (page 9), and the “Check Out” sign (page 29).
Publisher	Editorial Change	9781328485151	Teacher	T159	Accountable Talk, bullet 2	Add second bullet	Add second bullet: <ul style="list-style-type: none"> Stop to clarify understanding, practice the skill, and ask the questions below. Have children TURN AND TALK to discuss responses.
Publisher	Editorial Change	9781328485151	Teacher	T159	Accountable Talk, table, Page 32, Possible Response	It says <i>finally</i> because the food in the PB & J started being made a long time ago.	It says <i>finally</i> because the PB & J started being made a long time ago.
Publisher	Editorial Change	9780544456419	Teacher	T164	Read a Writing Model, bullet 2, first sentence, name of Display and Engage	<u>Display and Engage: Poetry Model 7.3</u>	<u>Display and Engage: Poetry Writing Model 7.3</u>
Publisher	Editorial Change	9781328485151	Teacher	T164	Read a Writing Model, bullet 2, first sentence, name of Display and Engage	<u>Display and Engage: Poetry Model 7.3</u>	<u>Display and Engage: Poetry Writing Model 7.3</u>
Publisher	Editorial Change	9780544456358	Teacher	T170	Learning Objectives, add bullet between bullets 1 and 2	Add learning objective between first and second objectives	Add learning objective: <ul style="list-style-type: none"> Identify common signs in a story.

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Publisher	Editorial Change	9780544456358	Teacher	T170	Develop Listening Comprehension, bullet 3	<ul style="list-style-type: none"> Notice the environmental print in the story. <i>The words telling the story appear in the yellow bar on the bottom, but I see lots of other words in the pictures! These are the kinds of words we see every day in our world.</i> 	<ul style="list-style-type: none"> Notice the environmental print in the story, such as the signs on the school and city buses (page 7), the “Don’t Walk” (page 8) and “Walk” signs (page 10), the “Stop” sign (page 12), and the “School Bus Stop” sign (page 12). Have children TURN AND TALK to identify and discuss common signs. <i>What signs do you see? What do they tell us? What signs do you see on your way to school?</i>
Publisher	Editorial Change	9781328485151	Teacher	T170	Learning Objectives, add bullet between bullets 1 and 2	Add learning objective between first and second objectives	Add learning objective: <ul style="list-style-type: none"> Identify common signs in a story.
Publisher	Editorial Change	9781328485151	Teacher	T170	Develop Listening Comprehension, bullet 3	<ul style="list-style-type: none"> Notice the environmental print in the story. <i>The words telling the story appear in the yellow bar on the bottom, but I see lots of other words in the pictures! These are the kinds of words we see every day in our world.</i> 	<ul style="list-style-type: none"> Notice the environmental print in the story, such as the signs on the school and city buses (page 7), the “Don’t Walk” (page 8) and “Walk” signs (page 10), the “Stop” sign (page 12), and the “School Bus Stop” sign (page 12). Have children TURN AND TALK to identify and discuss common signs. <i>What signs do you see? What do they tell us? What signs do you see on your way to school?</i>
Publisher	Editorial Change	9780544456433	Teacher	T173	Review Blending Letter Sounds, bullet 5, Line 4: Sentence	Choose individuals to blend the decodable words (<i>chat, them, when, chess</i>).	Choose individuals to blend the decodable words (<i>chat, then, when, chess</i>).
Publisher	Editorial Change	9781328485151	Teacher	T173	Review Blending Letter Sounds, bullet 5, Line 4: Sentence	Choose individuals to blend the decodable words (<i>chat, them, when, chess</i>).	Choose individuals to blend the decodable words (<i>chat, then, when, chess</i>).
Publisher	Editorial Change	9780544456419	Teacher	T175	English Learner Support, Beginning, fifth sentence	<i>Who says, “We need logs to fix it”?</i>	<i>Who says, “We must get logs to fix it”?</i>
Publisher	Editorial Change	9781328485151	Teacher	T175	English Learner Support, Beginning, fifth sentence	<i>Who says, “We need logs to fix it”?</i>	<i>Who says, “We must get logs to fix it”?</i>
Publisher	Editorial Change	9780544456419	Teacher	T183	Build Words: Spell Words with Digraphs <i>th</i> and <i>wh</i> , bullet 3, first sentence	Say the word <i>that</i> and have children repeat it chorally.	Say the word <i>hat</i> and have children repeat it chorally.
Publisher	Editorial Change	9781328485151	Teacher	T183	Build Words: Spell Words with Digraphs <i>th</i> and <i>wh</i> , bullet 3, first sentence	Say the word <i>that</i> and have children repeat it chorally.	Say the word <i>hat</i> and have children repeat it chorally.
Publisher	Editorial Change	9780544456372	Teacher	T19	Creativity Corner, Map: Our Community	Set aside an area for children to make a large map titled “Our Community.” Children use the Read Aloud Book: Map My Neighborhood as inspiration to draw, label, and attach local places. Have children add features, such as a key or compass.	Set aside an area to make a large map. Children use the Read Aloud Book: Map My Neighborhood as inspiration to draw, label, and attach places. Have them identify features to add, such as common signs and logos, a map key, and a compass.
Publisher	Editorial Change	9781328485151	Teacher	T19	Creativity Corner, Map: Our Community	Set aside an area for children to make a large map titled “Our Community.” Children use the Read Aloud Book: Map My Neighborhood as inspiration to draw, label, and attach local places. Have children add features, such as a key or compass.	Set aside an area to make a large map. Children use the Read Aloud Book: Map My Neighborhood as inspiration to draw, label, and attach places. Have them identify features to add, such as common signs and logos, a map key, and a compass.
Publisher	Editorial Change	9780544456358	Teacher	T190	Response to Text, Connect Reading and Writing, bullet 4, last sentence	<i>I’ll write the sentence: “I drive to school.”</i>	<i>I’ll write the sentence: “I drive my car to school.”</i>
Publisher	Editorial Change	9781328485151	Teacher	T190	Response to Text, Connect Reading and Writing, bullet 4, last sentence	<i>I’ll write the sentence: “I drive to school.”</i>	<i>I’ll write the sentence: “I drive my car to school.”</i>
Publisher	Editorial Change	9780544456358	Teacher	T202	Lesson 16, Writing Workshop, add bullet after bullet 1	Add bullet after bullet 1	Add bullet: <ul style="list-style-type: none"> Mentor Text: <i>Annie, Bea, and Chi Chi Dolores</i>

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Publisher	Editorial Change	9781328485151	Teacher	T202	Lesson 16, Writing Workshop, add bullet after bullet 1	Add bullet after bullet 1	Add bullet: • Mentor Text: <i>Annie, Bea, and Chi Chi Dolores</i>
Publisher	Editorial Change	9780544456358	Teacher	T214	Review Planning, bullet 4, first sentence	Connect to the Big Book : <i>Annie, Bea, and Chi Chi Dolores</i> .	Use the Big Book : <i>Annie, Bea, and Chi Chi Dolores</i> as a mentor text.
Publisher	Editorial Change	9781328485151	Teacher	T214	Review Planning, bullet 4, first sentence	Connect to the Big Book : <i>Annie, Bea, and Chi Chi Dolores</i> .	Use the Big Book : <i>Annie, Bea, and Chi Chi Dolores</i> as a mentor text.
Publisher	Editorial Change	9780544456433	Teacher	T221	English Learner Support heading	ENGLISH LEARNER SUPPORT: Language Transfer	ENGLISH LEARNER SUPPORT: Language Differences
Publisher	Editorial Change	9781328485151	Teacher	T221	English Learner Support heading	ENGLISH LEARNER SUPPORT: Language Transfer	ENGLISH LEARNER SUPPORT: Language Differences
Publisher	Editorial Change	9780544456433	Teacher	T232	Substitute Phonemes: Give Me a Word! bullet 1, first sentence	Tell children they are going to make up cheers using rhyming words.	Tell children they are going to make up cheers.
Publisher	Editorial Change	9781328485151	Teacher	T232	Substitute Phonemes: Give Me a Word! bullet 1, first sentence	Tell children they are going to make up cheers using rhyming words.	Tell children they are going to make up cheers.
Publisher	Editorial Change	9780544456365	Teacher	T233	Review Blending Letter Sounds, bullet 5, Line 4: Sentence	Choose individuals to blend the decodable words (<i>Pam, sad, cat, sat, Pat</i>).	Choose individuals to blend the decodable words (<i>Sam, mad, cat, sat, Pat</i>).
Publisher	Editorial Change	9781328485151	Teacher	T233	Review Blending Letter Sounds, bullet 5, Line 4: Sentence	Choose individuals to blend the decodable words (<i>Pam, sad, cat, sat, Pat</i>).	Choose individuals to blend the decodable words (<i>Sam, mad, cat, sat, Pat</i>).
Publisher	Editorial Change	9780544456402	Teacher	T233	Review Blending Letter Sounds, bullet 3, Line 2	Line 2:	Line 2: Review
Publisher	Editorial Change	9781328485151	Teacher	T233	Review Blending Letter Sounds, bullet 3, Line 2	Line 2:	Line 2: Review
Publisher	Editorial Change	9780544456358	Teacher	T240	Reading the Pictures, bullet 2	• After reading, remind children that looking at pictures can tell the readers more about what is happening in the story.	• After reading, remind children that looking at pictures can tell the readers more about what is happening in the story. Have children identify pictures and text.
Publisher	Editorial Change	9781328485151	Teacher	T240	Reading the Pictures, bullet 2	• After reading, remind children that looking at pictures can tell the readers more about what is happening in the story.	• After reading, remind children that looking at pictures can tell the readers more about what is happening in the story. Have children identify pictures and text.
Publisher	Editorial Change	9780544456433	Teacher	T240	Make Connections, bullet 4, first and second sentences	Reread pages 28–29. Guide children to notice connections.	Reread pages 28–29 of <i>Red Knit Cap Girl to the Rescue</i> .
Publisher	Editorial Change	9781328485151	Teacher	T240	Make Connections, bullet 4, first and second sentences	Reread pages 28–29. Guide children to notice connections.	Reread pages 28–29 of <i>Red Knit Cap Girl to the Rescue</i> .
Publisher	Editorial Change	9780544456433	Teacher	T242	Correct and Redirect, first sentence	If children only give rhyming words that substitute the beginning sounds, prompt them to change the middle or ending sound.	If children only give words that substitute the beginning sounds, prompt them to change the middle or ending sound.
Publisher	Editorial Change	9781328485151	Teacher	T242	Correct and Redirect, first sentence	If children only give rhyming words that substitute the beginning sounds, prompt them to change the middle or ending sound.	If children only give words that substitute the beginning sounds, prompt them to change the middle or ending sound.
Publisher	Editorial Change	9780544456426	Teacher	T243	Build Words: Spell Words with Soft <i>c</i> and <i>g</i> , bullet 3, first sentence	Say the word <i>ice</i> and have children repeat it chorally.	Say the word <i>nice</i> and have children repeat it chorally.
Publisher	Editorial Change	9781328485151	Teacher	T243	Build Words: Spell Words with Soft <i>c</i> and <i>g</i> , bullet 3, first sentence	Say the word <i>ice</i> and have children repeat it chorally.	Say the word <i>nice</i> and have children repeat it chorally.
Publisher	Editorial Change	9780544456426	Teacher	T243	Build Words: Spell Words with Soft <i>c</i> and <i>g</i> , bullet 3, last sentence	Julio put nice in his lemonade.	Julio was nice to his sister.

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Publisher	Editorial Change	9781328485151	Teacher	T243	Build Words: Spell Words with Soft <i>c</i> and <i>g</i> , bullet 3, last sentence	Julio put nice in his lemonade.	Julio was nice to his sister.
Publisher	Editorial Change	9780544456372	Teacher	T246	Model Revising and Editing, bullet 4, first sentence	Point out and circle the adjective <i>some</i> that describes how many fun places.	Point out and circle the adjective <i>some</i> that describes the number of fun places.
Publisher	Editorial Change	9781328485151	Teacher	T246	Model Revising and Editing, bullet 4, first sentence	Point out and circle the adjective <i>some</i> that describes how many fun places.	Point out and circle the adjective <i>some</i> that describes the number of fun places.
Publisher	Editorial Change	9780544456389	Teacher	T256	Teach Glossaries, bullet 3, second sentence	Show children how to write the word, a meaning, and draw a picture.	Show children how to write the word, write a meaning, and draw a picture.
Publisher	Editorial Change	9781328485151	Teacher	T256	Teach Glossaries, bullet 3, second sentence	Show children how to write the word, a meaning, and draw a picture.	Show children how to write the word, write a meaning, and draw a picture.
Publisher	Editorial Change	9780544456372	Teacher	T26	Build Background Knowledge, bullet 2, third sentence	Some children may struggle with meaning of the word <i>makes</i> . Explain that in the question it means all the things in a group and give examples using the poster	Explain that in the question <i>makes</i> means all of the things in a group.
Publisher	Editorial Change	9780544456372	Teacher	T26	Learning Objective, add bullet 2	Add a second learning objective	Add a second learning objective: • Identify common signs and symbols on a community map.
Publisher	Editorial Change	9781328485151	Teacher	T26	Build Background Knowledge, bullet 2, third sentence	Some children may struggle with meaning of the word <i>makes</i> . Explain that in the question it means all the things in a group and give examples using the poster	Explain that in the question <i>makes</i> means all of the things in a group.
Publisher	Editorial Change	9781328485151	Teacher	T26	Learning Objective, add bullet 2	Add a second learning objective	Add a second learning objective: • Identify common signs and symbols on a community map.
Publisher	Editorial Change	9780544456396	Teacher	T32	Vowel Sound Picture Sort, bullet 5	Add text to bullet 5	For the picture card mute, ask children to identify the common symbol for mute and talk about its purpose. <i>This is a mute symbol that means the sound is off.</i>
Publisher	Editorial Change	9781328485151	Teacher	T32	Vowel Sound Picture Sort, bullet 5	Add text to bullet 5	For the picture card mute, ask children to identify the common symbol for mute and talk about its purpose. <i>This is a mute symbol that means the sound is off.</i>
Publisher	Editorial Change	9780544456358	Teacher	T33	Teach Word: <i>the</i> , Step 1: See the Word, last sentence	<i>I have the pen.</i>	<i>I chose the purple bowling ball.</i>
Publisher	Editorial Change	9780544456358	Teacher	T33	Teach Word: <i>the</i> , Step 3: Spell the word	Spell the word. Point out sound-spellings. <i>The letters th at the beginning of the word make the /TH/ sound. Everyone, what sound? (/TH/)</i> Spell the word aloud as you point to each letter and have children repeat.	Spell the word. Tell children <i>the</i> has three letters. <i>The word the is spelled with three letters: t-h-e.</i> Ask children to spell the word chorally as you point to each letter.
Publisher	Editorial Change	9781328485151	Teacher	T33	Teach Word: <i>the</i> , Step 1: See the Word, last sentence	<i>I have the pen.</i>	<i>I chose the purple bowling ball.</i>
Publisher	Editorial Change	9781328485151	Teacher	T33	Teach Word: <i>the</i> , Step 3: Spell the word	Point out sound-spellings. <i>The letters th at the beginning of the word make the /TH/ sound. Everyone, what sound? (/TH/)</i> Spell the word aloud as you point to each letter and have children repeat.	Tell children <i>the</i> has three letters. <i>The word the is spelled with three letters: t-h-e.</i> Ask children to spell the word chorally as you point to each letter.
Publisher	Editorial Change	9780544456365	Teacher	T33	Teach Words: <i>by, my, to</i> ; Step 2: Say the Word	Say <i>to</i> . (<i>to</i>) Again. (<i>to</i>) Say <i>to</i> with a cheerful voice. (<i>to</i>) Now a serious voice. (<i>to</i>)	Say <i>by</i> . (<i>by</i>) Again. (<i>by</i>) Say <i>by</i> with a cheerful voice. (<i>by</i>) Now a serious voice. (<i>by</i>)
Publisher	Editorial Change	9780544456365	Teacher	T33	Teach Words: <i>by, my, to</i> ; Step 1: See the Word	This page corresponds to Display and Engage Words to Know 2.1a and addresses multiple standards; "by" is the only word intended to address position words. Text added to clarify meaning of "by."	Explain the word meaning. <i>The word by can tell where someone or something is. Where is the dog? (by the door)</i>
Publisher	Editorial Change	9780544456365	Teacher	T33	Teach Words: <i>by, my, to</i> ; Step 3: Spell the Word	Spell the word. Point out known sound-spellings. <i>I see the letter t at the beginning of the word to. Everyone, what sound? (/t/)</i>	Tell children the word has two letters. <i>The word by is spelled with two letters: b-y.</i>
Publisher	Editorial Change	9780544456365	Teacher	T33	Teach Words: <i>by, my, to</i> ; second to last bullet	This page corresponds to Display and Engage Words to Know 2.1a and addresses multiple standards; "by" is the only word intended to address position words. Text added to clarify meanings for "my" and "to."	Repeat the routine for each word, making sure to explain meaning. <i>The word my tells that something belongs to you. The word to can tell where someone or something is going.</i>

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Publisher	Editorial Change	9781328485151	Teacher	I33	Teach Words: <i>by, my, to</i> ; Step 2: Say the Word	Say <i>to</i> . (<i>to</i>) Again. (<i>to</i>) Say <i>to</i> with a cheerful voice. (<i>to</i>) Now a serious voice. (<i>to</i>)	Say <i>by</i> . (<i>by</i>) Again. (<i>by</i>) Say <i>by</i> with a cheerful voice. (<i>by</i>) Now a serious voice. (<i>by</i>)
Publisher	Editorial Change	9781328485151	Teacher	I33	Teach Words: <i>by, my, to</i> ; Step 1: See the Word	This page corresponds to Display and Engage Words to Know 2.1a and addresses multiple standards; "by" is the only word intended to address position words. Text added to clarify meaning of "by."	Explain the word meaning. <i>The word by can tell where someone or something is. Where is the dog?</i> (by the door)
Publisher	Editorial Change	9781328485151	Teacher	I33	Teach Words: <i>by, my, to</i> ; Step 3: Spell the Word	Spell the word. Point out known sound-spellings. <i>I see the letter t at the beginning of the word to. Everyone, what sound? (/t/)</i>	Tell children the word has two letters. <i>The word by is spelled with two letters: b-y.</i>
Publisher	Editorial Change	9781328485151	Teacher	I33	Teach Words: <i>by, my, to</i> ; second to last bullet	This page corresponds to Display and Engage Words to Know 2.1a and addresses multiple standards; "by" is the only word intended to address position words. Text added to clarify meanings for "my" and "to."	Repeat the routine for each word, making sure to explain meaning. <i>The word my tells that something belongs to you. The word to can tell where someone or something is going.</i>
Publisher	Editorial Change	9780544456396	Teacher	T4	Build Knowledge and Language, Oral Language, Listening and Speaking, bullet 6	<ul style="list-style-type: none"> Phrasing and Intonation 	<ul style="list-style-type: none"> Intonation
Publisher	Editorial Change	9781328485151	Teacher	T4	Build Knowledge and Language, Oral Language, Listening and Speaking, bullet 6	<ul style="list-style-type: none"> Phrasing and Intonation 	<ul style="list-style-type: none"> Intonation
Publisher	Editorial Change	9780544456372	Teacher	T49	Apply to Text, first blue box, bullet 2	<ul style="list-style-type: none"> If further prompting is needed, ask: <i>Where are some of the places where people work in a community?</i> 	<ul style="list-style-type: none"> If further prompting is needed, ask: <i>What are some of the places where people work in a community?</i>
Publisher	Editorial Change	9781328485151	Teacher	T49	Apply to Text, first blue box, bullet 2	<ul style="list-style-type: none"> If further prompting is needed, ask: <i>Where are some of the places where people work in a community?</i> 	<ul style="list-style-type: none"> If further prompting is needed, ask: <i>What are some of the places where people work in a community?</i>
Publisher	Editorial Change	9780544456402	Teacher	T49	Teacher Tip in sidebar	<p>Teacher Tip</p> <p>Landmarks across America!</p> <p>Point out some of the famous landmarks across the U.S. that appear on pages 20–21, like the Statue of Liberty, the Washington Monument and U.S. Capitol, and the St. Louis Arch.</p>	<p>Teacher Tip</p> <p>Look for Landmarks!</p> <p>Point out some of the famous landmarks across the United States that appear on pages 20–21, like the Statue of Liberty, the Washington Monument and the U.S. Capitol, and the Gateway Arch.</p>
Publisher	Editorial Change	9781328485151	Teacher	T49	Teacher Tip in sidebar	<p>Teacher Tip</p> <p>Landmarks across America!</p> <p>Point out some of the famous landmarks across the U.S. that appear on pages 20–21, like the Statue of Liberty, the Washington Monument and U.S. Capitol, and the St. Louis Arch.</p>	<p>Teacher Tip</p> <p>Look for Landmarks!</p> <p>Point out some of the famous landmarks across the United States that appear on pages 20–21, like the Statue of Liberty, the Washington Monument and the U.S. Capitol, and the Gateway Arch.</p>
Publisher	Editorial Change	9780544456358	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456365	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456372	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section

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Publisher	Editorial Change	9780544456389	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456396	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456402	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456419	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456426	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456433	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9781328485151	Teacher	T5	Demonstrate Knowledge, Assess Learning section	Correct references to Assessment components.	Move bullet for "• Module Assessment" to end of "Formative Assessment" section and delete "Summative Assessment" section
Publisher	Editorial Change	9780544456402	Teacher	T51	Teacher Tip in sidebar	Teacher Tip Expand vocabulary! Look at the photographs with children, and ask them to think of words to describe each landscape. Write the words on sticky notes, and place them in the Big Book. Have children ECHO READ them.	Teacher Tip Expand vocabulary! Look at the photographs and ask children to think of words that describe each landscape. Write the words on sticky notes, and place them in the Big Book. Read the words aloud using ECHO READING.
Publisher	Editorial Change	9781328485151	Teacher	T51	Teacher Tip in sidebar	Teacher Tip Expand vocabulary! Look at the photographs with children, and ask them to think of words to describe each landscape. Write the words on sticky notes, and place them in the Big Book. Have children ECHO READ them.	Teacher Tip Expand vocabulary! Look at the photographs and ask children to think of words that describe each landscape. Write the words on sticky notes, and place them in the Big Book. Read the words aloud using ECHO READING.
Publisher	Editorial Change	9780544456365	Teacher	T53	English Learner Support heading	ENGLISH LEARNER SUPPORT: Language Transfer	ENGLISH LEARNER SUPPORT: Language Differences
Publisher	Editorial Change	9781328485151	Teacher	T53	English Learner Support heading	ENGLISH LEARNER SUPPORT: Language Transfer	ENGLISH LEARNER SUPPORT: Language Differences
Publisher	Editorial Change	9780544456433	Teacher	T56	We Do: Discuss Sources, bullet 1, third sentence	Direct children to draw and write the animal as the topic on Writer's Notebook , page 115.	Direct children to draw and write the type of animal as the topic on Writer's Notebook , page 115.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485151	Teacher	T56	We Do: Discuss Sources, bullet 1, third sentence	Direct children to draw and write the animal as the topic on <i>Writer's Notebook</i> , page 115.	Direct children to draw and write the type of animal as the topic on <i>Writer's Notebook</i> , page 115.
Publisher	Editorial Change	9780544456358	Teacher	T60	Match Pictures to Text, bullet 3	<ul style="list-style-type: none"> After reading, turn to page 2 and reread the text. Ask students if the pictures match the text. <i>The words say, "I wave." Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches. 	<ul style="list-style-type: none"> After reading, have children look at several pages from the story and identify which part of the page is pictures and which part is text. Have a few children point to pictures and text in the Big Book. Turn to page 2 and reread the text. Ask students if the pictures match the text. <i>The words say, "I wave." Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches.
Publisher	Editorial Change	9781328485151	Teacher	T60	Match Pictures to Text, bullet 3	<ul style="list-style-type: none"> After reading, turn to page 2 and reread the text. Ask students if the pictures match the text. <i>The words say, "I wave." Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches. 	<ul style="list-style-type: none"> After reading, have children look at several pages from the story and identify which part of the page is pictures and which part is text. Have a few children point to pictures and text in the Big Book. Turn to page 2 and reread the text. Ask students if the pictures match the text. <i>The words say, "I wave." Does the picture match the words?</i> Have children use THUMBS UP OR DOWN to respond and share what they see in the picture that matches.
Publisher	Editorial Change	9780544456365	Teacher	T63	English Learner Support heading	ENGLISH LEARNER SUPPORT: Language Transfer	ENGLISH LEARNER SUPPORT: Language Differences
Publisher	Editorial Change	9781328485151	Teacher	T63	English Learner Support heading	ENGLISH LEARNER SUPPORT: Language Transfer	ENGLISH LEARNER SUPPORT: Language Differences
Publisher	Editorial Change	9780544456358	Teacher	T65	Foundational Skills in Context, Step 1: Preview the Text, bullet 3	<ul style="list-style-type: none"> Have children point to the title, author, and illustrator on page 13. 	<ul style="list-style-type: none"> Have children point to the title and author on page 13.
Publisher	Editorial Change	9780544456358	Teacher	T65	Foundational Skills in Context, Step 3: Reflect on Reading, first row of the table	<i>Who helps children cross the street?</i> The <u>crossing guard</u> helps children cross the street.	<i>Where do children sit at school?</i> Children sit <u>at their desks</u> at school.
Publisher	Editorial Change	9781328485151	Teacher	T65	Foundational Skills in Context, Step 1: Preview the Text, bullet 3	<ul style="list-style-type: none"> Have children point to the title, author, and illustrator on page 13. 	<ul style="list-style-type: none"> Have children point to the title and author on page 13.
Publisher	Editorial Change	9781328485151	Teacher	T65	Foundational Skills in Context, Step 3: Reflect on Reading, first row of the table	<i>Who helps children cross the street?</i> The <u>crossing guard</u> helps children cross the street.	<i>Where do children sit at school?</i> Children sit <u>at their desks</u> at school.
Publisher	Editorial Change	9780544456419	Teacher	T82	Lesson 7, Small-Group Instruction, bullet 2	<ul style="list-style-type: none"> Targeted Skill Practice: Organize a Story 	<ul style="list-style-type: none"> Targeted Skill Practice: Organize a Creative Story
Publisher	Editorial Change	9781328485151	Teacher	T82	Lesson 7, Small-Group Instruction, bullet 2	<ul style="list-style-type: none"> Targeted Skill Practice: Organize a Story 	<ul style="list-style-type: none"> Targeted Skill Practice: Organize a Creative Story
Publisher	Editorial Change	9780544456402	Teacher	T92	Picture Sort, bullet 4	Add text at the end of bullet 4	For the Picture Card stop, ask children to identify the stop sign and talk about its purpose. A stop sign tells cars to stop and look for other cars.
Publisher	Editorial Change	9781328485151	Teacher	T92	Picture Sort, bullet 4	Add text at the end of bullet 4	For the Picture Card stop, ask children to identify the stop sign and talk about its purpose. A stop sign tells cars to stop and look for other cars.
Publisher	Editorial Change	9780544456372	Teacher	T94	Add Teacher Tip to bottom of left sidebar	Add Teacher Tip	Teacher Tip Take a walk! Take the class on a walking field trip around the local community. Have children identify and record familiar places and common signs or logos to use later in their writing.
Publisher	Editorial Change	9781328485151	Teacher	T94	Add Teacher Tip to bottom of left sidebar	Add Teacher Tip	Teacher Tip Take a walk! Take the class on a walking field trip around the local community. Have children identify and record familiar places and common signs or logos to use later in their writing.

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Publisher	Editorial Change	9780544456372	Teacher	T95	Independent Writing: Plan, bullet 1	• Have children continue to plan their letters. Direct them to use <i>Writer's Notebook</i> , page 36 to record ideas about the place they chose	• Have children continue to plan their letters. Direct them to use <i>Writer's Notebook</i> , page 36 to draw and label a picture of the place they chose. Encourage children to identify and add common signs or logos to their pictures.
Publisher	Editorial Change	9781328485151	Teacher	T95	Independent Writing: Plan, bullet 1	• Have children continue to plan their letters. Direct them to use <i>Writer's Notebook</i> , page 36 to record ideas about the place they chose	• Have children continue to plan their letters. Direct them to use <i>Writer's Notebook</i> , page 36 to draw and label a picture of the place they chose. Encourage children to identify and add common signs or logos to their pictures.
Publisher	New Content	9780544456365	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456372	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456389	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456396	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456402	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456419	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456426	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456433	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9781328485151	Teacher	R5–R32	Resources section	New resources	Add new teacher end matter pages, including Index.
Publisher	New Content	9780544456358	Teacher	R5–R32, C1–C76	Resources section	New resources	Add new teacher end matter pages, including Index and Correlations.
Publisher	New Content	9781328485151	Teacher	R5–R32, C1–C76	Resources section	New resources	Add new teacher end matter pages, including Index and Correlations.
English Language Arts and Reading, Kindergarten <i>Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade K (ISBN 9781328560124)</i>							
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 2.3a	Second row, sample sentence for "no."	There are no apples in my house now.	There is no running allowed in the halls.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 2.4a	Third row, sample sentence for "you"	Makayla will let you pet her dog.	Meredith will let you pet her dog.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 3.3a	Sentence column, first row, sample sentence for the word "did"	Did everyone have a good day?	We did jumping jacks in gym class.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 3.4a	Sentence column, second row, sample sentence for the word "sits"	Shaniqua's dog sits next to her.	Anjali sits next to me at lunch.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 3.4a	Sentence column, third row, sample sentence for the word "with"	Dion went to the store with his dad.	Dion went to the zoo with his dad.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 4.1a	Sentence column, third row, sample sentence for the word "his"	I went to the store with my brother and his friends.	He rides his bike to school.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 4.3a	Sentence column, first row, sample sentence for the word "are"	We are in our classroom now.	We are in the classroom now.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 4.3a	Sentence column, fourth row, sample sentence for the word "was"	Juan Diego was visiting his grandma yesterday.	Juan was visiting his grandma yesterday.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 4.4a	Sentence column, first row, sample sentence for the word "be"	I like to be inside when it is raining.	Apples can be red, yellow, or green.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 4.4a	Sentence column, second row, sample sentence for the word "do"	Do you like pumpkins?	I do my homework after school.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 4.4a	Sentence column, fourth row, sample sentence for the word "ten"	Ethan ate ten grapes.	I have ten fingers and ten toes.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 5.3a	Sentence column, third row, sample sentence for the word "too"	Sofia likes baseball, and I like baseball, too.	Lucia likes baseball, and I like baseball, too.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 6.1a	Sentence column, row 1, sample sentence for "get"	Destiny will get a toy car for her birthday.	Whoever wins the race will get a prize.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 6.2a	Sentence column, row 1,, sample sentence for "come"	I asked my friend if she wanted to come to my house to play.	My friends come to my house to play.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 6.2a	Sentence column, row 3, sample sentence for "if"	I wonder if my dog will like my new pet fish.	You can go outside if your chores are done.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 6.3a	Sentence column, row 4, sample sentence for "that"	Look at that big bird in the sky.	My bicycle is that yellow one with a basket.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 7.2a	Sentence column, row 1, sample sentence for "back"	Dylan ran back home to get his lunchbox.	Liam ran back home to get his lunchbox.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 7.2a	Sentence column, row 3, sample sentence for "were"	We were playing a board game.	We were playing a board game when the phone rang.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 7.3a	Sentence column, row 4, sample sentence for "this"	This is a red crayon.	This crayon is the sharpest in the box.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 7.4a	Sentence column, row 2, sample sentence for "well"	Diego is not feeling well today.	Francesca is not feeling well today.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 8.1a	Sentence column, row 1, sample sentence for "know"	I know how to ride a bike.	We know how to sing the ABCs.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 8.2a	Sentence column, row 2, sample sentence for "right"	I got all of the answers right on my worksheet.	I got the answer right.
Publisher	Editorial Change	9781328485151	Student	Display and Engage: Words to Know 9.3a	Third row, sample sentence for "how."	We know how to sing the ABCs.	I know how to ride a bike.

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Publisher	Editorial Change	9781328485151	Student	Printable: Map: Our Community	Map Our Community, Steps 2-4	2. Draw a Picture Make a picture of the place. 3. Label the Picture Write words to name the place. 4. Put It Together Cut out your picture. Add it to the class map!	2. Draw and Label a Picture Make a picture of the place. Write words to name the place. 3. Add Signs Draw pictures of signs and logos you see in your community. 4. Put It Together Cut out your pictures. Add them to the class map!"
Publisher	Editorial Change	9781328485151	Student	Printable: Reading Log	Direction line	Adding a direction line.	Add the direction line: Pick a book that is just right for you. Record what you read below. Try to read for more time each day.
Publisher	Editorial Change	9781328485151	Student	Printable: Reading Log	Between the 3rd and 4th column on the page.	Adding a column.	Add a column labeled "Total Time"
Publisher	Editorial Change	9781328485151	Teacher	n/a	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485151	Teacher	n/a	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485151	Teacher	n/a	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485151	Teacher	n/a	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485151	Teacher	n/a	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485151	Teacher	n/a	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
English Language Arts and Reading, Grade 1							
<i>Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 1</i> (ISBN 9781328556288) and <i>Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 1</i> (ISBN 9781328560131)							
Publisher	Editorial Change	9781328453068	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328453075	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.

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Publisher	Editorial Change	9781328485168	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328453082	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328517319	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328517326	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328469861	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485168	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
State Review Panel	Editorial Change	9781328453204	Student	92	Top of page	State review panel comment: the breakout refers to the final consonant diagraph but shows initial sounds Text being changed: You can spell the /ch/ sound with ch , as in chick .	You can spell the /ch/ sound with ch at the beginning of a word, as in chick , or at the end of a word, as in rich .

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State Review Panel	Editorial Change	9781328485236	Student	92	Top of page	State review panel comment: the breakout refers to the final consonant diagraph but shows initial sounds Text being changed: You can spell the /ch/ sound with ch , as in chick .	You can spell the /ch/ sound with ch at the beginning of a word, as in chick , or at the end of a word, as in rich .
State Review Panel	Editorial Change	9781328453204	Student	94	Top section, line 1	State review panel comment: the breakout refers to the final consonant diagraph but shows initial sounds Text being changed: You can spell the /ch/ sound with ch , as in chin .	You can spell the /ch/ sound with ch at the beginning of a word, as in chin , or at the end of a word, as in much .
State Review Panel	Editorial Change	9781328485236	Student	94	Top section, line 1	State review panel comment: the breakout refers to the final consonant diagraph but shows initial sounds Text being changed: You can spell the /ch/ sound with ch , as in chin .	You can spell the /ch/ sound with ch at the beginning of a word, as in chin , or at the end of a word, as in much .
Publisher	Editorial Change	9780544456464	Teacher	T100	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>My School Trip</i> on Printable: <u>Make a Map</u> .	• Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>My School Trip</i> .
Publisher	Editorial Change	9781328485168	Teacher	T100	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>My School Trip</i> on Printable: <u>Make a Map</u> .	• Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>My School Trip</i> .
Publisher	Editorial Change	9780544456464	Teacher	T136	Connect and Teach, bullet 1	• Remind children that an author writes for a reason, or the author's purpose .	• Remind children that an author writes for a reason and that is the author's purpose .
Publisher	Editorial Change	9780544456464	Teacher	T136	Connect and Teach, bullet 3, lines 5-7	and an author who writes to entertain writes to give readers something fun to read.	and an author who writes to entertain hopes to give readers something fun to read.
Publisher	Editorial Change	9781328485168	Teacher	T136	Connect and Teach, bullet 1	• Remind children that an author writes for a reason, or the author's purpose .	• Remind children that an author writes for a reason and that is the author's purpose .
Publisher	Editorial Change	9781328485168	Teacher	T136	Connect and Teach, bullet 3, lines 5-7	and an author who writes to entertain writes to give readers something fun to read.	and an author who writes to entertain hopes to give readers something fun to read.
Publisher	Editorial Change	9780544456464	Teacher	T148	Connect and Teach, bullet 5	Point out that the clues may be from the text or the pictures.	Point out that the clues may come from the text or the pictures.
Publisher	Editorial Change	9780544456464	Teacher	T148	Notice & Note, subheading and bullets 1-2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T148	Connect and Teach, bullet 5	Point out that the clues may be from the text or the pictures.	Point out that the clues may come from the text or the pictures.
Publisher	Editorial Change	9781328485168	Teacher	T148	Notice & Note, subheading and bullets 1-2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T154	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions, 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T154	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions, 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T174	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Big Dilly's Tale</i> on Printable: <u>Make a Movie</u> .	• Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Big Dilly's Tale</i> .
Publisher	Editorial Change	9781328485168	Teacher	T174	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Big Dilly's Tale</i> on Printable: <u>Make a Movie</u> .	• Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Big Dilly's Tale</i> .
Publisher	Editorial Change	9780544456464	Teacher	T227	Demonstrate, bullet 1	• Use Tabletop Minilessons: Reading 17 to remind children to "get to know" characters by paying attention to details in the words and pictures. By looking at and thinking about clues in the book, readers gain understanding of characters' thoughts and feelings.	• Use Tabletop Minilessons: Reading 16 to remind children to "get to know" characters by paying attention to details in the words and pictures. • Tell children that good readers can describe what the characters in a story or video look like on the outside and what they do. They can also describe what the characters are like on the inside, or what they think and how they feel.

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Publisher	Editorial Change	9781328485168	Teacher	T227	Demonstrate, bullet 1	<ul style="list-style-type: none"> Use Tabletop Minilessons: Reading 17 to remind children to “get to know” characters by paying attention to details in the words and pictures. By looking at and thinking about clues in the book, readers gain understanding of characters’ thoughts and feelings. 	<ul style="list-style-type: none"> Use Tabletop Minilessons: Reading 16 to remind children to “get to know” characters by paying attention to details in the words and pictures. Tell children that good readers can describe what the characters in a story or video look like on the outside and what they do. They can also describe what the characters are like on the inside, or what they think and how they feel.
Publisher	Editorial Change	9780544456464	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> Display in the center and have children complete the activity for <i>Try This!</i> on Printable: Make an Ad. 	<ul style="list-style-type: none"> Display Printable: Make an Ad in the center and have children complete the activity for <i>Try This!</i>
Publisher	Editorial Change	9781328485168	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> Display in the center and have children complete the activity for <i>Try This!</i> on Printable: Make an Ad. 	<ul style="list-style-type: none"> Display Printable: Make an Ad in the center and have children complete the activity for <i>Try This!</i>
Publisher	Editorial Change	9780544456464	Teacher	T270	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> Display in the center and have children complete the activity for <i>Dan Had a Plan</i> on Printable: Write a News Story. 	<ul style="list-style-type: none"> Display Printable: Write a News Story in the center and have children complete the activity for <i>Dan Had a Plan</i>.
Publisher	Editorial Change	9781328485168	Teacher	T270	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> Display in the center and have children complete the activity for <i>Dan Had a Plan</i> on Printable: Write a News Story. 	<ul style="list-style-type: none"> Display Printable: Write a News Story in the center and have children complete the activity for <i>Dan Had a Plan</i>.
Publisher	Editorial Change	9780544456464	Teacher	T30	Getting Started, Engagement Routine	1. Follow directions to partner. 2. Listen to the question. 3. Think about the answer. 4. Take turns answering the question. 5. Share with the group.	1. Listen to the task. 2. Think about the answer. 3. Write your answer. 4. Reveal your answer.
Publisher	Editorial Change	9781328485168	Teacher	T30	Getting Started, Engagement Routine	1. Follow directions to partner. 2. Listen to the question. 3. Think about the answer. 4. Take turns answering the question. 5. Share with the group.	1. Listen to the task. 2. Think about the answer. 3. Write your answer. 4. Reveal your answer.
Publisher	Editorial Change	9780544456464	Teacher	T346	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> Display in the center and have children complete the activity for <i>On the Map!</i> on Printable: Make a Postcard. 	<ul style="list-style-type: none"> Display Printable: Make a Postcard in the center and have children complete the activity for <i>On the Map!</i>
Publisher	Editorial Change	9781328485168	Teacher	T346	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> Display in the center and have children complete the activity for <i>On the Map!</i> on Printable: Make a Postcard. 	<ul style="list-style-type: none"> Display Printable: Make a Postcard in the center and have children complete the activity for <i>On the Map!</i>
Publisher	Editorial Change	9780544456464	Teacher	T370	Notice & Note, subheading and bullets 1–2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T370	Notice & Note, subheading and bullets 1–2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T376	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T376	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T396	Notice & Note, subheading and bullets 1–2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T396	Notice & Note, subheading and bullets 1–2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T402	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T402	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions

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Publisher	Editorial Change	9780544456464	Teacher	T422	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Who Put the Cookies in the Cookie Jar?</i> on Printable: <u>Write a Poem</u> .	• Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Who Put the Cookies in the Cookie Jar?</i>
Publisher	Editorial Change	9781328485168	Teacher	T422	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Who Put the Cookies in the Cookie Jar?</i> on Printable: <u>Write a Poem</u> .	• Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Who Put the Cookies in the Cookie Jar?</i>
Publisher	Editorial Change	9780544456464	Teacher	T446	Notice & Note, subheading and bullets 1–2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T446	Notice & Note, subheading and bullets 1–2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T452	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T452	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T62	Notice & Note, subheading and bullets 1-2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T62	Notice & Note, subheading and bullets 1-2	A "3" needs to be added before "Big Questions" in three places.	3 Big Questions; Notice & Note 3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456464	Teacher	T68	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9781328485168	Teacher	T68	Notice & Note, subheading and text line 1	A "3" needs to be added before "Big Questions" in two places.	3 Big Questions; 3 Big Questions
Publisher	Editorial Change	9780544456471	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Blue Bird and Coyote</i> on Printable: <u>Make a Trading Card</u> .	• Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>Blue Bird and Coyote</i> .
Publisher	Editorial Change	9781328485168	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Blue Bird and Coyote</i> on Printable: <u>Make a Trading Card</u> .	• Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>Blue Bird and Coyote</i> .
Publisher	Editorial Change	9780544456471	Teacher	T153	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Kenard Pak and the features of narrative nonfiction.	Help children summarize what they learned about the illustrator.
Publisher	Editorial Change	9781328485168	Teacher	T153	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Kenard Pak and the features of narrative nonfiction.	Help children summarize what they learned about the illustrator.
Publisher	Editorial Change	9780544456471	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Step-by-Step Advice from the Animal Kingdom</i> on Printable: <u>Make a Field Guide</u> .	• Display Printable: <u>Make a Field Guide</u> in the center and have children complete the activity for <i>Step-by-Step Advice from the Animal Kingdom</i> .
Publisher	Editorial Change	9781328485168	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Step-by-Step Advice from the Animal Kingdom</i> on Printable: <u>Make a Field Guide</u> .	• Display Printable: <u>Make a Field Guide</u> in the center and have children complete the activity for <i>Step-by-Step Advice from the Animal Kingdom</i> .
Publisher	Editorial Change	9780544456471	Teacher	T203	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about them and the features of procedural text.	Ask children to explain why Steve Jenkins and Robin Page may have been interested in the topic of this text.
Publisher	Editorial Change	9781328485168	Teacher	T203	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about them and the features of procedural text.	Ask children to explain why Steve Jenkins and Robin Page may have been interested in the topic of this text.
Publisher	Editorial Change	9780544456471	Teacher	T253	Reading Workshop & Vocabulary, Speaking and Listening, bullet 1	Give and Follow Directions	Give and Follow Instructions

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Publisher	Editorial Change	9781328485168	Teacher	T253	Reading Workshop & Vocabulary, Speaking and Listening, bullet 1	Give and Follow Directions	Give and Follow Instructions
Publisher	Editorial Change	9780544456471	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>The Nest</i> on Printable: <u>Write a News Story</u> .	• Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>The Nest</i> .
Publisher	Editorial Change	9781328485168	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>The Nest</i> on Printable: <u>Write a News Story</u> .	• Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>The Nest</i> .
Publisher	Editorial Change	9780544456471	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Goal!</i> on Printable: <u>Make a Movie</u> .	• Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Goal!</i>
Publisher	Editorial Change	9781328485168	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Goal!</i> on Printable: <u>Make a Movie</u> .	• Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Goal!</i>
Publisher	Editorial Change	9780544456471	Teacher	T280	I Do It, following paragraph 3	Insert new paragraph.	Add new paragraph: Note that the trigraph spelling <i>-tch</i> is covered in a later lesson.
Publisher	Editorial Change	9781328485168	Teacher	T280	I Do It, following paragraph 3	Insert new paragraph.	Add new paragraph: Note that the trigraph spelling <i>-tch</i> is covered in a later lesson.
Publisher	Editorial Change	9780544456471	Teacher	T282	Teach the Principle, bullet 3, line 3	Insert new sentence.	Add after the last sentence: (Note that children will learn the trigraph <i>_tch</i> later.)
Publisher	Editorial Change	9781328485168	Teacher	T282	Teach the Principle, bullet 3, line 3	Insert new sentence.	Add after the last sentence: (Note that children will learn the trigraph <i>_tch</i> later.)
Publisher	Editorial Change	9780544456471	Teacher	T294	I Do It, following last sentence	Insert new paragraph.	Add new paragraph: (Note that children will learn the trigraph <i>_tch</i> later.)
Publisher	Editorial Change	9781328485168	Teacher	T294	I Do It, following last sentence	Insert new paragraph.	Add new paragraph: (Note that children will learn the trigraph <i>_tch</i> later.)
Publisher	Editorial Change	9780544456471	Teacher	T313	Apply to Text, bullet 3	Help children make connections between the information about Jane Medina and the features of informational text.	Help children explain how Jane Medina prepared to write <i>Goal!</i>
Publisher	Editorial Change	9781328485168	Teacher	T313	Apply to Text, bullet 3	Help children make connections between the information about Jane Medina and the features of informational text.	Help children explain how Jane Medina prepared to write <i>Goal!</i>
Publisher	Editorial Change	9780544456471	Teacher	T323	We Do It, bullet 1, lines 1-2	Ask children to read the words aloud.	Read the words aloud and have children repeat.
Publisher	Editorial Change	9781328485168	Teacher	T323	We Do It, bullet 1, lines 1-2	Ask children to read the words aloud.	Read the words aloud and have children repeat.
Publisher	Editorial Change	9780544456471	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Get Up and Go!</i> on Printable: <u>Make an Ad</u> .	• Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>Get Up and Go!</i>
Publisher	Editorial Change	9781328485168	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Get Up and Go!</i> on Printable: <u>Make an Ad</u> .	• Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>Get Up and Go!</i>
Publisher	Editorial Change	9780544456471	Teacher	T368	Hot Potato, bullet 2, line 1	Display the Word Cards	Display the large Word Cards
Publisher	Editorial Change	9780544456471	Teacher	T368	Hot Potato, bullet 4	The child who has the “hot potato” at that point must read the word on the Word Card you display. The rest of the class should find and hold up their matching word cards.	The child who has the “hot potato” at that point must read the word on the large Word Card you display. The rest of the class should find and hold up their matching cutout word cards.
Publisher	Editorial Change	9780544456471	Teacher	T368	Teacher Tip, line 5	about one word, such as how many	about one word at a time, such as how many
Publisher	Editorial Change	9781328485168	Teacher	T368	Hot Potato, bullet 2, line 1	Display the Word Cards	Display the large Word Cards
Publisher	Editorial Change	9781328485168	Teacher	T368	Hot Potato, bullet 4	The child who has the “hot potato” at that point must read the word on the Word Card you display. The rest of the class should find and hold up their matching word cards.	The child who has the “hot potato” at that point must read the word on the large Word Card you display. The rest of the class should find and hold up their matching cutout word cards.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485168	Teacher	T368	Teacher Tip, line 5	about one word, such as how many	about one word at a time, such as how many
Publisher	Editorial Change	9780544456471	Teacher	T375	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Rozanne Lanczak Williams and the features of informational text.	Have children predict why they think the author was interested in the topic of the selection.
Publisher	Editorial Change	9781328485168	Teacher	T375	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Rozanne Lanczak Williams and the features of informational text.	Have children predict why they think the author was interested in the topic of the selection.
Publisher	Editorial Change	9780544456471	Teacher	T401	Apply to Text, bullet 3, lines 2-3	Help children make connections between the information about Mo Willems and the features of fantasies.	Have children tell what they learned about Mo Willems.
Publisher	Editorial Change	9781328485168	Teacher	T401	Apply to Text, bullet 3, lines 2-3	Help children make connections between the information about Mo Willems and the features of fantasies.	Have children tell what they learned about Mo Willems.
Publisher	Editorial Change	9780544456471	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>If You Plant a Seed</i> on Printable: Make a Movie .	• Display Printable: Make a Movie in the center and have children complete the activity for <i>If You Plant a Seed</i> .
Publisher	Editorial Change	9781328485168	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>If You Plant a Seed</i> on Printable: Make a Movie .	• Display Printable: Make a Movie in the center and have children complete the activity for <i>If You Plant a Seed</i> .
Publisher	Editorial Change	9780544456471	Teacher	T451	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Kadir Nelson and the characteristics of fantasies.	Have children explain how Kadir Nelson got interested in creating art.
Publisher	Editorial Change	9781328485168	Teacher	T451	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Kadir Nelson and the characteristics of fantasies.	Have children explain how Kadir Nelson got interested in creating art.
Publisher	Editorial Change	9780544456488	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Day and Night</i> on Printable: Make a Field Guide .	• Display Printable: Make a Field Guide in the center and have children complete the activity for <i>Day and Night</i> .
Publisher	Editorial Change	9781328485168	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Day and Night</i> on Printable: Make a Field Guide .	• Display Printable: Make a Field Guide in the center and have children complete the activity for <i>Day and Night</i> .
Publisher	Editorial Change	9780544456488	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Waiting Is Not Easy!</i> on Printable: Make a Trading Card .	• Display Printable: Make a Trading Card in the center and have children complete the activity for <i>Waiting Is Not Easy!</i>
Publisher	Editorial Change	9781328485168	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Waiting Is Not Easy!</i> on Printable: Make a Trading Card .	• Display Printable: Make a Trading Card in the center and have children complete the activity for <i>Waiting Is Not Easy!</i>
Publisher	Editorial Change	9780544456488	Teacher	T203	Apply to Text, bullet 3, lines 2-3	Help children make connections between the information about Mo Willems and fantasy stories.	Help children summarize what they learned about Mo Willems.
Publisher	Editorial Change	9781328485168	Teacher	T203	Apply to Text, bullet 3, lines 2-3	Help children make connections between the information about Mo Willems and fantasy stories.	Help children summarize what they learned about Mo Willems.
Publisher	Editorial Change	9780544456488	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Blackout</i> on Printable: Make a Mural .	• Display Printable: Make a Mural in the center and have children complete the activity for <i>Blackout</i> .
Publisher	Editorial Change	9781328485168	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Blackout</i> on Printable: Make a Mural .	• Display Printable: Make a Mural in the center and have children complete the activity for <i>Blackout</i> .
Publisher	Editorial Change	9780544456488	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Monument City</i> on Printable: Make a Map .	• Display Printable: Make a Map in the center and have children complete the activity for <i>Monument City</i> .
Publisher	Editorial Change	9781328485168	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Monument City</i> on Printable: Make a Map .	• Display Printable: Make a Map in the center and have children complete the activity for <i>Monument City</i> .
Publisher	Editorial Change	9780544456488	Teacher	T313	Apply to Text, bullet 3, lines 1-3	Help children make connections between the information about Jerdine Nolen and the features of dramas.	Help children summarize the information about Jerdine Nolen.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544456488	Teacher	T313	English Learner Support, Beginning	Ask <i>yes/no</i> questions before reading: <i>Will Jeff go to a water park?</i> Follow up during reading: <i>Does Jeff go to a water park?</i>	Ask <i>yes/no</i> questions before reading. Follow up during reading.
Publisher	Editorial Change	9781328485168	Teacher	T313	Apply to Text, bullet 3, lines 1-3	Help children make connections between the information about Jerdine Nolen and the features of dramas.	Help children summarize the information about Jerdine Nolen.
Publisher	Editorial Change	9781328485168	Teacher	T313	English Learner Support, Beginning	Ask <i>yes/no</i> questions before reading: <i>Will Jeff go to a water park?</i> Follow up during reading: <i>Does Jeff go to a water park?</i>	Ask <i>yes/no</i> questions before reading. Follow up during reading.
Publisher	Editorial Change	9780544456488	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>The Contest</i> on Printable: Make a Postcard .	• Display Printable: Make a Postcard in the center and have children complete the activity for <i>The Contest</i> .
Publisher	Editorial Change	9781328485168	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>The Contest</i> on Printable: Make a Postcard .	• Display Printable: Make a Postcard in the center and have children complete the activity for <i>The Contest</i> .
Publisher	Editorial Change	9780544456488	Teacher	T375	Apply to Text, bullet 3, lines 2-3	Help children make connections between the information about Libby Martinez and the features of opinion writing.	Help children make connections between the information about Libby Martinez and what they expect to read.
Publisher	Editorial Change	9781328485168	Teacher	T375	Apply to Text, bullet 3, lines 2-3	Help children make connections between the information about Libby Martinez and the features of opinion writing.	Help children make connections between the information about Libby Martinez and what they expect to read.
Publisher	Editorial Change	9780544456488	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Hooray for Holidays!</i> on Printable: Make a Mural .	• Display Printable: Make a Mural in the center and have children complete the activity for <i>Hooray for Holidays!</i>
Publisher	Editorial Change	9781328485168	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Hooray for Holidays!</i> on Printable: Make a Mural .	• Display Printable: Make a Mural in the center and have children complete the activity for <i>Hooray for Holidays!</i>
Publisher	Editorial Change	9780544456488	Teacher	T451	Apply to Text, bullet 3, lines 1-3	Help children make connections between the information about Pat Cummings and realistic fiction.	Help children explain what they learned about Pat Cummings.
Publisher	Editorial Change	9781328485168	Teacher	T451	Apply to Text, bullet 3, lines 1-3	Help children make connections between the information about Pat Cummings and realistic fiction.	Help children explain what they learned about Pat Cummings.
Publisher	Editorial Change	9780544456488	Teacher	T477	Go to Your Teaching Pal	Annotate It Online Ed box is missing to the right of the Teaching Pal facsimile.	Insert Annotate It Online Ed box with the following text: Children may use the annotation tools in their eBook.
Publisher	Editorial Change	9780544456488	Teacher	T477	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Kristine O’Connell George and the features of poetry.	Help children summarize the information about Kristine O’Connell George.
Publisher	Editorial Change	9781328485168	Teacher	T477	Go to Your Teaching Pal	Annotate It Online Ed box is missing to the right of the Teaching Pal facsimile.	Insert Annotate It Online Ed box with the following text: Children may use the annotation tools in their eBook.
Publisher	Editorial Change	9781328485168	Teacher	T477	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Kristine O’Connell George and the features of poetry.	Help children summarize the information about Kristine O’Connell George.
Publisher	Editorial Change	9780544456488	Teacher	T84	Phonological Awareness, bullet 2, Blend Phonemes, line 2	/p/ /l/ /ā/ /n/ (plane).	/ā/ /n/ /t/ (ant).
Publisher	Editorial Change	9781328485168	Teacher	T84	Phonological Awareness, bullet 2, Blend Phonemes, line 2	/p/ /l/ /ā/ /n/ (plane).	/ā/ /n/ /t/ (ant).
Publisher	Editorial Change	9780544456495	Teacher	T5	Writing Workshop, Grammar Minilessons, bullet 3	• The Pronouns <i>I</i> and <i>Me</i>	• The Pronouns <i>I</i> and <i>Me</i>
Publisher	Editorial Change	9781328485168	Teacher	T5	Writing Workshop, Grammar Minilessons, bullet 3	• The Pronouns <i>I</i> and <i>Me</i>	• The Pronouns <i>I</i> and <i>Me</i>
Publisher	Editorial Change	9780544456495	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Sam & Dave Dig a Hole</i> on Printable: Make an Invention .	• Display Printable: Make an Invention in the center and have children complete the activity for <i>Sam & Dave Dig a Hole</i> .
Publisher	Editorial Change	9781328485168	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Sam & Dave Dig a Hole</i> on Printable: Make an Invention .	• Display Printable: Make an Invention in the center and have children complete the activity for <i>Sam & Dave Dig a Hole</i> .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544456495	Teacher	T28	Access Prior Knowledge, bullet 2	• Have children brainstorm word associations for <i>the natural world</i> and add them to a web.	• Have children brainstorm word associations for <i>nature</i> and add them to a web.
Publisher	Editorial Change	9781328485168	Teacher	T28	Access Prior Knowledge, bullet 2	• Have children brainstorm word associations for <i>the natural world</i> and add them to a web.	• Have children brainstorm word associations for <i>nature</i> and add them to a web.
Publisher	Editorial Change	9780544456495	Teacher	T65	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Jon Klassen and the features of fantasy.	Have children tell what they learned about the illustrator and explain what they like about the illustration on page 15.
Publisher	Editorial Change	9781328485168	Teacher	T65	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Jon Klassen and the features of fantasy.	Have children tell what they learned about the illustrator and explain what they like about the illustration on page 15.
Publisher	Editorial Change	9780544456495	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Deserts</i> on Printable: Make a Field Guide .	• Display Printable: Make a Field Guide in the center and have children complete the activity for <i>Deserts</i> .
Publisher	Editorial Change	9781328485168	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Deserts</i> on Printable: Make a Field Guide .	• Display Printable: Make a Field Guide in the center and have children complete the activity for <i>Deserts</i> .
Publisher	Editorial Change	9780544456495	Teacher	T127	Apply to Text, bullet 3	• Build Background Play the audio for Water Matters! to set up the topic for the text.	• Build Background Play the audio for Water Matters! Help children summarize what they learned about water. Then ask them to describe the land in the picture on page 37.
Publisher	Editorial Change	9781328485168	Teacher	T127	Apply to Text, bullet 3	• Build Background Play the audio for Water Matters! to set up the topic for the text.	• Build Background Play the audio for Water Matters! Help children summarize what they learned about water. Then ask them to describe the land in the picture on page 37.
Publisher	Editorial Change	9780544456495	Teacher	T160	Phonological Awareness, bullet 2, Segment Phonemes, lines 2-3	grape (/g/ /r/ /ā/ /p/), bench (/b/ /ĕ/ /n/ /ch/).	paint (/p/ /ā/ /n/ /t/), snail (/s/ /n/ /ā/ /l/).
Publisher	Editorial Change	9781328485168	Teacher	T160	Phonological Awareness, bullet 2, Segment Phonemes, lines 2-3	grape (/g/ /r/ /ā/ /p/), bench (/b/ /ĕ/ /n/ /ch/).	paint (/p/ /ā/ /n/ /t/), snail (/s/ /n/ /ā/ /l/).
Publisher	Editorial Change	9780544456495	Teacher	T178	Creativity Corner, Readers' Theater, bullet 1, last sentence	Point out how effectively they can read when they self-correct.	Point out how effectively children can read when they self-correct.
Publisher	Editorial Change	9780544456495	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Grand Canyon</i> on Printable: Make a Postcard .	• Display Printable: Make a Postcard in the center and have children complete the activity for <i>Grand Canyon</i> .
Publisher	Editorial Change	9781328485168	Teacher	T178	Creativity Corner, Readers' Theater, bullet 1, last sentence	Point out how effectively they can read when they self-correct.	Point out how effectively children can read when they self-correct.
Publisher	Editorial Change	9781328485168	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Grand Canyon</i> on Printable: Make a Postcard .	• Display Printable: Make a Postcard in the center and have children complete the activity for <i>Grand Canyon</i> .
Publisher	Editorial Change	9780544456495	Teacher	T229	Go to Your Teaching Pal	The Annotate It! feature that is beside the facsimile is not needed here.	Delete the Annotate It! feature.
Publisher	Editorial Change	9781328485168	Teacher	T229	Go to Your Teaching Pal	The Annotate It! feature that is beside the facsimile is not needed here.	Delete the Annotate It! feature.
Publisher	Editorial Change	9780544456495	Teacher	T236	Phonological Awareness, bullet 2, Segment Phonemes, lines 2-3	branch (/b/ /r/ /ă/ /n/ /ch/), phone (/f/ /ō/ /n/).	blimp (/b/ /l/ /i/ /m/ /p/), stamp (/s/ /t/ /ă/ /m/ /p/).
Publisher	Editorial Change	9781328485168	Teacher	T236	Phonological Awareness, bullet 2, Segment Phonemes, lines 2-3	branch (/b/ /r/ /ă/ /n/ /ch/), phone (/f/ /ō/ /n/).	blimp (/b/ /l/ /i/ /m/ /p/), stamp (/s/ /t/ /ă/ /m/ /p/).

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Publisher	Editorial Change	9780544456495	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Interrupting Chicken</i> on Printable: <u>Make an Invention</u> .	• Display Printable: <u>Make an Invention</u> in the center and have children complete the activity for <i>Interrupting Chicken</i> .
Publisher	Editorial Change	9781328485168	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Interrupting Chicken</i> on Printable: <u>Make an Invention</u> .	• Display Printable: <u>Make an Invention</u> in the center and have children complete the activity for <i>Interrupting Chicken</i> .
Publisher	Editorial Change	9780544456495	Teacher	T332	Phonological Awareness, bullet 2, Segment Phonemes, lines 2–3	Have them practice segmenting these words: flow (/f/ /l/ /ō/), floats (/f/ /l/ /ō/ /t/ /s/).	Have them practice segmenting these words: ant (/ä/ /n/ /t/), grass (/g/ /r/ /ä/ /s/).
Publisher	Editorial Change	9781328485168	Teacher	T332	Phonological Awareness, bullet 2, Segment Phonemes, lines 2–3	Have them practice segmenting these words: flow (/f/ /l/ /ō/), floats (/f/ /l/ /ō/ /t/ /s/).	Have them practice segmenting these words: ant (/ä/ /n/ /t/), grass (/g/ /r/ /ä/ /s/).
Publisher	Editorial Change	9780544456495	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Little Red Riding Hood</i> on Printable: <u>Make a Map</u> .	• Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>Little Red Riding Hood</i> .
Publisher	Editorial Change	9781328485168	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Little Red Riding Hood</i> on Printable: <u>Make a Map</u> .	• Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>Little Red Riding Hood</i> .
Publisher	Editorial Change	9780544456495	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Thank You, Mr. Aesop</i> on Printable: <u>Make an Ad</u> .	• Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>Thank You, Mr. Aesop</i> .
Publisher	Editorial Change	9781328485168	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Thank You, Mr. Aesop</i> on Printable: <u>Make an Ad</u> .	• Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>Thank You, Mr. Aesop</i> .
Publisher	Editorial Change	9780544456501	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>So You Want to Grow a Taco?</i> on Printable: <u>Write a Poem</u> .	• Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>So You Want to Grow a Taco?</i>
Publisher	Editorial Change	9781328485168	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>So You Want to Grow a Taco?</i> on Printable: <u>Write a Poem</u> .	• Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>So You Want to Grow a Taco?</i>
Publisher	Editorial Change	9780544456501	Teacher	T28	Access Prior Knowledge, bullet 2	• Have children brainstorm word associations for <i>plants and gardens</i> and add them to a web.	• Have children brainstorm word associations for <i>plants</i> and add them to a web.
Publisher	Editorial Change	9780544456501	Teacher	T28	Art, web, middle oval	vegetable garden	plants
Publisher	Editorial Change	9781328485168	Teacher	T28	Access Prior Knowledge, bullet 2	• Have children brainstorm word associations for <i>plants and gardens</i> and add them to a web.	• Have children brainstorm word associations for <i>plants</i> and add them to a web.
Publisher	Editorial Change	9781328485168	Teacher	T28	Art, web, middle oval	vegetable garden	plants
Publisher	Editorial Change	9780544456501	Teacher	T65	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Bridget Heos and the features of procedural texts.	Help children summarize the information about Bridget Heos.
Publisher	Editorial Change	9781328485168	Teacher	T65	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Bridget Heos and the features of procedural texts.	Help children summarize the information about Bridget Heos.
Publisher	Editorial Change	9780544456501	Teacher	T84	Phonological Awareness, bullet 2, Segment, Count Phonemes, lines 2–3	prize (/p/ /r/ /i/ /z/, 4); bank (/b/ /ä/ /ngk/, 3); frog (/f/ /r/ /ö/ /g/, 4); neck (/n/ /ë/ /k/, 3).	sleep (/s/ /l/ /ë/ /p/, 4), raft (/r/ /ä/ /f/ /t/, 4), blimp (/b/ /l/ /i/ /m/ /p/, 5), frog (/f/ /r/ /ö/ /g/, 4).
Publisher	Editorial Change	9780544456501	Teacher	T84	Correct & Redirect, bullet 1	• First, let's say all the sounds in the word prize. Listen: prize, /p/ /r/ /i/ /z/. Now you say the sounds. (/p/ /r/ /i/ /z/).	• First, let's say all the sounds in the word sleep. Listen: sleep, /s/ /l/ /ë/ /p/. Now you say the sounds. (/s/ /l/ /ë/ /p/).
Publisher	Editorial Change	9780544456501	Teacher	T84	Correct & Redirect, bullet 2, line 2	/p/ /r/ /i/ /z/.	/s/ /l/ /ë/ /p/.
Publisher	Editorial Change	9780544456501	Teacher	T84	Correct & Redirect, bullet 3, line 2	(/p/ /r/ /i/ /z/). How many sounds are in the word prize? (four)	(/s/ /l/ /ë/ /p/). How many sounds are in the word sleep? (four)

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Publisher	Editorial Change	9781328485168	Teacher	T84	Phonological Awareness, bullet 2, Segment, Count Phonemes, lines 2–3	prize (/p/ /r/ /i/ /z/, 4) ; bank (/b/ /ä/ /ngk/, 3) ; frog (/f/ /r/ /ö/ /g/, 4) ; neck (/n/ /ë/ /k/, 3) .	sleep (/s/ /l/ /ë/ /p/, 4) , raft (/r/ /ä/ /f/ /t/, 4) , blimp (/b/ /l/ /i/ /m/ /p/, 5) , frog (/f/ /r/ /ö/ /g/, 4) .
Publisher	Editorial Change	9781328485168	Teacher	T84	Correct & Redirect, bullet 1	• First, let's say all the sounds in the word prize. Listen: prize, /p/ /r/ /i/ /z/. Now you say the sounds. (/p/ /r/ /i/ /z/)	• First, let's say all the sounds in the word sleep. Listen: sleep, /s/ /l/ /ë/ /p/. Now you say the sounds. (/s/ /l/ /ë/ /p/)
Publisher	Editorial Change	9781328485168	Teacher	T84	Correct & Redirect, bullet 2, line 2	/p/ /r/ /i/ /z/.	/s/ /l/ /ë/ /p/.
Publisher	Editorial Change	9781328485168	Teacher	T84	Correct & Redirect, bullet 3, line 2	(/p/ /r/ /i/ /z/). How many sounds are in the word prize? (four)	(/s/ /l/ /ë/ /p/). How many sounds are in the word sleep? (four)
Publisher	Editorial Change	9780544456501	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display and have children complete the activity for <i>Which Part Do We Eat?</i> on Printable: Make an Ad .	• Display Printable: Make an Ad in the center and have children complete the activity for <i>Which Part Do We Eat?</i>
Publisher	Editorial Change	9781328485168	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	• Display and have children complete the activity for <i>Which Part Do We Eat?</i> on Printable: Make an Ad .	• Display Printable: Make an Ad in the center and have children complete the activity for <i>Which Part Do We Eat?</i>
Publisher	Editorial Change	9780544456501	Teacher	T127	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Katherine Ayres and the elements of poetry.	Help children summarize the information about Katherine Ayres.
Publisher	Editorial Change	9781328485168	Teacher	T127	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Katherine Ayres and the elements of poetry.	Help children summarize the information about Katherine Ayres.
Publisher	Editorial Change	9780544456501	Teacher	T160	Phonological Awareness, bullet 2, Blend Phonemes, line 2	/k/ /är/ /d/ (card), /s/ /w/ /i/ /ng/ (swing).	/l/ /ä/ /m/ /p/ (lamp); /t/ /r/ /ë/ (tree).
Publisher	Editorial Change	9781328485168	Teacher	T160	Phonological Awareness, bullet 2, Blend Phonemes, line 2	/k/ /är/ /d/ (card), /s/ /w/ /i/ /ng/ (swing).	/l/ /ä/ /m/ /p/ (lamp); /t/ /r/ /ë/ (tree).
Publisher	Editorial Change	9780544456501	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Yum! ¡MmMm! ¡Qué rico! Americas' Sproutings</i> on Printable: Write a Poem .	• Display Printable: Write a Poem in the center and have children complete the activity for <i>Yum! ¡MmMm! ¡Qué rico!</i>
Publisher	Editorial Change	9781328485168	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Yum! ¡MmMm! ¡Qué rico! Americas' Sproutings</i> on Printable: Write a Poem .	• Display Printable: Write a Poem in the center and have children complete the activity for <i>Yum! ¡MmMm! ¡Qué rico!</i>
Publisher	Editorial Change	9780544456501	Teacher	T203	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Pat Mora and the features of poetry.	Help children summarize the information about Pat Mora.
Publisher	Editorial Change	9781328485168	Teacher	T203	Apply to Text, bullet 3, sentence 2	Help children make connections between the information about Pat Mora and the features of poetry.	Help children summarize the information about Pat Mora.
Publisher	Editorial Change	9780544456501	Teacher	T253	Demonstrate Knowledge, Assess Learning	Correct references to Assessment components.	Add "• Module Assessments" at the end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485168	Teacher	T253	Demonstrate Knowledge, Assess Learning	Correct references to Assessment components.	Add "• Module Assessments" at the end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544456501	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Young Frank Architect</i> on Printable: Make a Trading Card .	• Display Printable: Make a Trading Card in the center and have children complete the activity for <i>Young Frank Architect</i> .
Publisher	Editorial Change	9781328485168	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	• Display in the center and have children complete the activity for <i>Young Frank Architect</i> on Printable: Make a Trading Card .	• Display Printable: Make a Trading Card in the center and have children complete the activity for <i>Young Frank Architect</i> .
Publisher	Editorial Change	9780544456501	Teacher	T350	Creativity Corner, Reading Remake, heading and bullet 1	• Reading Remake • Display in the center and have children complete the activity for <i>Sky Color</i> on Printable: Make a Mural .	Reading Remake • Display Printable: Make a Mural in the center and have children complete the activity for <i>Sky Color</i> .

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Publisher	Editorial Change	9781328485168	Teacher	T350	Creativity Corner, Reading Remake, heading and bullet 1	<ul style="list-style-type: none"> • Reading Remake • Display in the center and have children complete the activity for <i>Sky Color</i> on Printable: Make a Mural. 	Reading Remake <ul style="list-style-type: none"> • Display Printable: Make a Mural in the center and have children complete the activity for <i>Sky Color</i>.
Publisher	Editorial Change	9780544456501	Teacher	T375	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Peter H. Reynolds and the features of realistic fiction.	Help children summarize the information about Peter H. Reynolds.
Publisher	Editorial Change	9781328485168	Teacher	T375	Apply to Text, bullet 3, lines 2-4	Help children make connections between the information about Peter H. Reynolds and the features of realistic fiction.	Help children summarize the information about Peter H. Reynolds.
Publisher	Editorial Change	9780544456501	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> • Display in the center and have children complete the activity for <i>Joaquín's Zoo</i> on Printable: Write a Poem. 	<ul style="list-style-type: none"> • Display Printable: Write a Poem in the center and have children complete the activity for <i>Joaquín's Zoo</i>.
Publisher	Editorial Change	9781328485168	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	<ul style="list-style-type: none"> • Display in the center and have children complete the activity for <i>Joaquín's Zoo</i> on Printable: Write a Poem. 	<ul style="list-style-type: none"> • Display Printable: Write a Poem in the center and have children complete the activity for <i>Joaquín's Zoo</i>.
Publisher	Editorial Change	9780544456501	Teacher	T451	Apply to Text, bullet 3, line 4	features of fantasies.	illustration on page 177.
Publisher	Editorial Change	9781328485168	Teacher	T451	Apply to Text, bullet 3, line 4	features of fantasies.	illustration on page 177.
Publisher	Editorial Change	9780544456501	Teacher	T477	Top of page, Annotate It! box	The Annotate It! feature is not needed here.	Remove the Annotate It! feature.
Publisher	Editorial Change	9781328485168	Teacher	T477	Top of page, Annotate It! box	The Annotate It! feature is not needed here.	Remove the Annotate It! feature.
Publisher	Editorial Change	9780544456501	Teacher	T484	Phonological Awareness, bullet 2, Segment Phonemes, line 2	string (/s/ /t/ /r/ /i/ /ng/), bunch (/b/ /ü/ /n/ /ch/).	plant (/p/ /l/ /ä/ /n/ /t/), stamp (/s/ /t/ /ä/ /m/ /p/), desk (/d/ /é/ /s/ /k/), skunk (/s/ /k/ /ü/ /ng/ /k/).
Publisher	Editorial Change	9781328485168	Teacher	T484	Phonological Awareness, bullet 2, Segment Phonemes, line 2	string (/s/ /t/ /r/ /i/ /ng/), bunch (/b/ /ü/ /n/ /ch/).	plant (/p/ /l/ /ä/ /n/ /t/), stamp (/s/ /t/ /ä/ /m/ /p/), desk (/d/ /é/ /s/ /k/), skunk (/s/ /k/ /ü/ /ng/ /k/).
Publisher	Editorial Change	9780544456518	Teacher	T213	Heading at the top of the page	Spelling	SPELLING
Publisher	Editorial Change	9781328485168	Teacher	T213	Heading at the top of the page	Spelling	SPELLING
Publisher	Editorial Change	9781328453068	Teacher	89	Academic Discussion, item 1	Add a new sentence to the beginning of the response to complete it.	<i>The characters are two funny brothers with black hair. They are nice to each other.</i>
Publisher	Editorial Change	9781328485168	Teacher	89	Academic Discussion, item 1	Add a new sentence to the beginning of the response to complete it.	<i>The characters are two funny brothers with black hair. They are nice to each other.</i>
Publisher	Editorial Change	9781328453068	Teacher	105	Read for Understanding, Quick Teach Words, line 1	The heading "Quick Teach Words" is the wrong style.	Put the heading "Quick Teach Words" on a separate line and enlarge it.
Publisher	Editorial Change	9781328453068	Teacher	105	Read for Understanding, Quick Teach Words, lines 1-4	As needed to support comprehension, briefly explain the meaning of <i>plan</i> in this context.	As needed to support children's comprehension, briefly explain the meaning of <i>plan</i> in this context.
Publisher	Editorial Change	9781328485168	Teacher	105	Read for Understanding, Quick Teach Words, line 1	The heading "Quick Teach Words" is the wrong style.	Put the heading "Quick Teach Words" on a separate line and enlarge it.
Publisher	Editorial Change	9781328485168	Teacher	105	Read for Understanding, Quick Teach Words, lines 1-4	As needed to support comprehension, briefly explain the meaning of <i>plan</i> in this context.	As needed to support children's comprehension, briefly explain the meaning of <i>plan</i> in this context.
Publisher	Editorial Change	9781328453075	Teacher	40	Read for Understanding, Quick Teach Words, line 1	The heading "Quick Teach Words" is the wrong style.	Put the heading "Quick Teach Words" on a separate line and enlarge it.

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Publisher	Editorial Change	9781328453075	Teacher	40	Read for Understanding, Quick Teach Words, lines 1-4	As needed to support comprehension, briefly explain the meaning of <i>long ago</i> in this context.	As needed to support children's comprehension, briefly explain the meaning of <i>long ago</i> in this context.
Publisher	Editorial Change	9781328485168	Teacher	40	Read for Understanding, Quick Teach Words, line 1	The heading "Quick Teach Words" is the wrong style.	Put the heading "Quick Teach Words" on a separate line and enlarge it.
Publisher	Editorial Change	9781328485168	Teacher	40	Read for Understanding, Quick Teach Words, lines 1-4	As needed to support comprehension, briefly explain the meaning of <i>long ago</i> in this context.	As needed to support children's comprehension, briefly explain the meaning of <i>long ago</i> in this context.
Publisher	Editorial Change	9781328453075	Teacher	43	Read for Understanding, Quick Teach Words, line 1	The heading "Quick Teach Words" is the wrong style.	Put the heading "Quick Teach Words" on a separate line and enlarge it.
Publisher	Editorial Change	9781328453075	Teacher	43	Read for Understanding, Quick Teach Words, lines 1-4	As needed to support comprehension, briefly explain the meaning of <i>row</i> in this context.	As needed to support children's comprehension, briefly explain the meaning of <i>row</i> in this context.
Publisher	Editorial Change	9781328485168	Teacher	43	Read for Understanding, Quick Teach Words, line 1	The heading "Quick Teach Words" is the wrong style.	Put the heading "Quick Teach Words" on a separate line and enlarge it.
Publisher	Editorial Change	9781328485168	Teacher	43	Read for Understanding, Quick Teach Words, lines 1-4	As needed to support comprehension, briefly explain the meaning of <i>row</i> in this context.	As needed to support children's comprehension, briefly explain the meaning of <i>row</i> in this context.
Publisher	Editorial Change	9781328453082	Teacher	218	Read for Understanding, bullet 3	<ul style="list-style-type: none"> Provide information about the poet, Kristine O'Connell George. 	<ul style="list-style-type: none"> Provide information about one of the poets, Kristine O'Connell George.
Publisher	Editorial Change	9781328485168	Teacher	218	Read for Understanding, bullet 3	<ul style="list-style-type: none"> Provide information about the poet, Kristine O'Connell George. 	<ul style="list-style-type: none"> Provide information about one of the poets, Kristine O'Connell George.
Publisher	Editorial Change	9781328517319	Teacher	10	Big idea Words, sentence 1	Use the VOCABULARY routine and the Vocabulary Cards to introduce the Big Idea Words <i>cycle, evaporation, and liquid</i> .	Use the VOCABULARY routine and the Vocabulary Cards to introduce the Big Idea Words <i>cycle, liquid, and evaporation</i> .
Publisher	Editorial Change	9781328485168	Teacher	10	Big idea Words, sentence 1	Use the VOCABULARY routine and the Vocabulary Cards to introduce the Big Idea Words <i>cycle, evaporation, and liquid</i> .	Use the VOCABULARY routine and the Vocabulary Cards to introduce the Big Idea Words <i>cycle, liquid, and evaporation</i> .
Publisher	Editorial Change	9781328517319	Teacher	11	Vocabulary Network, bullets 1 and 2	Switch the order of the two bulleted items to match the corresponding changes on the student page.	<ul style="list-style-type: none"> As children complete the activity for liquid, encourage them to think about things that people can drink and things that can be poured. Point out to children that they could draw a diagram of what happens to a puddle on a hot day to illustrate evaporation.
Publisher	Editorial Change	9781328485168	Teacher	11	Vocabulary Network, bullets 1 and 2	Switch the order of the two bulleted items to match the corresponding changes on the student page.	<ul style="list-style-type: none"> As children complete the activity for liquid, encourage them to think about things that people can drink and things that can be poured. Point out to children that they could draw a diagram of what happens to a puddle on a hot day to illustrate evaporation.
Publisher	Editorial Change	9781328517319	Teacher	106	Read for Understanding, ASK, line 2	<i>(Papa and little chicken)</i>	<i>(Papa and a little red chicken, who is his child)</i>
Publisher	Editorial Change	9781328517319	Teacher	106	Read for Understanding, FOLLOW-UP, lines 4-6	<i>(The text tells what Papa and little chicken say to each other.)</i>	<i>(The text tells what Papa and the little chicken say to each other.)</i>
Publisher	Editorial Change	9781328485168	Teacher	106	Read for Understanding, ASK, line 2	<i>(Papa and little chicken)</i>	<i>(Papa and a little red chicken, who is his child)</i>
Publisher	Editorial Change	9781328485168	Teacher	106	Read for Understanding, FOLLOW-UP, lines 4-6	<i>(The text tells what Papa and little chicken say to each other.)</i>	<i>(The text tells what Papa and the little chicken say to each other.)</i>
Publisher	Editorial Change	9781328517319	Teacher	194	Targeted Close Read, FOLLOW-UP	Add a sentence to the end of the anno to complete it.	<i>His stories taught lessons. People liked Aesop's stories and told them to each other.)</i>
Publisher	Editorial Change	9781328485168	Teacher	194	Targeted Close Read, FOLLOW-UP	Add a sentence to the end of the anno to complete it.	<i>His stories taught lessons. People liked Aesop's stories and told them to each other.)</i>

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Publisher	Editorial Change	9781328517319	Teacher	208	View for Understanding, ASK, anno in lines 2-3	<i>(The hare is arrogant and fast; the tortoise is wise and slow.)</i>	<i>(The hare thinks she is better than the tortoise and is fast; the tortoise is wise and slow.)</i>
Publisher	Editorial Change	9781328485168	Teacher	208	View for Understanding, ASK, anno in lines 2-3	<i>(The hare is arrogant and fast; the tortoise is wise and slow.)</i>	<i>(The hare thinks she is better than the tortoise and is fast; the tortoise is wise and slow.)</i>
Publisher	Editorial Change	9781328517319	Teacher	209	Academic Discussion, item 1	<i>She thinks she is faster than all the other animals.</i>	<i>The hare is a big rabbit with long ears who brags a lot. She thinks she is faster than all the other animals. She stops to rest because she thinks she has plenty of time since the tortoise is slow.</i>
Publisher	Editorial Change	9781328485168	Teacher	209	Academic Discussion, item 1	<i>She thinks she is faster than all the other animals.</i>	<i>The hare is a big rabbit with long ears who brags a lot. She thinks she is faster than all the other animals. She stops to rest because she thinks she has plenty of time since the tortoise is slow.</i>
Publisher	Editorial Change	9781328517326	Teacher	12	Read for Understanding, Introduce the Text, bullet 1, sentence 2	Tell children that this selection is a collection of poems.	Tell children that this selection is a collection of poems that are paired with facts.
Publisher	Editorial Change	9781328485168	Teacher	12	Read for Understanding, Introduce the Text, bullet 1, sentence 2	Tell children that this selection is a collection of poems.	Tell children that this selection is a collection of poems that are paired with facts.
Publisher	Editorial Change	9781328517326	Teacher	44	Targeted Close Read, FOLLOW-UP, line 3	Add text to the end of the anno response to complete it.	<i>; to give the poem a pattern that makes it fun to read)</i>
Publisher	Editorial Change	9781328485168	Teacher	44	Targeted Close Read, FOLLOW-UP, line 3	Add text to the end of the anno response to complete it.	<i>; to give the poem a pattern that makes it fun to read)</i>
Publisher	Editorial Change	9781328517326	Teacher	160	Read for Understanding, bullet 3	Provide information about the author, Nikki Grimes.	Provide information about the author of one of the poems, Nikki Grimes.
Publisher	Editorial Change	9781328485168	Teacher	160	Read for Understanding, bullet 3	Provide information about the author, Nikki Grimes.	Provide information about the author of one of the poems, Nikki Grimes.
Publisher	Editorial Change	9781328469861	Teacher	W77	Verbs Tell Time, bullet 3, line 1	Write these sentences on the board.	Write sample sentences on the board.
Publisher	Editorial Change	9781328485168	Teacher	W77	Verbs Tell Time, bullet 3, line 1	Write these sentences on the board.	Write sample sentences on the board.
Publisher	Editorial Change	9781328469861	Teacher	W196-W340	Words About Writing boxes	Change heading in side column feature.	Change all appearances of WORDS ABOUT WRITING to WRITER'S VOCABULARY.
Publisher	Editorial Change	9781328485168	Teacher	W196-W340	Words About Writing boxes	Change heading in side column feature.	Change all appearances of WORDS ABOUT WRITING to WRITER'S VOCABULARY.
Publisher	Editorial Change	9781328469861	Teacher	W345	Connect and Teach, bullet 3, line 1	The first sentence should be deleted.	Delete the first sentence.
Publisher	Editorial Change	9781328485168	Teacher	W345	Connect and Teach, bullet 3, line 1	The first sentence should be deleted.	Delete the first sentence.
Publisher	Editorial Change	9781328695178	Student	8	Quotation	"Make new friends, but keep the old. One is silver, the other gold."	"Make new friends and keep the old. One is silver and the other gold."
Publisher	Editorial Change	9781328485236	Student	Online	Quotation	"Make new friends, but keep the old. One is silver, the other gold."	"Make new friends and keep the old. One is silver and the other gold."
Publisher	Editorial Change	9781328695178	Student	93	Essential Question	How does everyone in my family and community make it special?	How does everyone in my family and community make them special?
Publisher	Editorial Change	9781328485236	Student	Online	Essential Question	How does everyone in my family and community make it special?	How does everyone in my family and community make them special?
Publisher	Editorial Change	9781328695178	Student	182	Essential Question	How does everyone in my family and community make it special?	How does everyone in my family and community make them special?
Publisher	Editorial Change	9781328485236	Student	Online	Essential Question	How does everyone in my family and community make it special?	How does everyone in my family and community make them special?
Publisher	Editorial Change	9781328695185	Student	97	READ directions	Circle words and other things that show the order of the steps.	<u>Underline</u> words and other things that show the order of the steps.
Publisher	Editorial Change	9781328485236	Student	Online	READ directions	Circle words and other things that show the order of the steps.	<u>Underline</u> words and other things that show the order of the steps.

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Publisher	Editorial Change	9781328695185	Student	152	Meet Mo Willems.	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328485236	Student	Online	Art	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328695185	Student	190	Meet Kadir Nelson.	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328485236	Student	Online	Art	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328695192	Student	14	Meet John Rocco.	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328485236	Student	Online	Art	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328695192	Student	84	Meet Mo Willems.	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328485236	Student	Online	Art	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328695192	Student	130	Meet Jerdine Nolen.	The graphic for author info will be updated.	Replace photo with updated photo of Jerdine Nolen.
Publisher	Editorial Change	9781328485236	Student	Online	Art	The graphic for author info will be updated.	Replace photo with updated photo of Jerdine Nolen.
Publisher	Editorial Change	9781328503435	Student	11	Definitions of evaporation and liquid	The positions of the words and their corresponding definitions will be transposed.	Transpose the words and definitions for "evaporation" and "liquid."
Publisher	Editorial Change	9781328485236	Student	Online	Definitions of evaporation and liquid on the back of the cards	The positions of the words and their corresponding definitions will be transposed.	Transpose the words and definitions for "evaporation" and "liquid."
Publisher	Editorial Change	9781328503435	Student	33	READ directions, last sentence	Circle words that help you know who is telling this part of the story.	<u>Underline</u> words that help you know who is telling this part of the story.
Publisher	Editorial Change	9781328485236	Student	Online	READ directions, last sentence	Circle words that help you know who is telling this part of the story.	<u>Underline</u> words that help you know who is telling this part of the story.
Publisher	Editorial Change	9781328503435	Student	34	READ directions, sentence 2	Circle words that help you know.	<u>Underline</u> words that help you know.
Publisher	Editorial Change	9781328485236	Student	Online	READ directions, sentence 2	Circle words that help you know.	<u>Underline</u> words that help you know.
Publisher	Editorial Change	9781328505804	Student	52	READ directions, sentence 1	Circle words that are repeated.	<u>Underline</u> words that are repeated.
Publisher	Editorial Change	9781328505804	Student	52	Close Reading Tip	<u>Underline</u> the important describing words.	Circle the describing words.
Publisher	Editorial Change	9781328485236	Student	52	READ directions, sentence 1	Circle words that are repeated.	<u>Underline</u> words that are repeated.
Publisher	Editorial Change	9781328485236	Student	52	Close Reading Tip	<u>Underline</u> the important describing words.	Circle the describing words.
Publisher	Editorial Change	9781328505804	Student	160	Meet Nikki Grimes.	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328485236	Student	160	Art	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328453204	Student	39	Paragraph 1	A noun that names a place tells where something is happening. A noun that names a thing tells what something is.	A noun that names a place tells where something is happening. A noun that names a thing tells what something is.
Publisher	Editorial Change	9781328485236	Student	39	Paragraph 1	A noun that names a place tells where something is happening. A noun that names a thing tells what something is.	A noun that names a place tells where something is happening. A noun that names a thing tells what something is.
Publisher	Editorial Change	9781328453204	Student	51	Word Bank	bus fruit farm shop	bus shop farm fruit
Publisher	Editorial Change	9781328485236	Student	51	Word Bank	bus fruit farm shop	bus shop farm fruit
Publisher	Editorial Change	9781328453204	Student	71	Bottom of page activity	More room is needed to write the answer.	Add a third student write-on line at the end of the page.

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Publisher	Editorial Change	9781328485236	Student	71	Bottom of page activity	More room is needed to write the answer.	Add a third student write-on line at the end of the page.
Publisher	Editorial Change	9781328453204	Student	101	Question 1 and last question	More room is needed to write the answer.	Add a student write-on line to the first question on the page and another to the last question on the page.
Publisher	Editorial Change	9781328485236	Student	101	Question 1 and last question	More room is needed to write the answer.	Add a student write-on line to the first question on the page and another to the last question on the page.
Publisher	Editorial Change	9781328453204	Student	115	Item 2	The dog has a tan _____.	They _____ down the hill.
Publisher	Editorial Change	9781328485236	Student	115	Item 2	The dog has a tan _____.	They _____ down the hill.
Publisher	Editorial Change	9781328453204	Student	134	Lines 4-5	You can spell the /scr/ sound with three letters, scr , as in scrub .	You can spell the /scr/ sound with three letters (a trigraph), scr , as in scrub .
Publisher	Editorial Change	9781328485236	Student	134	Lines 4-5	You can spell the /scr/ sound with three letters, scr , as in scrub .	You can spell the /scr/ sound with three letters (a trigraph), scr , as in scrub .
Publisher	Editorial Change	9781328453204	Student	137	Direction line, lines 1-2	Circle two words to make a compound that names the picture.	Circle two words to make a compound word that names the picture.
Publisher	Editorial Change	9781328453204	Student	137	Chart, row 3, column 2	dram	drip
Publisher	Editorial Change	9781328485236	Student	137	Direction line, lines 1-2	Circle two words to make a compound that names the picture.	Circle two words to make a compound word that names the picture.
Publisher	Editorial Change	9781328485236	Student	137	Chart, row 3, column 2	dram	drip
Publisher	Editorial Change	9781328453204	Student	138	Item 4	Jason and Anne	Jess and Anne
Publisher	Editorial Change	9781328485236	Student	138	Item 4	Jason and Anne	Jess and Anne
Publisher	Editorial Change	9781328453204	Student	157	Item 4, choice b	to leave a car	to leave a car at a place
Publisher	Editorial Change	9781328485236	Student	157	Item 4, choice b	to leave a car	to leave a car at a place
Publisher	Editorial Change	9781328453204	Student	271	Top of page, lines 3-4	Then write a new word to finish each sentence.	Then write one of the new words to finish each sentence.
Publisher	Editorial Change	9781328485236	Student	271	Top of page, lines 3-4	Then write a new word to finish each sentence.	Then write one of the new words to finish each sentence.
Publisher	Editorial Change	9781328453204	Student	292	Item 4, last answer choice	mown	mew
Publisher	Editorial Change	9781328485236	Student	292	Item 4, last answer choice	mown	mew
Publisher	Editorial Change	9781328701985	Student	131	Item 1, line 1	Cab! Cab!	Go Big, Cab!
Publisher	Editorial Change	9781328485236	Student	131	Item 1, line 1	Cab! Cab!	Go Big, Cab!
Publisher	Editorial Change	9781328701992	Student	39	Lines 1, 3	Miss Ann	Miss Lin
Publisher	Editorial Change	9781328485236	Student	39	Lines 1, 3	Miss Ann	Miss Lin
Publisher	Editorial Change	9781328701992	Student	41	Line 1	Miss Ann	Miss Lin
Publisher	Editorial Change	9781328485236	Student	41	Line 1	Miss Ann	Miss Lin
Publisher	Editorial Change	9781328701992	Student	44	Line 5	Miss Ann	Miss Lin
Publisher	Editorial Change	9781328485236	Student	44	Line 5	Miss Ann	Miss Lin
Publisher	Editorial Change	9781328701992	Student	151	Lines 2-4	It can go up and down big hills with them. It is a big job, but this dog can do it!	It can go up on big hills with them. It is a big job, but this dog can do it! Then it can sit.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485236	Student	151	Lines 2-4	It can go up and down big hills with them. It is a big job, but this dog can do it!	It can go up on big hills with them. It is a big job, but this dog can do it! Then it can sit.
Publisher	Editorial Change	9781328489586	Teacher	7.3	Passage under bullet 1	Imagine you found a cat in the park. It is meowing a lot. It seems lost. How will you take care of the cat until its owner is found? What information do you need?	Imagine you see a cat in the park. It is meowing a lot. It seems lost. You should not do near it since you do not know if it's safe. What can you do to help the cat? How could you find its owner? What information do you need?
Publisher	Editorial Change	9781328489586	Teacher	7.3	Bullet 4	Based on the group discussion, guide children to the restate what they need to find out to take care of a lost cat.	Based on the group discussion, guide children to restate what they need to find out to safely help a lost cat.
Publisher	Editorial Change	9781328485168	Teacher	7.3	Passage under bullet 1	Imagine you found a cat in the park. It is meowing a lot. It seems lost. How will you take care of the cat until its owner is found? What information do you need?	Imagine you see a cat in the park. It is meowing a lot. It seems lost. You should not do near it since you do not know if it's safe. What can you do to help the cat? How could you find its owner? What information do you need?
Publisher	Editorial Change	9781328485168	Teacher	7.3	Bullet 4	Based on the group discussion, guide children to the restate what they need to find out to take care of a lost cat.	Based on the group discussion, guide children to restate what they need to find out to safely help a lost cat.
Publisher	Editorial Change	9781328489586	Teacher	14.1	Passage under bullet 1	The earth spins on an axis, which is an imaginary line that divides the earth in half. The earth spins around its axis once every 24 hours. As the earth spins, one half faces the sun and the other half faces away from the sun. It is daytime on the half that faces the sun and nighttime on the half that faces away from the sun. As the earth spins on its axis, different parts of the world turn light and dark. This is what causes day and night.	Earth spins on an axis, which is an imaginary line that goes through the North Pole, the center of Earth, and the South Pole. Earth spins around its axis once every 24 hours. As Earth spins, one half faces the sun and the other half faces away from the sun. It is daytime on the half that faces the sun and nighttime on the half that faces away from the sun. As Earth spins on its axis, different parts of the world light and dark. This is what causes day and night.
Publisher	Editorial Change	9781328485168	Teacher	14.1	Passage under bullet 1	The earth spins on an axis, which is an imaginary line that divides the earth in half. The earth spins around its axis once every 24 hours. As the earth spins, one half faces the sun and the other half faces away from the sun. It is daytime on the half that faces the sun and nighttime on the half that faces away from the sun. As the earth spins on its axis, different parts of the world turn light and dark. This is what causes day and night.	Earth spins on an axis, which is an imaginary line that goes through the North Pole, the center of Earth, and the South Pole. Earth spins around its axis once every 24 hours. As Earth spins, one half faces the sun and the other half faces away from the sun. It is daytime on the half that faces the sun and nighttime on the half that faces away from the sun. As Earth spins on its axis, different parts of the world light and dark. This is what causes day and night.
Publisher	New Content	9780544456464	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9781328485168	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9780544456471	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9781328485168	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9780544456488	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9781328485168	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9780544456495	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9781328485168	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9780544456501	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9781328485168	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9780544456518	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9781328485168	Teacher	R4–R58	Resources section	New resource	Add new teacher end matter pages, pp. R4–R58.
Publisher	New Content	9781328469861	Teacher	R22-R31	Resources section	New Resource	Add new teacher end matter pages, pp. R22-R31.
Publisher	New Content	9781328485168	Teacher	R22-R31	Resources section	New Resource	Add new teacher end matter pages, pp. R22-R31.

English Language Arts and Reading, Grade 1

Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 1 (ISBN 9781328560131)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 13	Blend Phonemes	[NC Modified content to cover breakout.] Text being changed: You can blend sounds to say words.	You can blend consonant and vowel sounds to say words.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 13	Blend Phonemes, direction line	[NC Modified content to cover breakout.] Text being changed: Blend the sounds to say each word.	Blend all the sounds you hear to say each word.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 13	Blend Phonemes, item 2	[NC Modified content to cover breakout.] Replace image of airplane.	Replace image of airplane with image of ant.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 20	Segment Phonemes, direction line	[NC Modified content to cover breakout.] Text being changed: Say each word and all the sounds in the word.	Say each picture name and all the sounds in the word.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 20	Segment Phonemes, items 3-4	[NC Modified content to cover breakout.] Add art to items 3-4.	Add image for "paint" to item 3 and image for "snail" to item 4.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 21	Segment Phonemes, direction line	[NC Modified content includes addition of art images for two words with initial and final consonant blends that students will name and segment. Supporting Teacher's Guide page provided to demonstrate the teacher prompting for this Printable] Text being changed: Say each word, and then say all of the sounds in the word.	Say each picture name, and then say all of the sounds in the word.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 21	Segment Phonemes, items 4-5	[NC Modified content includes addition of art images for two words with initial and final consonant blends that students will name and segment. Supporting Teacher's Guide page provided to demonstrate the teacher prompting for this Printable] Add art to items 4-5.	Add image for "blimp" to item 4 and image for "stamp" to item 5.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 22	Segment Phonemes, direction line	[NC Modified content to cover breakout.] Text being changed: Say each word, then say each sound in the word.	Say each picture name, then say each sound in the word.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 22	Segment Phonemes, items 5-6	[NC Modified content to cover breakout.] Add art to items 5-6.	Add image for "ant" to item 5 and image for "grass" to item 6.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 25	Segment, Count Phonemes, items 3-6	[NC Modified content to cover breakout.] Add art to items 3-6.	Add images for "sleep" (item 3), "raft" (item 4), "blimp" (item 5), and "frog" (item 6).
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 25	Direction line, sentence 1	[NC Modified content to cover breakout.] Say each word and then say all the sounds in the word.	Say each picture name and then say all the sounds in the word.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 26	Blend Phonemes	[NC Modified content to cover breakout.] Text being changed: You can blend sounds to say words.	You can blend consonant and vowel sounds to say words.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 26	Blend Phonemes, direction line	[NC Modified content to cover breakout.] Text being changed: Blend the sounds to say each word.	Blend all the sounds you hear to say each word.
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 26	Blend Phonemes, items 1-2	[NC Modified items 1-2 include art and target words with initial or final consonant blends. Supporting Teacher's Guide page provided to demonstrate the teacher prompting for this Printable] Replace all art images in items 1-2.	Replace art images in item 1 with images for "lamp" and "stamp." Replace art images in item 2 with images for "tree" and "tray."
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 30	Segment Phonemes section	[NC Modified content to cover breakout.] Add art to items 4-5 and add new items 6-7.	Add image for "plant" to item 4 and image for "stamp" to item 5. Add new item 6 with art image for "desk", and add new item 7 with art image for "skunk."
State Review Panel	Editorial Change	9781328485168	Student	Printable: Phonological Awareness 33	Segment Phonemes section	[NC Modified content to cover breakout.] Add art to items 3-6.	Add images for "stump" (item 3), "crab" (item 4), "drink" (item 5), and "trunk" (item 6).
Publisher	Editorial Change	9781328485168	Student	Printable: Grammar 1.6.4	Title	Using Questions	Review Using Questions
Publisher	Editorial Change	9781328485168	Student	Printable: Grammar 3.4.3	Second direction line	Use the word will.	Use the words <i>going to</i> .
English Language Arts and Reading, Grade 2 <i>Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 2 (ISBN 9781328556295) and Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 2 (ISBN 9781328560148)</i>							
Publisher	Editorial Change	9781328453228	Student	15	Item 5	The men will not quit until the job is _____.	A man _____ his best to wash it.
Publisher	Editorial Change	9781328485243	Student	15	Item 5	The men will not quit until the job is _____.	A man _____ his best to wash it.
Publisher	Editorial Change	9781328825971	Student	18	Line 3	"What a wonderful surprise!" Julie cried.	"What a nice surprise!" Julie cried.
Publisher	Editorial Change	9781328485243	Student	18	Line 3	"What a wonderful surprise!" Julie cried.	"What a nice surprise!" Julie cried.
Publisher	Editorial Change	9781328695222	Student	40	Meet Amy Krouse Rosenthal.	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328505842	Student	48	Selection text, paragraph 1, lines 2-3	He went on 7 space missions and spent more than 1,600 hours in space!	He went on seven space missions and spent more than 1,600 hours in space!
Publisher	Editorial Change	9781328453228	Student	62	Item 4	He has a frog in his (long, hand).	He has a cane in his (long, hand).
Publisher	Editorial Change	9781328485243	Student	62	Item 4	He has a frog in his (long, hand).	He has a cane in his (long, hand).
Publisher	Editorial Change	9781328506184	Student	76	Prepare to Read, Genre Study, bullet 3	• details and facts about a topic	• headings that stand out
Publisher	Editorial Change	9781328695222	Student	82	READ directions, line 1	As you read, think about what rules digital citizens have.	As you read, think about what rules digital citizens follow.
Publisher	Editorial Change	9781328825964	Student	85	Line 3	Sarvin shut the door of his little house.	Sarvin locked his little house.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485243	Student	85	Line 3	Sarvin shut the door of his little house.	Sarvin locked his little house.
Publisher	Editorial Change	9781328453228	Student	87	Item 4	Which word describes your face when you have tightened it?	Which word means the opposite of <i>smooth</i> ?
Publisher	Editorial Change	9781328485243	Student	87	Item 4	Which word describes your face when you have tightened it?	Which word means the opposite of <i>smooth</i> ?
Publisher	Editorial Change	9781328825964	Student	89	Line 6	Everyone loved the fine hats!	Everyone thought the hats were very fine!
Publisher	Editorial Change	9781328485243	Student	89	Line 6	Everyone loved the fine hats!	Everyone thought the hats were very fine!
Publisher	Editorial Change	9781328453228	Student	112	Word Bank, row 2	see	seen
Publisher	Editorial Change	9781328453228	Student	112	Item 5	I can (see, queen) the horse.	I have (seen, queen) the horse.
Publisher	Editorial Change	9781328485243	Student	112	Word Bank, row 2	see	seen
Publisher	Editorial Change	9781328485243	Student	112	Item 5	I can (see, queen) the horse.	I have (seen, queen) the horse.
Publisher	Editorial Change	9781328506184	Student	130	Meet Tom Lichtenheld.	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328453228	Student	138	Item 6	Item 6 should be removed from the page.	Remove item 6.
Publisher	Editorial Change	9781328485243	Student	138	Item 6	Item 6 should be removed from the page.	Remove item 6.
Publisher	Editorial Change	9781328506184	Student	187	READ directions, line 1	Why did the poet use repetition?	Why does the poet use repetition?
Publisher	Editorial Change	9781328505743	Student	187	Turn and Talk, item 1, lines 2-3	What was your favorite part about being someplace new?	How does that experience help you understand the characters in this text?
Publisher	Editorial Change	9781328505743	Student	187	Turn and Talk, item 3, line 1	This poem tells two stories.	These poems tell two stories.
Publisher	Editorial Change	9781328453228	Student	191	Center of page activity, row 2, item 2	sunscreen	sunflower
Publisher	Editorial Change	9781328485243	Student	191	Center of page activity, row 2, item 2	sunscreen	sunflower
Publisher	Editorial Change	9781328453228	Student	195	Paragraph 1	The letters <i>er</i> , <i>ir</i> , and <i>ur</i> stand for the vowel sound in <i>girl</i> . The letters <i>are</i> , <i>air</i> , and <i>ear</i> stand for the vowel sound in <i>hair</i> . Read longer words one syllable at a time. Use the vowel patterns.	The letters <i>er</i> , <i>ir</i> , and <i>ur</i> stand for the vowel sound in <i>girl</i> . The letters <i>are</i> , <i>air</i> , and <i>ear</i> can stand for the vowel sound in <i>hair</i> . Read longer words one syllable at a time.
Publisher	Editorial Change	9781328485243	Student	195	Paragraph 1	The letters <i>er</i> , <i>ir</i> , and <i>ur</i> stand for the vowel sound in <i>girl</i> . The letters <i>are</i> , <i>air</i> , and <i>ear</i> stand for the vowel sound in <i>hair</i> . Read longer words one syllable at a time. Use the vowel patterns.	The letters <i>er</i> , <i>ir</i> , and <i>ur</i> stand for the vowel sound in <i>girl</i> . The letters <i>are</i> , <i>air</i> , and <i>ear</i> can stand for the vowel sound in <i>hair</i> . Read longer words one syllable at a time.
Publisher	Editorial Change	9781328453228	Student	196	Item 5	If you ___ the food, it will still be warm when we are ready to eat.	If you ___ the oven, it will be warm when we are ready to cook.
Publisher	Editorial Change	9781328485243	Student	196	Item 5	If you ___ the food, it will still be warm when we are ready to eat.	If you ___ the oven, it will be warm when we are ready to cook.
Publisher	Editorial Change	9781328453228	Student	199	Item 1	A pal	A pal is a ____.
Publisher	Editorial Change	9781328485243	Student	199	Item 1	A pal	A pal is a ____.
Publisher	Editorial Change	9781328453228	Student	201	Item 2	wool	foot
Publisher	Editorial Change	9781328485243	Student	201	Item 2	wool	foot
Publisher	Editorial Change	9781328453228	Student	214	Item 1	What caused the cotton balls soaked in water not to grow well?	What caused the seeds in the cotton balls to not grow well?

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Publisher	Editorial Change	9781328485243	Student	214	Item 1	What caused the cotton balls soaked in water not to grow well?	What caused the seeds in the cotton balls to not grow well?
Publisher	Editorial Change	9781328453228	Student	218	Word Bank	paint	point
Publisher	Editorial Change	9781328485243	Student	218	Word Bank	paint	point
Publisher	Editorial Change	9781328453228	Student	238	Item 5	stove	oven
Publisher	Editorial Change	9781328485243	Student	238	Item 5	stove	oven
Publisher	Editorial Change	9781328453228	Student	243	Paragraph 1, last sentence	It also helps to understand how one event connects to the next.	It also helps them understand how one event connects to the next.
Publisher	Editorial Change	9781328485243	Student	243	Paragraph 1, last sentence	It also helps to understand how one event connects to the next.	It also helps them understand how one event connects to the next.
Publisher	Editorial Change	9781328453228	Student	264	Items 6 and 7	A second write-on line is needed for items 6-7.	Add one write-on line to each item.
Publisher	Editorial Change	9781328485243	Student	264	Items 6 and 7	A second write-on line is needed for items 6-7.	Add one write-on line to each item.
Publisher	Editorial Change	9781328453228	Student	269	Top of page, bullet 2, last line	three things	three or more things
Publisher	Editorial Change	9781328485243	Student	269	Top of page, bullet 2, last line	three things	three or more things
Publisher	Editorial Change	9781328453228	Student	303	Item 2	Jason	Jay
Publisher	Editorial Change	9781328485243	Student	303	Item 2	Jason	Jay
Publisher	Editorial Change	9781328485243	Student	Online	Art	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328485243	Student	Online	READ directions, lines 1–2	As you read, think about what rules digital citizens have.	As you read, think about what rules digital citizens follow.
Publisher	Editorial Change	9781328485243	Student	Online	Prepare to Read, Genre Study, bullet 3	• details and facts about a topic	• headings that stand out
Publisher	Editorial Change	9781328485243	Student	Online	Art	The graphic for author info will be updated.	Replace graphic with new image.
Publisher	Editorial Change	9781328485243	Student	Online	READ directions	Why did the poet use repetition?	Why does the poet use repetition?
Publisher	Editorial Change	9781328485243	Student	Online	Selection text, paragraph 1, lines 2-3	He went on 7 space missions and spent more than 1,600 hours in space!	He went on seven space missions and spent more than 1,600 hours in space!
Publisher	Editorial Change	9781328485243	Student	Online	Turn and Talk, item 1, lines 3–4	What was your favorite part about being someplace new?	How does that experience help you understand the characters in this text?
Publisher	Editorial Change	9781328485243	Student	Online	Turn and Talk, item 3, line 1	This poem tells two stories.	These poems tell two stories.
Publisher	Editorial Change	9780544458871	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544458888	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544458895	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.

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Publisher	Editorial Change	9780544458901	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544458918	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.120
Publisher	Editorial Change	9780544458925	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544458925	Teacher	N/A	Throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross-references to Genre Study Teacher's Guide.	Change "Take and Teach Lesson: Genre Study" to "Genre Study Teacher's Guide" throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross-references to Genre Study Teacher's Guide.	Change "Take and Teach Lesson: Genre Study" to "Genre Study Teacher's Guide" throughout.
Publisher	Editorial Change	9781328453099	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328453105	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328453112	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328517333	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328517340	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.	Reduced facsimiles of other components may contain editorial corrections or editorial changes, including changes to possible student answers.
Publisher	Editorial Change	9781328469878	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328489593	Teacher	8.2	First sentence of passage	At first I was thinking that . . .	At first I thought . . .
Publisher	Editorial Change	9781328485175	Teacher	8.2	First sentence of passage	At first I was thinking that . . .	At first I thought . . .
Publisher	Editorial Change	9781328453099	Teacher	12	Read for Understanding, Central Idea, Ask, line 2	<i>(a dog that helps people)</i>	<i>(a dog and her owner who help people)</i>
Publisher	Editorial Change	9781328453099	Teacher	12	Read for Understanding, Central Idea, Follow-Up, lines 5–7	<i>She was calm, acted well with strangers, and listened to commands on her test.</i>	<i>On her test, she was calm, acted well with strangers, and listened to commands.</i>
Publisher	Editorial Change	9781328485175	Teacher	12	Read for Understanding, Central Idea, Ask, line 2	<i>(a dog that helps people)</i>	<i>(a dog and her owner who help people)</i>

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Publisher	Editorial Change	9781328485175	Teacher	12	Read for Understanding, Central Idea, Follow-Up, lines 5–7	<i>She was calm, acted well with strangers, and listened to commands on her test.</i>	<i>On her test, she was calm, acted well with strangers, and listened to commands.</i>
Publisher	Editorial Change	9781328453099	Teacher	13	Read for Understanding, Central Idea, Follow-Up, lines 2–5	<i>Therapy dogs are super citizens because they are special kinds of dogs that go through training to give people comfort.</i>	<i>Therapy dogs and their owners are super citizens because they go through training to give people comfort.</i>
Publisher	Editorial Change	9781328485175	Teacher	13	Read for Understanding, Central Idea, Follow-Up, lines 2–5	<i>Therapy dogs are super citizens because they are special kinds of dogs that go through training to give people comfort.</i>	<i>Therapy dogs and their owners are super citizens because they go through training to give people comfort.</i>
Publisher	Editorial Change	9781328453112	Teacher	20	Read for Understanding, Think Aloud, lines 10–12	<i>Blueprints get their name from the fact that they are usually drawn in blue ink.</i>	<i>Blueprints get their name because the process used to create them makes the paper blue.</i>
Publisher	Editorial Change	9781328485175	Teacher	20	Read for Understanding, Think Aloud, lines 10–12	<i>Blueprints get their name from the fact that they are usually drawn in blue ink.</i>	<i>Blueprints get their name because the process used to create them makes the paper blue.</i>
Publisher	Editorial Change	9781328517333	Teacher	21	Targeted Close Read, Ask, lines 3–5	<i>(She nodded her head yes or no; she made actions that had a meaning.)</i>	<i>(She nodded her head yes or shook her head no; she made actions that had a meaning.)</i>
Publisher	Editorial Change	9781328485175	Teacher	21	Targeted Close Read, Ask, lines 3–5	<i>(She nodded her head yes or no; she made actions that had a meaning.)</i>	<i>(She nodded her head yes or shook her head no; she made actions that had a meaning.)</i>
Publisher	Editorial Change	9781328489593	Teacher	28.1	Under INTERMEDIATE heading	Ask children to use the information to complete the first frame.	Ask children to use sequence words to restate the sequence.
Publisher	Editorial Change	9781328489593	Teacher	28.1	Under ADVANCED heading	After children complete the frames, have them restate the sequence . . .	Have children restate the sequence . . .
Publisher	Editorial Change	9781328485175	Teacher	28.1	Under INTERMEDIATE heading	Ask children to use the information to complete the first frame.	Ask children to use sequence words to restate the sequence.
Publisher	Editorial Change	9781328485175	Teacher	28.1	Under ADVANCED heading	After children complete the frames, have them restate the sequence . . .	Have children restate the sequence . . .
Publisher	Editorial Change	9781328453099	Teacher	40	Read for Understanding, bullet 2	Guide children to set a purpose for reading to practice pausing to monitor what they have read and asking questions to clarify anything that is confusing.	Guide children to set a purpose for reading. Tell them their purpose will be to pause to monitor what they have read and ask questions to clarify anything that is confusing.
Publisher	Editorial Change	9781328485175	Teacher	40	Read for Understanding, bullet 2	Guide children to set a purpose for reading to practice pausing to monitor what they have read and asking questions to clarify anything that is confusing.	Guide children to set a purpose for reading. Tell them their purpose will be to pause to monitor what they have read and ask questions to clarify anything that is confusing.
Publisher	Editorial Change	9781328485175	Teacher	47	Read for Understanding, Top of Page, Follow-Up, lines 5–10	<i>They help me understand that being the first American to win a gold medal at the Olympics was a big deal. People don't get to meet with the president or ride in parades unless they have done something very important.</i>	<i>They help me understand that being the first American woman to win three gold medals at the Olympics was a big deal. People don't meet the president or ride in parades unless they have done something very important.</i>
Publisher	Editorial Change	9781328517340	Teacher	50	Scaffolded Support, bullet 2	• refer to text features such as captions, labels, headings, graphics, and maps to better understand how to find information in the text and how the author has explained ideas.	• refer to text features such as labels and headings to better understand how to find information in the text and how the author has explained ideas.
Publisher	Editorial Change	9781328485175	Teacher	50	Scaffolded Support, bullet 2	• refer to text features such as captions, labels, headings, graphics, and maps to better understand how to find information in the text and how the author has explained ideas.	• refer to text features such as labels and headings to better understand how to find information in the text and how the author has explained ideas.
Publisher	Editorial Change	9781328517340	Teacher	63	Read for Understanding, lines 13–16	ASK: How does the pattern of the poem give it rhythm? <i>(There are three important words in each line that give the poem a beat.)</i>	ASK: What would happen if you read the poem without the line breaks? How do the line breaks give the poem rhythm? <i>(Each line has a number of beats that give the poem rhythm.)</i>
Publisher	Editorial Change	9781328485175	Teacher	63	Read for Understanding, lines 13–16	ASK: How does the pattern of the poem give it rhythm? <i>(There are three important words in each line that give the poem a beat.)</i>	ASK: What would happen if you read the poem without the line breaks? How do the line breaks give the poem rhythm? <i>(Each line has a number of beats that give the poem rhythm.)</i>

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Publisher	Editorial Change	9781328453112	Teacher	73	Scaffolded Support, bullet 1	• looking for clue words such as <i>I believe</i> or <i>I think</i> can help them identify an author's opinion, while words such as <i>because</i> or <i>for this reason</i> can help them identify reasons the author gives to support the opinion.	• looking for clue words such as <i>I believe</i> or <i>in my opinion</i> can help them identify an author's opinion. The opinion is usually followed by reasons the author gives to support the opinion.
Publisher	Editorial Change	9781328485175	Teacher	73	Scaffolded Support, bullet 1	• looking for clue words such as <i>I believe</i> or <i>I think</i> can help them identify an author's opinion, while words such as <i>because</i> or <i>for this reason</i> can help them identify reasons the author gives to support the opinion.	• looking for clue words such as <i>I believe</i> or <i>in my opinion</i> can help them identify an author's opinion. The opinion is usually followed by reasons the author gives to support the opinion.
Publisher	Editorial Change	9781328453105	Teacher	118	Sing It Out, bullet 3	• Invite children to give their songs a unique melody and sing them for the class.	• Invite children to give their songs a unique melody and sing them for the class or create an audio recording of them.
Publisher	Editorial Change	9781328485175	Teacher	118	Sing It Out, bullet 3	• Invite children to give their songs a unique melody and sing them for the class.	• Invite children to give their songs a unique melody and sing them for the class or create an audio recording of them.
Publisher	Editorial Change	9781328453099	Teacher	141	Academic Discussion, item 1, lines 1–2	<i>Heat causes liquid to turn to a gas.</i>	<i>Heat causes a liquid to turn to a gas.</i>
Publisher	Editorial Change	9781328453099	Teacher	141	Academic Discussion, item 3, line 3	<i>Gas: air, steam, breath.</i>	<i>Gases: air, steam, breath.</i>
Publisher	Editorial Change	9781328485175	Teacher	141	Academic Discussion, item 1, lines 1–2	<i>Heat causes liquid to turn to a gas.</i>	<i>Heat causes a liquid to turn to a gas.</i>
Publisher	Editorial Change	9781328485175	Teacher	141	Academic Discussion, item 3, line 3	<i>Gas: air, steam, breath.</i>	<i>Gases: air, steam, breath.</i>
Publisher	Editorial Change	9781328453112	Teacher	153	Write About Reading, bullet 3	• Encourage children to describe Clouette's thoughts and feelings as they explain her next adventure.	• Encourage children to describe Clouette's thoughts and feelings as they explain her next adventure. Have children create an audio recording of their new adventure for others to listen to.
Publisher	Editorial Change	9781328485175	Teacher	153	Write About Reading, bullet 3	• Encourage children to describe Clouette's thoughts and feelings as they explain her next adventure.	• Encourage children to describe Clouette's thoughts and feelings as they explain her next adventure. Have children create an audio recording of their new adventure for others to listen to.
Publisher	Editorial Change	9781328453112	Teacher	172	Scaffolded Support, bullet 1	• carefully evaluate, or decide, the most important details in the text by thinking about which best support the key ideas.	• carefully evaluate, or decide, the most important details in the text by thinking about which details best support the key ideas.
Publisher	Editorial Change	9781328485175	Teacher	172	Scaffolded Support, bullet 1	• carefully evaluate, or decide, the most important details in the text by thinking about which best support the key ideas.	• carefully evaluate, or decide, the most important details in the text by thinking about which details best support the key ideas.
Publisher	Editorial Change	9781328453099	Teacher	178	Read for Understanding, Ask, lines 3–5	<i>At the beginning of the story, he was mean to the other prairie dogs and stole their fuzz.</i>	<i>Earlier in the story, he was mean to the other prairie dogs and stole their fuzz.</i>
Publisher	Editorial Change	9781328485175	Teacher	178	Read for Understanding, Ask, lines 3–5	<i>At the beginning of the story, he was mean to the other prairie dogs and stole their fuzz.</i>	<i>Earlier in the story, he was mean to the other prairie dogs and stole their fuzz.</i>
Publisher	Editorial Change	9781328453112	Teacher	185	Write About Reading, bullet 3	• Remind them to read their poem aloud once they have completed a draft so that they can hear how the words sound together.	• Remind them to read their poems aloud or create an audio recording once they have completed a draft so that they can hear how the words sound together.
Publisher	Editorial Change	9781328485175	Teacher	185	Write About Reading, bullet 3	• Remind them to read their poem aloud once they have completed a draft so that they can hear how the words sound together.	• Remind them to read their poems aloud or create an audio recording once they have completed a draft so that they can hear how the words sound together.
Publisher	Editorial Change	9781328453099	Teacher	186	Scaffolded Support, bullet 2	• think if they've ever seen an animal in the sky to determine if that should be surprising.	• think if they've ever seen the shape of an animal in the night sky to determine if that should be surprising.
Publisher	Editorial Change	9781328485175	Teacher	186	Scaffolded Support, bullet 2	• think if they've ever seen an animal in the sky to determine if that should be surprising.	• think if they've ever seen the shape of an animal in the night sky to determine if that should be surprising.
Publisher	Editorial Change	9781328517333	Teacher	197	Grow a Poem, bullet 3	An additional bulleted item will be added.	• Have children create an audio recording of their poems.
Publisher	Editorial Change	9781328485175	Teacher	197	Grow a Poem, bullet 3	An additional bulleted item will be added.	• Have children create an audio recording of their poems.
Publisher	Editorial Change	9780544458925	Teacher	T10	Spotlight on Sounds, bullet 1, line 3	<i>The second syllable has long o.</i>	<i>The syllable has the long o sound.</i>
Publisher	Editorial Change	9780544458925	Teacher	T10	I Do It, paragraph 1, lines 3-4	<i>The vowel team ai has the long a sound, /ā/.</i>	<i>The vowel team ai stands for the long a sound, /ā/.</i>
Publisher	Editorial Change	9781328485175	Teacher	T10	Spotlight on Sounds, bullet 1, line 3	<i>The second syllable has long o.</i>	<i>The syllable has the long o sound.</i>
Publisher	Editorial Change	9781328485175	Teacher	T10	I Do It, paragraph 1, lines 3-4	<i>The vowel team ai has the long a sound, /ā/.</i>	<i>The vowel team ai stands for the long a sound, /ā/.</i>

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Publisher	Editorial Change	9780544458871	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Spoon</i> on Printable: <u>Make a Mural</u> .	Display Printable: <u>Make a Mural</u> in the center and have children complete the activity for <i>Spoon</i> .
Publisher	Editorial Change	9781328485175	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Spoon</i> on Printable: <u>Make a Mural</u> .	Display Printable: <u>Make a Mural</u> in the center and have children complete the activity for <i>Spoon</i> .
Publisher	Editorial Change	9780544458888	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Working with Others</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Working with Others</i> .
Publisher	Editorial Change	9781328485175	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Working with Others</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Working with Others</i> .
Publisher	Editorial Change	9780544458895	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Wilma Rudolph: Against All Odds</i> on Printable: <u>Make an Ad</u> .	Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>Wilma Rudolph: Against All Odds</i> .
Publisher	Editorial Change	9781328485175	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Wilma Rudolph: Against All Odds</i> on Printable: <u>Make an Ad</u> .	Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>Wilma Rudolph: Against All Odds</i> .
Publisher	Editorial Change	9780544458901	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>How to Make a Timeline</i> on Printable: <u>Make an Ad</u> .	Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>How to Make a Timeline</i> .
Publisher	Editorial Change	9781328485175	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>How to Make a Timeline</i> on Printable: <u>Make an Ad</u> .	Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>How to Make a Timeline</i> .
Publisher	Editorial Change	9780544458918	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Sea Otter Pups</i> on Printable: <u>Make a Postcard</u> .	Display Printable: <u>Make a Postcard</u> in the center and have children complete the activity for <i>Sea Otter Pups</i> .
Publisher	Editorial Change	9781328485175	Teacher	T102	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Sea Otter Pups</i> on Printable: <u>Make a Postcard</u> .	Display Printable: <u>Make a Postcard</u> in the center and have children complete the activity for <i>Sea Otter Pups</i> .
Publisher	Editorial Change	9780544458871	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Picture Day Perfection</i> on Printable: <u>Make a Movie</u> .	Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Picture Day Perfection</i> .
Publisher	Editorial Change	9781328485175	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Picture Day Perfection</i> on Printable: <u>Make a Movie</u> .	Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Picture Day Perfection</i> .
Publisher	Editorial Change	9780544458888	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Pepita and the Bully</i> on Printable: <u>Make an Invention</u> .	Display Printable: <u>Make an Invention</u> in the center and have children complete the activity for <i>Pepita and the Bully</i> .
Publisher	Editorial Change	9781328485175	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Pepita and the Bully</i> on Printable: <u>Make an Invention</u> .	Display Printable: <u>Make an Invention</u> in the center and have children complete the activity for <i>Pepita and the Bully</i> .
Publisher	Editorial Change	9780544458895	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Who Are Government's Leaders?</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Who Are Government's Leaders?</i>
Publisher	Editorial Change	9781328485175	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Who Are Government's Leaders?</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Who Are Government's Leaders?</i>
Publisher	Editorial Change	9780544458901	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Drum Dream Girl</i> on Printable: <u>Make a Map</u> .	Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>Drum Dream Girl</i> .

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Publisher	Editorial Change	9781328485175	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Drum Dream Girl</i> on Printable: <u>Make a Map</u> .	Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>Drum Dream Girl</i> .
Publisher	Editorial Change	9780544458918	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Abuelo and the Three Bears</i> on Printable: <u>Make a Movie</u> .	Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Abuelo and the Three Bears</i> .
Publisher	Editorial Change	9781328485175	Teacher	T178	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Abuelo and the Three Bears</i> on Printable: <u>Make a Movie</u> .	Display Printable: <u>Make a Movie</u> in the center and have children complete the activity for <i>Abuelo and the Three Bears</i> .
Publisher	Editorial Change	9780544458871	Teacher	T210	Correct & Redirect, bullet 2	/b/ /ä/ /g-g-g). (bag, /b/ /ä/ /g-g-g/)	/b/ /ä/ /g/. (bag, /b/ /ä/ /g/)
Publisher	Editorial Change	9781328485175	Teacher	T210	Correct & Redirect, bullet 2	/b/ /ä/ /g-g-g). (bag, /b/ /ä/ /g-g-g/)	/b/ /ä/ /g/. (bag, /b/ /ä/ /g/)
Publisher	Editorial Change	9780544458871	Teacher	T229	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9781328485175	Teacher	T229	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9780544458901	Teacher	T229	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9781328485175	Teacher	T229	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9780544458918	Teacher	T229	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9781328485175	Teacher	T229	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9780544458871	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458888	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458895	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458901	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T253	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458871	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Clark the Shark</i> on Printable: <u>Make a Map</u> .	Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>Clark the Shark</i> .

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Publisher	Editorial Change	9781328485175	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Clark the Shark</i> on Printable: <u>Make a Map</u> .	Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>Clark the Shark</i> .
Publisher	Editorial Change	9780544458888	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Big Red Lollipop</i> on Printable: <u>Make a Trading Card</u> .	Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>Big Red Lollipop</i> .
Publisher	Editorial Change	9781328485175	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Big Red Lollipop</i> on Printable: <u>Make a Trading Card</u> .	Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>Big Red Lollipop</i> .
Publisher	Editorial Change	9780544458895	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Going Places</i> on Printable: <u>Write a News Story</u> .	Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>Going Places</i> .
Publisher	Editorial Change	9781328485175	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Going Places</i> on Printable: <u>Write a News Story</u> .	Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>Going Places</i> .
Publisher	Editorial Change	9780544458901	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>I Am Helen Keller</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>I Am Helen Keller</i> .
Publisher	Editorial Change	9781328485175	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>I Am Helen Keller</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>I Am Helen Keller</i> .
Publisher	Editorial Change	9780544458918	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>The Long, Long Journey</i> on Printable: <u>Write a News Story</u> .	Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>The Long, Long Journey</i> .
Publisher	Editorial Change	9781328485175	Teacher	T26	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>The Long, Long Journey</i> on Printable: <u>Write a News Story</u> .	Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>The Long, Long Journey</i> .
Publisher	Editorial Change	9780544458871	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Many Kinds of Matter</i> on Printable: <u>Make a Field Guide</u> .	Display Printable: <u>Make a Field Guide</u> in the center and have children complete the activity for <i>Many Kinds of Matter</i> .
Publisher	Editorial Change	9781328485175	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Many Kinds of Matter</i> on Printable: <u>Make a Field Guide</u> .	Display Printable: <u>Make a Field Guide</u> in the center and have children complete the activity for <i>Many Kinds of Matter</i> .
Publisher	Editorial Change	9780544458888	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>How to Read a Story</i> on Printable: <u>Make an Ad</u> .	Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>How to Read a Story</i> .
Publisher	Editorial Change	9781328485175	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>How to Read a Story</i> on Printable: <u>Make an Ad</u> .	Display Printable: <u>Make an Ad</u> in the center and have children complete the activity for <i>How to Read a Story</i> .
Publisher	Editorial Change	9780544458895	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Wild Weather</i> on Printable: <u>Make a Field Guide</u> .	Display Printable: <u>Make a Field Guide</u> in the center and have children complete the activity for <i>Wild Weather</i> .
Publisher	Editorial Change	9781328485175	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Wild Weather</i> on Printable: <u>Make a Field Guide</u> .	Display Printable: <u>Make a Field Guide</u> in the center and have children complete the activity for <i>Wild Weather</i> .
Publisher	Editorial Change	9780544458901	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Experiment with What a Plant Needs to Grow</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Experiment with What a Plant Needs to Grow</i> .
Publisher	Editorial Change	9781328485175	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Experiment with What a Plant Needs to Grow</i> on Printable: <u>Write a Poem</u> .	Display Printable: <u>Write a Poem</u> in the center and have children complete the activity for <i>Experiment with What a Plant Needs to Grow</i> .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544458918	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Where on Earth Is My Bagel?</i> on Printable: <u>Make an Invention</u> .	Display Printable: <u>Make an Invention</u> in the center and have children complete the activity for <i>Where on Earth Is My Bagel?</i>
Publisher	Editorial Change	9781328485175	Teacher	T274	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Where on Earth Is My Bagel?</i> on Printable: <u>Make an Invention</u> .	Display Printable: <u>Make an Invention</u> in the center and have children complete the activity for <i>Where on Earth Is My Bagel?</i>
Publisher	Editorial Change	9780544458871	Teacher	T30	Getting Started, numbered items	Revise routine steps.	Change routine steps to "1. Listen to the task. 2. Think about the answer. 3. Write your answer. 4. Reveal your answer."
Publisher	Editorial Change	9781328485175	Teacher	T30	Getting Started, numbered items	Revise routine steps.	Change routine steps to "1. Listen to the task. 2. Think about the answer. 3. Write your answer. 4. Reveal your answer."
Publisher	Editorial Change	9780544458901	Teacher	T306	Phonological Awareness, bullet 2, lines 2–3	<i>The syllables are:</i> sham-poo. <i>When I blend sham- and -poo, I say the word</i> shampoo. Sham-poo, shampoo.	<i>The syllables are:</i> moon-beam. <i>When I blend moon- and -beam, I say the word</i> moonbeam. Moon-beam, moonbeam.
Publisher	Editorial Change	9781328485175	Teacher	T306	Phonological Awareness, bullet 2, lines 2–3	<i>The syllables are:</i> sham-poo. <i>When I blend sham- and -poo, I say the word</i> shampoo. Sham-poo, shampoo.	<i>The syllables are:</i> moon-beam. <i>When I blend moon- and -beam, I say the word</i> moonbeam. Moon-beam, moonbeam.
Publisher	Editorial Change	9780544458901	Teacher	T33	We Do It, lines 1–2	Write <i>corn</i> . Use the CONTINUOUS BLENDING routine with the Letter Cards <i>c, or, n</i> to model blending the word.	Write <i>corn</i> . Use the CONTINUOUS BLENDING routine with the Letter Cards <i>t, or, n</i> to model blending the word.
Publisher	Editorial Change	9781328485175	Teacher	T33	We Do It, lines 1–2	Write <i>corn</i> . Use the CONTINUOUS BLENDING routine with the Letter Cards <i>c, or, n</i> to model blending the word.	Write <i>corn</i> . Use the CONTINUOUS BLENDING routine with the Letter Cards <i>t, or, n</i> to model blending the word.
Publisher	Editorial Change	9780544458871	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>The Great Fuzz Frenzy</i> on Printable: <u>Write a News Story</u> .	Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>The Great Fuzz Frenzy</i> .
Publisher	Editorial Change	9781328485175	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>The Great Fuzz Frenzy</i> on Printable: <u>Write a News Story</u> .	Display Printable: <u>Write a News Story</u> in the center and have children complete the activity for <i>The Great Fuzz Frenzy</i> .
Publisher	Editorial Change	9780544458888	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>A Crow, a Lion, and a Mouse! Oh, My!</i> on Printable: <u>Make a Trading Card</u> .	Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>A Crow, a Lion, and a Mouse! Oh, My!</i>
Publisher	Editorial Change	9781328485175	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>A Crow, a Lion, and a Mouse! Oh, My!</i> on Printable: <u>Make a Trading Card</u> .	Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>A Crow, a Lion, and a Mouse! Oh, My!</i>
Publisher	Editorial Change	9780544458895	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Cloudette</i> on Printable: <u>Make a Mural</u> .	Display Printable: <u>Make a Mural</u> in the center and have children complete the activity for <i>Cloudette</i> .
Publisher	Editorial Change	9781328485175	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Cloudette</i> on Printable: <u>Make a Mural</u> .	Display Printable: <u>Make a Mural</u> in the center and have children complete the activity for <i>Cloudette</i> .
Publisher	Editorial Change	9780544458901	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Jack and the Beanstalk</i> on Printable: <u>Make a Trading Card</u> .	Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>Jack and the Beanstalk</i> .
Publisher	Editorial Change	9781328485175	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Jack and the Beanstalk</i> on Printable: <u>Make a Trading Card</u> .	Display Printable: <u>Make a Trading Card</u> in the center and have children complete the activity for <i>Jack and the Beanstalk</i> .
Publisher	Editorial Change	9780544458918	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>May Day Around the World</i> on Printable: <u>Make a Map</u> .	Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>May Day Around the World</i> .
Publisher	Editorial Change	9781328485175	Teacher	T350	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>May Day Around the World</i> on Printable: <u>Make a Map</u> .	Display Printable: <u>Make a Map</u> in the center and have children complete the activity for <i>May Day Around the World</i> .
Publisher	Editorial Change	9780544458895	Teacher	T389	Step 3, bullet 1, last line	Add new sentence.	Guide them to create an audio recording.
Publisher	Editorial Change	9781328485175	Teacher	T389	Step 3, bullet 1, last line	Add new sentence.	Guide them to create an audio recording.

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Publisher	Editorial Change	9780544458888	Teacher	T425	Text X-Ray, Key Ideas, lines 11-19	This suggests that the crows need to see the cause and effect of their actions in order to solve the problem. More research is needed in order to figure out how crows think.	This suggests that the crows need to see the cause and effect of their actions to solve the problem. More research is needed to figure out how crows think.
Publisher	Editorial Change	9781328485175	Teacher	T425	Text X-Ray, Key Ideas, lines 11-19	This suggests that the crows need to see the cause and effect of their actions in order to solve the problem. More research is needed in order to figure out how crows think.	This suggests that the crows need to see the cause and effect of their actions to solve the problem. More research is needed to figure out how crows think.
Publisher	Editorial Change	9780544458871	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>The Puddle Puzzle</i> on Printable: Make an Invention .	Display Printable: Make an Invention in the center and have children complete the activity for <i>The Puddle Puzzle</i> .
Publisher	Editorial Change	9781328485175	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>The Puddle Puzzle</i> on Printable: Make an Invention .	Display Printable: Make an Invention in the center and have children complete the activity for <i>The Puddle Puzzle</i> .
Publisher	Editorial Change	9780544458888	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>If the Shoe Fits: Two Cinderella Stories</i> on Printable: Make a Movie .	Display Printable: Make a Movie in the center and have children complete the activity for <i>If the Shoe Fits: Two Cinderella Stories</i> .
Publisher	Editorial Change	9781328485175	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>If the Shoe Fits: Two Cinderella Stories</i> on Printable: Make a Movie .	Display Printable: Make a Movie in the center and have children complete the activity for <i>If the Shoe Fits: Two Cinderella Stories</i> .
Publisher	Editorial Change	9780544458895	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Whatever the Weather</i> on Printable: Make an Ad .	Display Printable: Make an Ad in the center and have children complete the activity for <i>Whatever the Weather</i> .
Publisher	Editorial Change	9781328485175	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Whatever the Weather</i> on Printable: Make an Ad .	Display Printable: Make an Ad in the center and have children complete the activity for <i>Whatever the Weather</i> .
Publisher	Editorial Change	9780544458901	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Don't Touch Me!</i> on Printable: Make a Field Guide .	Display Printable: Make a Field Guide in the center and have children complete the activity for <i>Don't Touch Me!</i>
Publisher	Editorial Change	9781328485175	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Don't Touch Me!</i> on Printable: Make a Field Guide .	Display Printable: Make a Field Guide in the center and have children complete the activity for <i>Don't Touch Me!</i>
Publisher	Editorial Change	9780544458918	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Poems in the Attic</i> on Printable: Make a Postcard .	Display Printable: Make a Postcard in the center and have children complete the activity for <i>Poems in the Attic</i> .
Publisher	Editorial Change	9781328485175	Teacher	T426	Creativity Corner, Reading Remake, bullet 1	Display in the center and have children complete the activity for <i>Poems in the Attic</i> on Printable: Make a Postcard .	Display Printable: Make a Postcard in the center and have children complete the activity for <i>Poems in the Attic</i> .
Publisher	Editorial Change	9780544458871	Teacher	T431	We Do It, item 3, line 2	Correct repetitive wording.	delete first occurrence of "Blend the word with me:"
Publisher	Editorial Change	9781328485175	Teacher	T431	We Do It, item 3, line 2	Correct repetitive wording.	delete first occurrence of "Blend the word with me:"
Publisher	Editorial Change	9780544458888	Teacher	T447	You Do It, bullet 1, lines 1-2	Have children sort the words in Rows 1 and 2 of Blending Practice by spelling for long e : e, ea, ee, y, or e (CV).	Have children sort the words in Rows 1 and 2 of Blending Practice by spelling for long e : e, ea, ee, y, or e (CV) or short e.
Publisher	Editorial Change	9781328485175	Teacher	T447	You Do It, bullet 1, lines 1-2	Have children sort the words in Rows 1 and 2 of Blending Practice by spelling for long e : e, ea, ee, y, or e (CV).	Have children sort the words in Rows 1 and 2 of Blending Practice by spelling for long e : e, ea, ee, y, or e (CV) or short e.
Publisher	Editorial Change	9780544458895	Teacher	T465	Step 3, bullet 1, last line	Add new sentence.	Guide them to create an audio recording.
Publisher	Editorial Change	9781328485175	Teacher	T465	Step 3, bullet 1, last line	Add new sentence.	Guide them to create an audio recording.
Publisher	Editorial Change	9780544458895	Teacher	T468	Read Decodable Text, column 1, Preview the Story, line 3	Ask:	Say: <i>Think about We Make Art.</i>
Publisher	Editorial Change	9780544458895	Teacher	T468	Read Decodable Text, column 2, Reflect on Reading, bullet 4, line 2	<i>He is colorful; he has white, yellow, red, and tans.</i>	<i>He is colorful; he has white, yellow, red, and tan.</i>

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Publisher	Editorial Change	9781328485175	Teacher	T468	Read Decodable Text, column 1, Preview the Story, line 3	Ask:	Say: <i>Think about</i> We Make Art.
Publisher	Editorial Change	9781328485175	Teacher	T468	Read Decodable Text, column 2, Reflect on Reading, bullet 4, line 2	<i>He is colorful; he has white, yellow, red, and tans.</i>	<i>He is colorful; he has white, yellow, red, and tan.</i>
Publisher	Editorial Change	9780544458871	Teacher	T475	You Do It, bullet 1, lines 5-7	Children should explain what the place is and what people do there, drawing from the meanings they learned from the dictionary.	Drawing from the meanings they learned from the dictionary, children should explain what the place is and what people do there.
Publisher	Editorial Change	9781328485175	Teacher	T475	You Do It, bullet 1, lines 5-7	Children should explain what the place is and what people do there, drawing from the meanings they learned from the dictionary.	Drawing from the meanings they learned from the dictionary, children should explain what the place is and what people do there.
Publisher	Editorial Change	9780544458888	Teacher	T477	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9781328485175	Teacher	T477	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9780544458895	Teacher	T477	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9780544458895	Teacher	T477	Top of column 1	Step 2 Apply to Text	Step 2 Apply to Media
Publisher	Editorial Change	9781328485175	Teacher	T477	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9781328485175	Teacher	T477	Top of column 1	Step 2 Apply to Text	Step 2 Apply to Media
Publisher	Editorial Change	9780544458901	Teacher	T477	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9781328485175	Teacher	T477	Top of page	The Annotate It! box should be removed.	Delete Annotate It! box.
Publisher	Editorial Change	9780544458918	Teacher	T477	Top of page	Teaching Pal facsimile is missing.	Add facsimile of Teaching Pal, pp. 194-195, at top of page.
Publisher	Editorial Change	9781328485175	Teacher	T477	Top of page	Teaching Pal facsimile is missing.	Add facsimile of Teaching Pal, pp. 194-195, at top of page.
Publisher	Editorial Change	9780544458871	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458888	Teacher	T5	Reading Workshop & Vocabulary, Multiple Genres, bullet 1	Bullet 1 should be deleted.	Delete bullet 1: • Cartoon.
Publisher	Editorial Change	9780544458888	Teacher	T5	Writing Workshop, Writing Form, bullet 1	• Persuasive Essay	• Persuasive Text
Publisher	Editorial Change	9780544458888	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T5	Reading Workshop & Vocabulary, Multiple Genres, bullet 1	• Cartoon	Delete bullet 1: • Cartoon.
Publisher	Editorial Change	9781328485175	Teacher	T5	Writing Workshop, Writing Form, bullet 1	• Persuasive Essay	• Persuasive Text
Publisher	Editorial Change	9781328485175	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458895	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.

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Publisher	Editorial Change	9780544458901	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458918	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485175	Teacher	T5	Demonstrate Knowledge, columns 2-3	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458871	Teacher	T52	English Learner Support, Intermediate, lines 1-3	Have the other children agree or disagree and explain why, using text evidence.	Have the other children use text evidence to explain why they agree/disagree with classmates' opinions.
Publisher	Editorial Change	9781328485175	Teacher	T52	English Learner Support, Intermediate, lines 1-3	Have the other children agree or disagree and explain why, using text evidence.	Have the other children use text evidence to explain why they agree/disagree with classmates' opinions.
Publisher	Editorial Change	9780544458895	Teacher	T60	Spotlight on Sounds, bullet 2, lines 2-4	<i>Now you try it:</i> to-tal (total, long o, /tō/); o-ver (over, long o /ō/); sup-pose (suppose, long o /pōz/); min-now (minnow, long o /nō/); roast-ed (roasted, long o /rōst/); back-hoe (backhoe, long o /hō/).	<i>Now you try it:</i> to-tal (total, /tō/); o-ver (over, /ō/); sup-pose (suppose, /pōz/); min-now (minnow, /nō/); roast-ed (roasted, /rōst/); back-hoe (backhoe, /hō/).
Publisher	Editorial Change	9781328485175	Teacher	T60	Spotlight on Sounds, bullet 2, lines 2-4	<i>Now you try it:</i> to-tal (total, long o, /tō/); o-ver (over, long o /ō/); sup-pose (suppose, long o /pōz/); min-now (minnow, long o /nō/); roast-ed (roasted, long o /rōst/); back-hoe (backhoe, long o /hō/).	<i>Now you try it:</i> to-tal (total, /tō/); o-ver (over, /ō/); sup-pose (suppose, /pōz/); min-now (minnow, /nō/); roast-ed (roasted, /rōst/); back-hoe (backhoe, /hō/).
Publisher	Editorial Change	9781328469878	Teacher	W194-W339	Words About Writing boxes	Change heading in side column feature.	Change all appearances of WORDS ABOUT WRITING to WRITER'S VOCABULARY.
Publisher	Editorial Change	9781328485175	Teacher	W194-W339	Words About Writing boxes	Change heading in side column feature.	Change all appearances of WORDS ABOUT WRITING to WRITER'S VOCABULARY.
Publisher	Editorial Change	9781328469878	Teacher	W203	Engage and Apply, bullet 1	Display the following sentence fragments. Guide children to identify if the fragment is a subject or predicate, and then add to the fragment to produce a complete sentence.	Display the following group of words. Guide children to identify if the group of words is a subject or predicate, and then add to the fragment to produce a complete sentence.
Publisher	Editorial Change	9781328469878	Teacher	W203	Engage and Apply, bullet 2, line 1	if the fragment	if the group of words
Publisher	Editorial Change	9781328485175	Teacher	W203	Engage and Apply, bullet 1	Display the following sentence fragments. Guide children to identify if the fragment is a subject or predicate, and then add to the fragment to produce a complete sentence.	Display the following group of words. Guide children to identify if the group of words is a subject or predicate, and then add to the fragment to produce a complete sentence.
Publisher	Editorial Change	9781328485175	Teacher	W203	Engage and Apply, bullet 2, line 1	if the fragment	if the group of words
Publisher	Editorial Change	9781328469878	Teacher	W211	Left column, Words About Writing box, bullet 1	sentence	simple sentence
Publisher	Editorial Change	9781328469878	Teacher	W211	THINK ALOUD, line 1	I like to sing happy songs.	I sing happy songs.
Publisher	Editorial Change	9781328469878	Teacher	W211	THINK ALOUD, line 2	My little sister likes to dance to the songs.	My sister dances to the songs.
Publisher	Editorial Change	9781328469878	Teacher	W211	THINK ALOUD, lines 5-6	I like to sing happy songs, and my little sister likes to dance to them.	I sing happy songs, and my sister dances to the songs.
Publisher	Editorial Change	9781328485175	Teacher	W211	Left column, Words About Writing box, bullet 1	sentence	simple sentence
Publisher	Editorial Change	9781328485175	Teacher	W211	THINK ALOUD, line 1	I like to sing happy songs.	I sing happy songs.
Publisher	Editorial Change	9781328485175	Teacher	W211	THINK ALOUD, line 1	My little sister likes to dance to the songs.	My sister dances to the songs.
Publisher	Editorial Change	9781328485175	Teacher	W211	THINK ALOUD, lines 5-6	I like to sing happy songs, and my little sister likes to dance to them.	I sing happy songs, and my sister dances to the songs.

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Publisher	Editorial Change	9781328469878	Teacher	W278	Left column, Words About Writing box	Reorder the terms in the bulleted list.	List the terms in this order: verb, past, future, present.
Publisher	Editorial Change	9781328469878	Teacher	W278	Connect and Teach, bullet 3, lines 3-7	We will build the model ship tomorrow. In the second sentence, I read the clue word today. This is a clue that shows me the action is happening in the present time, so I can figure out the correct sentence, the one that has a verb in the present tense. We bought the parts today.	We will paint the kitchen tomorrow. <i>In the second sentence, I read the clue words next week. This clue shows me the action is happening in the future, so I can figure out the correct sentence, the one that has a verb in the future tense. It will look much better next week.</i>
Publisher	Editorial Change	9781328485175	Teacher	W278	Left column, Words About Writing box	Reorder the terms in the bulleted list.	List the terms in this order: verb, past, future, present.
Publisher	Editorial Change	9781328485175	Teacher	W278	Connect and Teach, bullet 3, lines 3-7	We will build the model ship tomorrow. In the second sentence, I read the clue word today. This is a clue that shows me the action is happening in the present time, so I can figure out the correct sentence, the one that has a verb in the present tense. We bought the parts today.	We will paint the kitchen tomorrow. <i>In the second sentence, I read the clue words next week. This clue shows me the action is happening in the future, so I can figure out the correct sentence, the one that has a verb in the future tense. It will look much better next week.</i>
Publisher	Editorial Change	9781328469878	Teacher	W279	Connect and Teach, bullet 3	<i>The kettle is whistling. We are making tea.</i>	<i>The bell is ringing. The students are ready for class.</i>
Publisher	Editorial Change	9781328485175	Teacher	W279	Connect and Teach, bullet 3	<i>The kettle is whistling. We are making tea.</i>	<i>The bell is ringing. The students are ready for class.</i>
Publisher	Editorial Change	9781328469878	Teacher	W281	Connect and Teach, bullet 3, lines 4-5	<i>I <u>am</u> in school. She <u>is</u> in school. They <u>are</u> in school.</i>	<i>I <u>am</u> reading. She <u>is</u> reading. They <u>are</u> reading.</i>
Publisher	Editorial Change	9781328469878	Teacher	W281	Engage and Apply, bullets 1-2	Add parentheses around the answers.	Enclose the italicized answer text in parentheses.
Publisher	Editorial Change	9781328469878	Teacher	W281	English Learner Support	Change "students" to "children."	Change "students" to "children" in both paragraphs.
Publisher	Editorial Change	9781328485175	Teacher	W281	Connect and Teach, bullet 3, lines 4-5	<i>I <u>am</u> in school. She <u>is</u> in school. They <u>are</u> in school.</i>	<i>I <u>am</u> reading. She <u>is</u> reading. They <u>are</u> reading.</i>
Publisher	Editorial Change	9781328485175	Teacher	W281	Engage and Apply, bullets 1-2	Add parentheses around the answers.	Enclose the italicized answer text in parentheses.
Publisher	Editorial Change	9781328485175	Teacher	W281	English Learner Support	Change "students" to "children."	Change "students" to "children" in both paragraphs.
Publisher	Editorial Change	9781328469878	Teacher	W288	Connect and Teach, bullet 4, lines 2-4	<i>Kim has a green backpack today. Yesterday she had a blue backpack.</i>	<i>Marla has the coolest house ever. Shawn had a yellow umbrella, but he lost it.</i>
Publisher	Editorial Change	9781328485175	Teacher	W288	Connect and Teach, bullet 4, lines 2-4	<i>Kim has a green backpack today. Yesterday she had a blue backpack.</i>	<i>Marla has the coolest house ever. Shawn had a yellow umbrella, but he lost it.</i>
Publisher	Editorial Change	9781328469878	Teacher	W296	Connect and Teach, bullet 4	<i>James spied a spider. Mya saw an ant. Look at the beautiful butterfly. Point out that in the first sentence, the article refers to any spider. In the second sentence, the article <i>an</i> refers to any ant. In the last sentence, the article <i>the</i> refers to a specific butterfly.</i>	<i>I see a spider. I see an ant. Point out that in the first sentence, the article <i>a</i> refers to any spider. In the second sentence, the article <i>an</i> refers to any ant.</i> • Write and say: <i>Look at the butterfly. Say: In the last sentence, the article <i>the</i> refers to a specific butterfly.</i>
Publisher	Editorial Change	9781328485175	Teacher	W296	Connect and Teach, bullet 4	<i>James spied a spider. Mya saw an ant. Look at the beautiful butterfly. Point out that in the first sentence, the article refers to any spider. In the second sentence, the article <i>an</i> refers to any ant. In the last sentence, the article <i>the</i> refers to a specific butterfly.</i>	<i>I see a spider. I see an ant. Point out that in the first sentence, the article <i>a</i> refers to any spider. In the second sentence, the article <i>an</i> refers to any ant.</i> • Write and say: <i>Look at the butterfly. Say: In the last sentence, the article <i>the</i> refers to a specific butterfly.</i>
Publisher	New Content	9781328469878	Teacher	R19-R29	Resources section	New Resource	Add new teacher end matter pages, pp. R19-R29.
Publisher	New Content	9781328485175	Teacher	R19-R29	Resources section	New Resource	Add new teacher end matter pages, pp. R19-R29.
Publisher	New Content	9780544458871	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9781328485175	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9780544458888	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9781328485175	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9780544458895	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.

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Publisher	New Content	9781328485175	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9780544458901	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9781328485175	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9780544458918	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9781328485175	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9780544458925	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
Publisher	New Content	9781328485175	Teacher	R4-R69	Resources section	New Resource	Add new teacher end matter pages, pp. R4-R69.
English Language Arts and Reading, Grade 2 <i>Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 2 (ISBN 9781328560148)</i>							
Publisher	Editorial Change	9781328485175	Student	Display and Engage: Blend and Read 11.1	Line 7	Papa rides the subway with the boys today.	Papa will ride the subway with the boys today.
Publisher	Editorial Change	9781328485175	Student	Display and Engage: Grammar 2.3.4b	Item 4	We made two batches of muffins. plural	We made a batch of muffins. collective
Publisher	Editorial Change	9781328485175	Student	Display and Engage: Grammar 4.2.4b	Rows 2, 3	Carl stayed later than Pete. Carl stayed the latest of all. This math test is harder than the last one. Which problem on the test is hardest?	My cat is smarter than my dog. Of all my pets, my cat is the smartest. Mia's mittens are warmer than my mittens. Mia's mittens are the warmest mittens of all our classmates.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.

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Publisher	Editorial Change	9781328485175	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485175	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
English Language Arts and Reading, Grade 3 <i>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)</i>							
State Review Panel	Editorial Change	9781328453242	Student	18	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.
State Review Panel	Editorial Change	9781328453242	Student	18	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.
State Review Panel	Editorial Change	9781328453242	Student	26	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".
State Review Panel	Editorial Change	9781328485250	Student	26	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".
State Review Panel	Editorial Change	9781328453242	Student	26	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".
State Review Panel	Editorial Change	9781328485250	Student	26	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".
State Review Panel	Editorial Change	9781328453242	Student	219	Direction line	State Review Panel comment: Students do not need to use knowledge of syllable deviation 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."
State Review Panel	Editorial Change	9781328485250	Student	219	Direction line	State Review Panel comment: Students do not need to use knowledge of syllable deviation 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."
State Review Panel	Editorial Change	9781328485250	Student	12. 5	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.
State Review Panel	Editorial Change	9781328485250	Student	12. 5	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.
Publisher	Editorial Change	9780544458987	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544458994	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.

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Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459007	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459014	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459021	Teacher	N/A	throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross references to Genre Study Teacher's Guide.	Change "Take and Teach Lesson: Genre Study" to "Genre Study Teacher's Guide" throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross references to Genre Study Teacher's Guide.	Change "Take and Teach Lesson: Genre Study" to "Genre Study Teacher's Guide" throughout.
Publisher	Editorial Change	9780544459021	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328453129	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328453136	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328469885	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485182	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
State Review Panel	Editorial Change	9780544458970	Teacher	T291	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 autonmys 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."
State Review Panel	Editorial Change	9781328485182	Teacher	T291	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 autonmys 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."
Publisher	Editorial Change	9781328453242	Student	183	Item 2	Heavenly body/bodies orbit the sun in our solar system.	We need to eat healthy food to keep our body/bodies strong.
Publisher	Editorial Change	9781328485250	Student	183	Item 2	Heavenly body/bodies orbit the sun in our solar system.	We need to eat healthy food to keep our body/bodies strong.
Publisher	Editorial Change	9781328453136	Teacher	95	Bottom yellow box, head	replace "Present"	Publish
Publisher	Editorial Change	9781328485182	Teacher	95	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453129	Teacher	105	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	105	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453129	Teacher	113	Top Read for Understanding box, bullet 2	What do the question mark and finger emojis together mean? (What's up?)	What does the green-face emoji mean? (feeling sick to your stomach)
Publisher	Editorial Change	9781328453129	Teacher	113	Top Read for Understanding box, bullet 3, answer	<i>(The hand is pointing UP. The question mark shows it is a question. Martin's reply shows he understands it means "What's up?")</i>	<i>(The liver treat is something the cat will eat. That clue, the exclamation points, and the word "ick" show that Martin thinks liver treats are gross and would make him sick.)</i>

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Publisher	Editorial Change	9781328485182	Teacher	113	Top Read for Understanding box, bullet 2	What do the question mark and finger emojis together mean? (What's up?)	What does the green-face emoji mean? (feeling sick to your stomach)
Publisher	Editorial Change	9781328485182	Teacher	113	Top Read for Understanding box, bullet 3, answer	<i>(The hand is pointing UP. The question mark shows it is a question. Martin's reply shows he understands it means "What's up?")</i>	<i>(The liver treat is something the cat will eat. That clue, the exclamation points, and the word "ick" show that Martin thinks liver treats are gross and would make him sick.)</i>
Publisher	Editorial Change	9781328453129	Teacher	120	Read for Understanding box, answer	<i>(The words in Carlitos's letters look like cursive writing. The words in Charlie's letters look like printed writing.)</i>	<i>(The words in Carlitos's letters look hand written. The words in Charlie's letters look typed.)</i>
Publisher	Editorial Change	9781328485182	Teacher	120	Read for Understanding box, answer	<i>(The words in Carlitos's letters look like cursive writing. The words in Charlie's letters look like printed writing.)</i>	<i>(The words in Carlitos's letters look hand written. The words in Charlie's letters look typed.)</i>
Publisher	Editorial Change	9781328453129	Teacher	143	Read for Understanding, question 1, answer	<i>(That they should come visit him.)</i>	<i>(Each boy should visit one another.)</i>
Publisher	Editorial Change	9781328453129	Teacher	143	Read for Understanding, question 2, answer	<i>Because they have become such good friends, they want to meet in person.</i>	<i>They have become such good friends that they want to meet in person.</i>
Publisher	Editorial Change	9781328485182	Teacher	143	Read for Understanding, question 1, answer	<i>(That they should come visit him.)</i>	<i>(Each boy should visit one another.)</i>
Publisher	Editorial Change	9781328485182	Teacher	143	Read for Understanding, question 2, answer	<i>Because they have become such good friends, they want to meet in person.</i>	<i>They have become such good friends that they want to meet in person.</i>
Publisher	Editorial Change	9781328453129	Teacher	221	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	221	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453136	Teacher	275	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	275	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453129	Teacher	295	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	295	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453129	Teacher	329	Read for Understanding box	Text needs to be cut for fit.	Delete: (Gigi leaves home, makes friends with Cat and Dog, and helps Old Woman. She gives him a special ring and a warning.)
Publisher	Editorial Change	9781328485182	Teacher	329	Read for Understanding box	Text needs to be cut for fit.	Delete: (Gigi leaves home, makes friends with Cat and Dog, and helps Old Woman. She gives him a special ring and a warning.)
Publisher	Editorial Change	9781328453136	Teacher	347	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	347	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453129	Teacher	363	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	363	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453136	Teacher	415	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	415	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328453129	Teacher	441	Bottom yellow box, head	Present	Publish
Publisher	Editorial Change	9781328485182	Teacher	441	Bottom yellow box, head	Present	Publish

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Publisher	Editorial Change	9780544458987	Teacher	T113	Demonstrate, last bullet	in Energy Island.	<i>The Flag Maker.</i>
Publisher	Editorial Change	9781328485182	Teacher	T113	Demonstrate, last bullet	in Energy Island.	<i>The Flag Maker.</i>
Publisher	Editorial Change	9780544458970	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544458987	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544458994	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544459007	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544459014	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T13	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544458970	Teacher	T140	Reading Center, Independent Reading	Insert missing text after third bullet	•Display and review Anchor Chart 36: Respond to Text.
Publisher	Editorial Change	9781328485182	Teacher	T140	Reading Center, Independent Reading	Insert missing text after third bullet	•Display and review Anchor Chart 36: Respond to Text.
Publisher	Editorial Change	9780544458970	Teacher	T148	English Learner Support, Advanced High	ask: How does Scaredy Squirrel feel about leaving his tree? Do you agree with his reasoning? Explain why or why not.	ask them to discuss how Scaredy Squirrel feels about leaving his tree and why or why not they agree with his reasoning.
Publisher	Editorial Change	9781328485182	Teacher	T148	English Learner Support, Advanced High	ask: How does Scaredy Squirrel feel about leaving his tree? Do you agree with his reasoning? Explain why or why not.	ask them to discuss how Scaredy Squirrel feels about leaving his tree and why or why not they agree with his reasoning.
Publisher	Editorial Change	9780544458970	Teacher	T168	English Learner Support, Advanced High	Ask: Does Scaredy Squirrel want to stay in the nut tree or leave the nut tree? Find the text evidence that supports your answer. Explain whether or not you agree with Scaredy, and why.	Have students discuss Scaredy's assessment of the advantages and disadvantages in paragraphs 5–8. Have students use text evidence to justify Scaredy's leaving or staying in the tree.
Publisher	Editorial Change	9781328485182	Teacher	T168	English Learner Support, Advanced High	Ask: Does Scaredy Squirrel want to stay in the nut tree or leave the nut tree? Find the text evidence that supports your answer. Explain whether or not you agree with Scaredy, and why.	Have students discuss Scaredy's assessment of the advantages and disadvantages in paragraphs 5–8. Have students use text evidence to justify Scaredy's leaving or staying in the tree.
Publisher	Editorial Change	9780544458994	Teacher	T178	English Learner Support, Advanced, lines 2–4	they know, and then use some of them to write three or four sentences that retell the sequence of events that happened after Alfred touched his shoulder as a signal to Freddie that he was going to bunt.	they know. Then use some of them to write three or four sentences that retell the sequence of events that happened after Alfred touched his shoulder.
Publisher	Editorial Change	9781328485182	Teacher	T178	English Learner Support, Advanced, lines 2–4	they know, and then use some of them to write three or four sentences that retell the sequence of events that happened after Alfred touched his shoulder as a signal to Freddie that he was going to bunt.	they know. Then use some of them to write three or four sentences that retell the sequence of events that happened after Alfred touched his shoulder.
Publisher	Editorial Change	9780544458970	Teacher	T195	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9781328485182	Teacher	T195	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544458987	Teacher	T195	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9781328485182	Teacher	T195	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9780544459007	Teacher	T195	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9781328485182	Teacher	T195	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9780544459014	Teacher	T195	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485182	Teacher	T195	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544458970	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544458987	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544458994	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544459007	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544459014	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485182	Teacher	T203	Subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544458994	Teacher	T238	Step 1, line 4	[reef or glass sponge]	reef
Publisher	Editorial Change	9781328485182	Teacher	T238	Step 1, line 4	[reef or glass sponge]	reef
Publisher	Editorial Change	9780544458970	Teacher	T24	Reading Center, Independent Reading	Insert missing text before first bullet.	•Display and discuss Anchor Chart 35: Choosing a Book.
Publisher	Editorial Change	9781328485182	Teacher	T24	Reading Center, Independent Reading	Insert missing text before first bullet.	•Display and discuss Anchor Chart 35: Choosing a Book.
Publisher	Editorial Change	9780544459007	Teacher	T282	English Learner Support, bullet 2, line 3	The Marvelous Thing That Came from a Spring	A Bumpy Ride
Publisher	Editorial Change	9780544459007	Teacher	T282	English Learner Support, Advanced High	Have students listen to the text about Richard James. Ask: <i>What was Richard James's first problem? Did he figure out a solution? What new thing did he need to figure out after that?</i>	Have students listen to paragraphs 4–5. Ask students to explain the problem that needed to be solved and how Pierre Michaux solved it.
Publisher	Editorial Change	9781328485182	Teacher	T282	English Learner Support, bullet 2, line 3	The Marvelous Thing That Came from a Spring	A Bumpy Ride

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485182	Teacher	T282	English Learner Support, Advanced High	Have students listen to the text about Richard James. Ask: <i>What was Richard James's first problem? Did he figure out a solution? What new thing did he need to figure out after that?</i>	Have students listen to paragraphs 4–5. Ask students to explain the problem that needed to be solved and how Pierre Michaux solved it.
Publisher	Editorial Change	9780544459007	Teacher	T283	Demonstrate, bullet 2, line 2	The Marvelous Thing That Came from a Spring	A Bumpy Ride
Publisher	Editorial Change	9781328485182	Teacher	T283	Demonstrate, bullet 2, line 2	The Marvelous Thing That Came from a Spring	A Bumpy Ride
Publisher	Editorial Change	9780544459007	Teacher	T294	English Learner Support, bullet 2, lines 3–4	The Marvelous Thing That Came from a Spring	A Bumpy Ride
Publisher	Editorial Change	9781328485182	Teacher	T294	English Learner Support, bullet 2, lines 3–4	The Marvelous Thing That Came from a Spring	A Bumpy Ride
Publisher	Editorial Change	9780544459007	Teacher	T295	Demonstrate, bullet 2, line 2	The Marvelous Thing That Came from a Spring	A Bumpy Ride
Publisher	Editorial Change	9781328485182	Teacher	T295	Demonstrate, bullet 2, line 2	The Marvelous Thing That Came from a Spring	A Bumpy Ride
Publisher	Editorial Change	9780544458987	Teacher	T33	Apply to Independent Reading, bullet 1, last question	What do the text and graphic features help to organize the text and communicate key ideas.	How do the text and graphic features help to organize the text and communicate key ideas?
Publisher	Editorial Change	9781328485182	Teacher	T33	Apply to Independent Reading, bullet 1, last question	What do the text and graphic features help to organize the text and communicate key ideas.	How do the text and graphic features help to organize the text and communicate key ideas?
Publisher	Editorial Change	9780544458970	Teacher	T338	English Learner Support, Advanced High	ask: What do you predict will happen next in the story? If your prediction is true, what do you think will happen after that? Explain why you think it is a good prediction.	ask them to predict what will happen next in the story and if it leads to new events. Have them explain why they think it is a good prediction.
Publisher	Editorial Change	9781328485182	Teacher	T338	English Learner Support, Advanced High	ask: What do you predict will happen next in the story? If your prediction is true, what do you think will happen after that? Explain why you think it is a good prediction.	ask then to predict what will happen next in the story and if it leads to new events. Have them explain why they think it is a good prediction.
Publisher	Editorial Change	9780544458987	Teacher	T338	English Learner Support, Advanced High	Have students listen to the first page of Scene 1. Ask: What causes and effects can you identify on this page?	Have students listen to the first page of Scene 1 and ask them to discuss the causes and effects on the page.
Publisher	Editorial Change	9781328485182	Teacher	T338	English Learner Support, Advanced High	Have students listen to the first page of Scene 1. Ask: What causes and effects can you identify on this page?	Have students listen to the first page of Scene 1 and ask them to discuss the causes and effects on the page.
Publisher	Editorial Change	9780544458970	Teacher	T351	Demonstrate, last bullet	<i>Dear Primo</i>	<i>Dear Dragon</i>
Publisher	Editorial Change	9781328485182	Teacher	T351	Demonstrate, last bullet	<i>Dear Primo</i>	<i>Dear Dragon</i>
Publisher	Editorial Change	9780544458970	Teacher	T5	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9781328485182	Teacher	T5	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 4	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9780544458987	Teacher	T5	Foundational Skills, Decoding, bullet 2	Soft g (-ge, -dge)	Words with /j/, /k/, and /kw/
Publisher	Editorial Change	9780544458987	Teacher	T5	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9781328485182	Teacher	T5	Foundational Skills, Decoding, bullet 2	Soft g (-ge, -dge)	Words with /j/, /k/, and /kw/
Publisher	Editorial Change	9781328485182	Teacher	T5	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544458994	Teacher	T5	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9781328485182	Teacher	T5	bottom of page, Demonstrate Knowledge section, middle and right column	Correct references to Assessment components; add one bullet with text in Column 2, replace text in column 3	Add "• Module Assessments" at end of Formative Assessments section. Move "Performance-Based Assessments" section to column 3, and delete "Summative Assessment" section.
Publisher	Editorial Change	9780544459007	Teacher	T5	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9781328485182	Teacher	T5	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9780544459014	Teacher	T5	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9781328485182	Teacher	T5	Demonstrate Knowledge, middle and right column	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9780544459014	Teacher	T51	English Learner Support, Advanced/ Advanced High	sports and teamwork	how food gets to their table
Publisher	Editorial Change	9781328485182	Teacher	T51	English Learner Support, Advanced/ Advanced High	sports and teamwork	how food gets to their table
Publisher	Editorial Change	9780544458987	Teacher	T81	Foundational Skills, Decoding	Soft g (-ge, -dge)	Words with /j/, /k/, and /kw/
Publisher	Editorial Change	9780544458987	Teacher	T81	Foundational Skills, Spelling	Words with -ge or -dge	Words with /j/, /k/, and /kw/
Publisher	Editorial Change	9781328485182	Teacher	T81	Foundational Skills, Decoding	Soft g (-ge, -dge)	Words with /j/, /k/, and /kw/
Publisher	Editorial Change	9781328485182	Teacher	T81	Foundational Skills, Spelling	Words with -ge or -dge	Words with /j/, /k/, and /kw/
Publisher	Editorial Change	9780544458970	Teacher	T84	Reading Center, Independent Reading	Insert missing text after third bullet	•Display and discuss Anchor Chart 36: Respond to Text.
Publisher	Editorial Change	9781328485182	Teacher	T84	Reading Center, Independent Reading	Insert missing text after third bullet	•Display and discuss Anchor Chart 36: Respond to Text.
Publisher	Editorial Change	9780544458970	Teacher	T92	English Learner Support, Advanced High	Ask: What are the two kinds of moods Judy has in the story? What are some of the causes of each of these moods?	Ask students to name the two kinds of moods Judy has in this story and to explain some of the causes of each of these moods.
Publisher	Editorial Change	9781328485182	Teacher	T92	English Learner Support, Advanced High	Ask: What are the two kinds of moods Judy has in the story? What are some of the causes of each of these moods?	Ask students to name the two kinds of moods Judy has in this story and to explain some of the causes of each of these moods.
Publisher	Editorial Change	9780544458994	Teacher	T93	English Learner Support, Advanced High	Ask: Where did you need to pause to check your understanding? What did you do to clarify your understanding?	Have students share where they paused to check their understanding and what they did to clarify their understanding.
Publisher	Editorial Change	9781328485182	Teacher	T93	English Learner Support, Advanced High	Ask: Where did you need to pause to check your understanding? What did you do to clarify your understanding?	Have students share where they paused to check their understanding and what they did to clarify their understanding.
Publisher	Editorial Change	9781328469885	Teacher	W170	Bullet 2	as the write their persuasive essay.	as they write their persuasive essay.
Publisher	Editorial Change	9781328485182	Teacher	W170	Bullet 2	as the write their persuasive essay.	as they write their persuasive essay.
Publisher	Editorial Change	9781328469885	Teacher	W178	Bullet 4	transitions words	transition words
Publisher	Editorial Change	9781328485182	Teacher	W178	Bullet 4	transitions words	transition words
Publisher	Editorial Change	9781328469885	Teacher	W244	Head 2, bullet 1	Have students complete the activity on Display and Engage: Grammar 2.3.5.	Have students review Display and Engage: Grammar 2.3.5.
Publisher	Editorial Change	9781328485182	Teacher	W244	Head 2, bullet 1	Have students complete the activity on Display and Engage: Grammar 2.3.5.	Have students review Display and Engage: Grammar 2.3.5.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328469885	Teacher	W260	English Learner Support	Review that in Spanish, object pronouns become before the verb.	Review that in Spanish, object pronouns come before the verb.
Publisher	Editorial Change	9781328485182	Teacher	W260	English Learner Support	Review that in Spanish, object pronouns become before the verb.	Review that in Spanish, object pronouns come before the verb.
Publisher	Editorial Change	9781328469885	Teacher	W267	Head 2, bullet 5	Have students complete Printable: Grammar 3.1.3 to identify being verbs.	Have students complete Printable: Grammar 3.1.3 to identify action verbs and being verbs.
Publisher	Editorial Change	9781328485182	Teacher	W267	Head 2, bullet 5	Have students complete Printable: Grammar 3.1.3 to identify being verbs.	Have students complete Printable: Grammar 3.1.3 to identify action verbs and being verbs.
Publisher	Editorial Change	9781328469885	Teacher	W32	Bullet 2	what he wrote and why.	what they wrote and why.
Publisher	Editorial Change	9781328485182	Teacher	W32	Bullet 2	what he wrote and why.	what they wrote and why.
Publisher	Editorial Change	9781328469885	Teacher	W323	Head 1, bullet 5	Have students complete Printable: Grammar 5.1.4 to practice using commas in addresses.	Have students complete Printable: Grammar 5.1.4 to practice using commas.
Publisher	Editorial Change	9781328485182	Teacher	W323	Head 1, bullet 5	Have students complete Printable: Grammar 5.1.4 to practice using commas in addresses.	Have students complete Printable: Grammar 5.1.4 to practice using commas.
Publisher	Editorial Change	9781328469885	Teacher	W329	Bullet 3	Explain that following second	Explain that the second
Publisher	Editorial Change	9781328485182	Teacher	W329	Bullet 3	Explain that following second	Explain that the second
Publisher	Editorial Change	9781328469885	Teacher	W44	Bullet 4	they think if they would	they think they would
Publisher	Editorial Change	9781328485182	Teacher	W44	Bullet 4	they think if they would	they think they would
Publisher	Editorial Change	9781328469885	Teacher	W60	Teacher Talk	details the model:	details from the model:
Publisher	Editorial Change	9781328485182	Teacher	W60	Teacher Talk	details the model:	details from the model:
Publisher	New Content	9781328469885	Teacher	R19–R39	Resources section	New Resource	Add new teacher end matter pages, pp. R19-R39.
Publisher	New Content	9781328485182	Teacher	R19–R39	Resources section	New Resource	Add new teacher end matter pages, pp. R19-R39.
Publisher	New Content	9780544458970	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9781328485182	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9780544458987	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9781328485182	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9780544458994	Teacher	R9–R76	Resources section	New resource	Add new pages, pp. R9–R76
Publisher	New Content	9781328485182	Teacher	R9–R76	Resources section	New resource	Add new pages, pp. R9–R76
Publisher	New Content	9780544459007	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9781328485182	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9780544459014	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9781328485182	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9780544459021	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76
Publisher	New Content	9781328485182	Teacher	R9–R76	Resources section	New resource	Add new teacher pages, pp. R9–R76

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<i>English Language Arts and Reading, Grade 3</i> <i>Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 3 (ISBN 9781328560155)</i>							
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 1.1: Decoding	item 1, second word	State Review Panel comment : Need more multisyllabic words	To address reviewer comments: change "mend" to "mended".
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 1.1: Decoding	item 4, third word	State Review Panel comment : Need more multisyllabic words	To address reviewer comments: change "sun" to "sunny".
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 2.1: Decoding	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).
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 2.9b: Vocabulary Strategy	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).
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 4.6: Decoding	item 2, fourth word	State Review Panel comment: Please add more multisyllabic words to the slide.	To address reviewer comments: change "vow" to "vowel".
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 4.6: Decoding	item 3, second word	State Review Panel comment: Please add more multisyllabic words to the slide.	To address reviewer comments: change "ouch" to "thousand".
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 4.6: Decoding	item 5, fourth word	State Review Panel comment : Please add more multisyllabic words to the slide.	To address reviewer comments: change "fowl" to "shower"
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 4.6: Decoding	item 5, fifth word	State Review Panel comment: Please add more multisyllabic words to the slide.	To address reviewer comments: change "foul" to "thousand"
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 6.1: Decoding	item 1, first word	State Review Panel comment: Slide does not include multisyllabic with r-controlled syllables. State Review Panel comment: No multisyllabic words.	To address reviewer comments: change "chart" to "charter"
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 6.1: Decoding	item 5, second word	State Review Panel comment: Slide does not include multisyllabic with r-controlled syllables. State Review Panel comment: No multisyllabic words.	To address reviewer comments: change "sharp" to "sharpen"

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State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 6.6: Decoding	item 1, first word	State Review Panel comment: lide does not include enough multisyllabic with r-controlled.	To address reviewer comments: change "burn" to "burner"
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 6.6: Decoding	item 2, fourth word	State Review Panel comment: lide does not include enough multisyllabic with r-controlled.	To address reviewer comments: change "burst" to "bursting"
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage 9.6: Decoding	item 4, first word	State Review Panel comment: Lacking multiable syllable words.	To address reviewer comments: change "thought" to "thoughtlessness".
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage: Grammar 1.1.1a	paragraph 2, final sentence	State Review Panel comment: no coordinating conjunctions	To address reviewer comments: change "the conjunction and" to "the coordinating conjunction and."
State Review Panel	Editorial Change	9781328485182	Student	Display and Engage: Grammar 1.1.1a	bottom box, right side	State Review Panel comment: no coordinating conjunctions	To address reviewer comments: add "coordinating conjunction" label to the word "and."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Dictation Sentences 1.11	Whole page	State Review Panel comment: 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
State Review Panel	Editorial Change	9781328485182	Student	Printable: Dictation Sentences 1.11	Whole page	State Review Panel comment: 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
State Review Panel	Editorial Change	9781328485182	Student	Printable: Dictation Sentences 10.11	Whole page	State Review Panel comment: 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.
State Review Panel	Editorial Change	9781328485182	Student	Printable: Dictation Sentences 4.6	Whole page	State Review Panel comment: 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
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.1	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.
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.1	direction line	State Review Panel comment: no coordinating conjunctions	Identify whether the subject is simple or compound.
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.1	item 2	State Review Panel comment: no coordinating conjunctions	Change "All my cousins" to "My cousins and their parents."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.1	item 4	State Review Panel comment: no coordinating conjunctions	Change "My English teacher likes" to "My teacher and I like."

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State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.1	item 7	State Review Panel comment: no coordinating conjunctions	Change "Mint chocolate chip is" to "Mint chocolate chip and vanilla are."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.1	item 8	State Review Panel comment: no coordinating conjunctions	Change "Max's brother goes" to "Max and his brother go."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.1	item 10	State Review Panel comment: no coordinating conjunctions	Change "The four kittens" to "The kittens and their mother."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.2	box, after paragraph 2	State Review Panel correction.	Matt rides his bike. A compound predicate has two or more actions joined by coordinating conjunction. My cat runs and plays all day.
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.2	box, paragraph 3	State Review Panel correction.	Change "The predicate can be one word or more than one word." to "The simple predicate is the verb that shows the action."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.2	direction line	State Review Panel correction.	Change "Write each sentence. Then underline the complete predicate." to "Write each simple predicate. Then underline the complete predicate. If the sentence contains a compound predicate, write "compound."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.2	item 1	State Review Panel correction.	Change "is going to turn 10 in a week." to "eats a juicy apple."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.2	item 2	State Review Panel correction.	Change "like to smell the flowers in my aunt's garden." to "sit and read under the tree."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.2	item 3	State Review Panel correction.	Change "enjoys swimming" to "swims."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 1.1.2	item 5	State Review Panel correction.	Change "got her favorite painting framed." to "painted and framed her favorite picture."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 2.1.2	box, paragraph 3	State Review Panel correction.	Add "Holidays and geographical names and places are also capitalized."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 2.1.2	box, after final sentence	State Review Panel correction.	Add "My family visited the Grand Canyon over the Memorial Day weekend."
State Review Panel	Editorial Change	9781328485182	Student	Printable: Grammar 2.1.2	after item 5	State Review Panel correction.	Add "6. The first day of school is always the day after Labor Day."
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 1.1.3	Example box 1	Eat corn.	Eats corn.
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 1.1.3	Example box 2	The chickens eat corn.	The chicken eats corn.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 1.4.4a	Line 4 of instruction	If the verb that ends with a consonant	If the verb ends with a consonant
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 2.4.2a	Title	Adding - or -es to Nouns	Irregular Plural Nouns
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 5.2.3a	3rd example in box	Leila's birthday is January 31, 2008, but she always celebrates the day after.	Leila's birthday is January 31, but she always celebrates the day after.
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 6.1.3b	Title	Contractions With Pronouns	Contractions With Not and Pronouns
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 6.2.1c	Item 4, answer	Jul.	July
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Grammar 6.2.5	Table: column 6, row 3	Jun.	June
Publisher	Editorial Change	9781328485182	Student	Display and Engage: Meet the Author and Illustrator 7.11	Last line	she drew!	Lulu drew!
Publisher	Editorial Change	9781328485182	Student	Printable: Dictation Sentences 9.6	Skill head	<i>ough</i> and <i>augh</i>	Words with <i>ough</i> and <i>augh</i>
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 1.5.4	Title	Pronoun-Verb Agreement	Review Pronoun-Verb Agreement
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 2.1.1	Item 2, answer	Lesley, ballet	Lesley, ballet, week
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 3.2.4	Item 4, answer	worked	She worked on dinner for two hours.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 3.2.4	Item 5, answer	called	She called us to the dinner table.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 3.2.5	Instruction line 2	Read the following paragraph about watching a scary movie.	Read the following paragraph about watching a movie.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.4.1	Item 3	The ballet dancer is (stronger, more stronger) than she was last year. stronger	The ballerina danced (longer, more long) in this performance. longer
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.4.2	Box text, line 8; example 3	That green jacket is costlier than the red one.	That green jacket looks fancier than the red one.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.4.2	Item 5	I am (strong) at swimming than I was last year. stronger	I swim (fast) than last year. faster
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.4.3	Item 7	Russ was ___ of all the workers.	Russ walked ___ of all the hikers.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.4.3	Item 10	This is the ___ I have ever woken up.	I woke up ___ on the days I had school.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.4.4	Item 2	I found my book on the (high) shelf of the bookcase. highest	Of the three of us, Elena sings the (loud). loudest
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.4.5	Item 1	Eddie, Karen, and I had a race to see who was the faster runner.	Eddie, Karen, and I had a race to see who was ran faster.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.5.1	Item 1	I can run (fast) than my little brother.	I am a (fast) runner than my little brother.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.5.2	Box, last line	Kyle ran fast. Cassie ran faster than Kyle. Rosa was the fastest of all.	Kyle ran fast. Cassie ran faster than Kyle. Rosa ran the fastest of all.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.5.2	Item 1	I could not reach the book on the (high) shelf of the bookcase.	Eva and I climbed high in the tree, but Carlos climbed (high).
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.5.2	Item 2	Jason is the (tall) boy in our class.	Jason grew to be the (tall) boy in our class.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.5.2	Item 4	The water by the dock is (deep) than the water by the shore.	The new submarine dives (deep) than the old one.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 4.5.2	Item 5	Her performance was the (funny) in the talent show. funniest	The audience clapped (hard) for Max than for anyone else. harder
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 6.1.5	Instruction line 2	Sarah wrote the following paragraph about his school's Fall Festival. Jul.	Sarah wrote the following paragraph about her school's Fall Festival. July
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 6.2.3	Box text line 2	Days and months can be abbreviated. Examples include	Days and months can be abbreviated.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 6.2.3	Box text line 5	Places with names that can be abbreviated include roads, streets,lanes, avenues, and boulevards. Examples include	Places with names that can be abbreviated include roads, streets,lanes, avenues, and boulevards.
Publisher	Editorial Change	9781328485182	Student	Printable: Grammar 7.1.5	Instruction line 3	Read her paragraph and look for revisions she should make.	Read his paragraph and look for revisions he should make.
Publisher	Editorial Change	9781328485182	Student	Printable: Proofreading 9.6	Skill head	<i>ough</i> and <i>ough</i>	Words with <i>ough</i> and <i>ough</i>
Publisher	Editorial Change	9781328485182	Student	Printable: Spelling Word Cards 11.11	Skill head	VCCV (spotted, hobby), V/CV (hotel), VC/V (cabin)	VCCV, V/CV, VC/V
Publisher	Editorial Change	9781328485182	Student	Printable: Spelling Word Cards 9.6	Skill head	<i>ough</i> and <i>ough</i>	Words with <i>ough</i> and <i>ough</i>
Publisher	Editorial Change	9781328485182	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485182	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485182	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485182	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485182	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485182	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
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>							
State Review Panel	Editorial Change	9781328453259	Student	Know It, Show It: 45	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?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781328485267	Student	Know It, Show It: 45	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?
State Review Panel	Editorial Change	9781328453259	Student	Know It, Show It: 45	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?
State Review Panel	Editorial Change	9781328485267	Student	Know It, Show It: 45	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?
State Review Panel	Editorial Change	9781328453259	Student	Know It, Show It: 55	new Question 3	State review panel comment: 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?
State Review Panel	Editorial Change	9781328485267	Student	Know It, Show It: 55	new Question 3	State review panel comment: 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?
Publisher	Editorial Change	9781328453259	Student	33	chart, Linking Words column, last row	problem, solution	if-then, so that, because
Publisher	Editorial Change	9781328485267	Student	33	Last row under "Linking Words" on table at top of page	problem, solution	if-then, so that, because
Publisher	Editorial Change	9781328453259	Student	37	Instruction line above Question 1	Reword for accuracy	Answer the following questions about Animal Senses.
Publisher	Editorial Change	9781328485267	Student	37	Instruction line above Question 1	Reword for accuracy	Answer the following questions about Animal Senses.
Publisher	Editorial Change	9781328453259	Student	72	Question 9	reword item to include /ôr/ answer	Question 9: Track and field is my favorite athletic game. [answer: sport; /ôr/]
Publisher	Editorial Change	9781328485267	Student	72	Question 9	reword item to include /ôr/ answer	Question 9: Track and field is my favorite athletic game. [answer: sport; /ôr/]
Publisher	Editorial Change	9781328453259	Student	90	Question 2	Insert instruction above Question 2 and delete write-on line(s) for space	Reread page 299 in The Battle of the Alamo. Then answer the questions below.
Publisher	Editorial Change	9781328485267	Student	90	Question 2	Insert instruction above Question 2 and delete write-on line(s) for space	Reread page 299 in The Battle of the Alamo. Then answer the questions below.
Publisher	Editorial Change	9781328453259	Student	93	Clue for 2 Down	causing fear; very frightening	very bad; awful
Publisher	Editorial Change	9781328485267	Student	93	Clue for 2 Down	causing fear; very frightening	very bad; awful
Publisher	Editorial Change	9781328453259	Student	94	Insert instructions above Question 3	Insert instruction above Question 3 and delete write-on line(s) for space	Think about The Battle of the Alamo. Then answer the questions .
Publisher	Editorial Change	9781328485267	Student	94	Insert instructions above Question 3	Insert instruction above Question 3 and delete write-on line(s) for space	Think about The Battle of the Alamo. Then answer the questions .
Publisher	Editorial Change	9781328453259	Student	124	Instruction line above Question 1	Read paragraph 18	Read paragraph 18 in Mariana Trench
Publisher	Editorial Change	9781328485267	Student	124	Instruction line above Question 1	Read paragraph 18	Read paragraph 18 in Mariana Trench
Publisher	Editorial Change	9781328453259	Student	125	Instruction line above Question 1	Read page 21.	Read page 21 in Mariana Trench.
Publisher	Editorial Change	9781328485267	Student	125	Instruction line above Question 1	Read page 21.	Read page 21 in Mariana Trench.
Publisher	Editorial Change	9781328470126	Student	p. 4.8	Line 2	"...take notes in the space below on his or her Writer's Notebook page in the space below."	...take notes on his or her Writer's Notebook page in the space below.
Publisher	Editorial Change	9781328485267	Student	p. 4.8	Line 2	"...take notes in the space below on his or her Writer's Notebook page in the space below."	...take notes on his or her Writer's Notebook page in the space below.
Publisher	Editorial Change	9780544456563	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.

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Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456570	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456587	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456594	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456600	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544456617	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328453143	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328453150	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328469892	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485199	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328453143	Teacher	205	READ FOR UNDERSTANDING, line 1	text change	Change "scene" to "part of the dialogue".
Publisher	Editorial Change	9781328453143	Teacher	205	READ FOR UNDERSTANDING, line 2	text change	Change "scene" to "dialogue".
Publisher	Editorial Change	9781328453143	Teacher	205	READ FOR UNDERSTANDING, ANNOTATION TIP, line 2	text change	Change "scene" to "part of the dialogue".
Publisher	Editorial Change	9781328485199	Teacher	205	READ FOR UNDERSTANDING, line 1	text change	Change "scene" to "part of the dialogue".
Publisher	Editorial Change	9781328485199	Teacher	205	READ FOR UNDERSTANDING, line 2	text change	Change "scene" to "dialogue".
Publisher	Editorial Change	9781328485199	Teacher	205	READ FOR UNDERSTANDING, ANNOTATION TIP, line 2	text change	Change "scene" to "part of the dialogue".
Publisher	Editorial Change	9781328453150	Teacher	327	Academic Discussion, question 3 answer, lines 2-4	text change	Change "Morse's telegraph is based on Hans Christian Oersted's telegraph." to "All inventions were based on inventions that came before."
Publisher	Editorial Change	9781328485199	Teacher	327	Academic Discussion, question 3 answer, lines 2-4	text change	Change "Morse's telegraph is based on Hans Christian Oersted's telegraph." to "All inventions were based on inventions that came before."
Publisher	Editorial Change	9780544456570	Teacher	T100	Left column, Critical Vocabulary	perish	perished
Publisher	Editorial Change	9780544456570	Teacher	T100	Step 2, third bullet	Why might animals perish during a drought?	Why might animals have perished during a drought?

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Publisher	Editorial Change	9780544456570	Teacher	T100	Bottom of page, English Language Support, Beginning	Have students act out a person that has perished.	Ask: If your plant perished, what would you do?
Publisher	Editorial Change	9781328485199	Teacher	T100	Left column, Critical Vocabulary	perish	perished
Publisher	Editorial Change	9781328485199	Teacher	T100	Step 2, third bullet	Why might animals perish during a drought?	Why might animals have perished during a drought?
Publisher	Editorial Change	9781328485199	Teacher	T100	Bottom of page, English Language Support, Beginning	Have students act out a person that has perished.	Ask: If your plant perished, what would you do?
Publisher	Editorial Change	9780544456563	Teacher	T117	Step 2, second bullet	Delete sentence 4	Delete: "At the end of line 5, How does the suffix change the meaning of the word?"
Publisher	Editorial Change	9781328485199	Teacher	T117	Step 2, second bullet	Delete sentence 4	Delete: "At the end of line 5, How does the suffix change the meaning of the word?"
Publisher	Editorial Change	9780544456563	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456570	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456587	Teacher	T13	Subhead at top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T13	Subhead at top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456594	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456600	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T13	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456587	Teacher	T133	Left column, second box, Writing head	Writing	Reading
Publisher	Editorial Change	9781328485199	Teacher	T133	Left column, second box, Writing head	Writing	Reading
Publisher	Editorial Change	9780544456587	Teacher	T14	Collaborative Discussion box	Build students' ability to analyze text closely by rereading and answering sections of text in order to cite evidence and actively apply reading skills and strategies.	Build students' facility in group discussion with recalling, retelling, or summarizing key ideas in text and supporting responses by citing text evidence.
Publisher	Editorial Change	9781328485199	Teacher	T14	Collaborative Discussion box	Build students' ability to analyze text closely by rereading and answering sections of text in order to cite evidence and actively apply reading skills and strategies.	Build students' facility in group discussion with recalling, retelling, or summarizing key ideas in text and supporting responses by citing text evidence.
Publisher	Editorial Change	9780544456594	Teacher	T154	left column. Spelling Words	Delete incorrect spelling word.	Delete word 19, habit; renumber subsequent words 19-28.
Publisher	Editorial Change	9781328485199	Teacher	T154	left column. Spelling Words	Delete incorrect spelling word.	Delete word 19, habit; renumber subsequent words 19-28.
Publisher	Editorial Change	9780544456600	Teacher	T164	Step 2, Guided Practice, third bullet	No additional words on the Display and Engage.	Delete "Continue modeling suffixes -en and -ic with other words on Generative Vocabulary 9.13."
Publisher	Editorial Change	9781328485199	Teacher	T164	Step 2, Guided Practice, third bullet	No additional words on the Display and Engage.	Delete "Continue modeling suffixes -en and -ic with other words on Generative Vocabulary 9.13."
Publisher	Editorial Change	9780544456563	Teacher	T167	Step 2, last bullet	Even though a person may be small in size and weak in strength, they can still be very strong individuals if they work hard	People who are small in size and weak in strength can still be very strong individuals if they work hard.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485199	Teacher	T167	Step 2, last bullet	Even though a person may be small in size and weak in strength, they can still be very strong individuals if they work hard	People who are small in size and weak in strength can still be very strong individuals if they work hard.
Publisher	Editorial Change	9780544456594	Teacher	T177	Step 2, Apply to Text, third bullet	Read aloud the question on Teaching Pal page 132 to conclude the discussion about literary elements. Have students reread myBook page 132 and explain the cause of the ten suns in the sky. (The boys wanted to walk together.)	Read aloud the question on Teaching Pal page 132. Have students reread myBook page 132 and explain the cause of the ten suns in the sky. (The boys wanted to walk together.) Ask the question on Teaching Pal page 138.
Publisher	Editorial Change	9781328485199	Teacher	T177	Step 2, Apply to Text, third bullet	Read aloud the question on Teaching Pal page 132 to conclude the discussion about literary elements. Have students reread myBook page 132 and explain the cause of the ten suns in the sky. (The boys wanted to walk together.)	Read aloud the question on Teaching Pal page 132. Have students reread myBook page 132 and explain the cause of the ten suns in the sky. (The boys wanted to walk together.) Ask the question on Teaching Pal page 138.
Publisher	Editorial Change	9780544456563	Teacher	T195	bottom of page, Assess Learning, Formative Assessments	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485199	Teacher	T195	bottom of page, Assess Learning, Formative Assessments	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544456570	Teacher	T195	bottom of page	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485199	Teacher	T195	bottom of page	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544456587	Teacher	T195	bottom of page	Correct references to Assessment components	Column I: Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485199	Teacher	T195	bottom of page	Correct references to Assessment components	Column I: Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544456594	Teacher	T195	Bottom box	Correct references to Assessment components	Insert "• Module Assessments" under Formative Assessments, move "Performance-Based Assessments" and two bulleted lines to next column, delete "Summative Assessment" and two bullets in last column
Publisher	Editorial Change	9781328485199	Teacher	T195	Bottom box	Correct references to Assessment components	Insert "• Module Assessments" under Formative Assessments, move "Performance-Based Assessments" and two bulleted lines to next column, delete "Summative Assessment" and two bullets in last column
Publisher	Editorial Change	9780544456600	Teacher	T195	Bottom box	Correct references to Assessment components	Insert "• Module Assessments" under Formative Assessments, move "Performance-Based Assessments" and two bulleted lines to next column, delete "Summative Assessment" and two bullets in last column
Publisher	Editorial Change	9781328485199	Teacher	T195	Bottom box	Correct references to Assessment components	Insert "• Module Assessments" under Formative Assessments, move "Performance-Based Assessments" and two bulleted lines to next column, delete "Summative Assessment" and two bullets in last column
Publisher	Editorial Change	9780544456587	Teacher	T2	Bottom of page	p 314	pages 314–315
Publisher	Editorial Change	9781328485199	Teacher	T2	Bottom of page	p 314	pages 314–315
Publisher	Editorial Change	9780544456563	Teacher	T203	top of page	Performance-Based Assessment	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T203	top of page	Performance-Based Assessment	Performance Task
Publisher	Editorial Change	9780544456570	Teacher	T203	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T203	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456587	Teacher	T203	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T203	top of page	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456594	Teacher	T203	Top of the page, subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9781328485199	Teacher	T203	Top of the page, subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456600	Teacher	T203	Top of the page, subhead	Performance-Based Assessments	Performance Task

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Publisher	Editorial Change	9781328485199	Teacher	T203	Top of the page, subhead	Performance-Based Assessments	Performance Task
Publisher	Editorial Change	9780544456600	Teacher	T38	Left column, Spelling Words	Missing spelling word	Insert spelling word "period" as word # 15. Move "February" to be word # 16. Renumber remaining words 17-28.
Publisher	Editorial Change	9781328485199	Teacher	T38	Left column, Spelling Words	Missing spelling word	Insert spelling word "period" as word # 15. Move "February" to be word # 16. Renumber remaining words 17-28.
Publisher	Editorial Change	9780544456594	Teacher	T43	Step 2, Apply to Text, line 1	FIRST READ	READ FOR UNDERSTANDING
Publisher	Editorial Change	9781328485199	Teacher	T43	Step 2, Apply to Text, line 1	FIRST READ	READ FOR UNDERSTANDING
Publisher	Editorial Change	9780544456563	Teacher	T5	bottom of page, Assess Learning, Formative Assessments	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485199	Teacher	T5	bottom of page, Assess Learning, Formative Assessments	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544456570	Teacher	T5	bottom of page, Assess Learning, Formative Assessments	Correct references to Assessment components.	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9781328485199	Teacher	T5	bottom of page, Assess Learning, Formative Assessments	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment section.
Publisher	Editorial Change	9780544456587	Teacher	T5	Foundational Skills box	repeated line	delete "• Recognize Roots Words"
Publisher	Editorial Change	9780544456587	Teacher	T5	bottom of page	Correct references to Assessment components	Insert "• Module Assessments" under Formative Assessment, move "Performance-Based Assessments" and two bulleted lines to next column, delete "Summative Assessment" and two bullets in last column
Publisher	Editorial Change	9781328485199	Teacher	T5	Foundational Skills box	repeated line	delete "• Recognize Roots Words"
Publisher	Editorial Change	9781328485199	Teacher	T5	bottom of page	Correct references to Assessment components	Insert "• Module Assessments" under Formative Assessment, move "Performance-Based Assessments" and two bulleted lines to next column, delete "Summative Assessment" and two bullets in last column
Publisher	Editorial Change	9780544456594	Teacher	T5	bottom of page	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9781328485199	Teacher	T5	bottom of page	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9780544456600	Teacher	T5	bottom of page	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9781328485199	Teacher	T5	bottom of page	Correct references to Assessment components	Add "• Module Assessments" at end of Formative Assessments section. Move Performance-Based Assessments section to column 3, and delete Summative Assessment
Publisher	Editorial Change	9780544456617	Teacher	T50	Step 1, third bullet, line 1	text change	Change "underline" to "point to".
Publisher	Editorial Change	9781328485199	Teacher	T50	Step 1, third bullet, line 1	text change	Change "underline" to "point to".
Publisher	Editorial Change	9780544456563	Teacher	T51	Step 3, first paragraph	Words About Identity	Words About Who We Are
Publisher	Editorial Change	9781328485199	Teacher	T51	Step 3, first paragraph	Words About Identity	Words About Who We Are
Publisher	Editorial Change	9780544456570	Teacher	T62	top of page	Academic Vocabulary	Generative Vocabulary
Publisher	Editorial Change	9781328485199	Teacher	T62	top of page	Academic Vocabulary	Generative Vocabulary

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Publisher	Editorial Change	9780544456594	Teacher	T73	Step 2, Apply to Text, first bullet, lines 4-7	(It is a reminder to readers that whenever these things occur, we should remember Rose. Because thunder always follows lightning and the sun always follows the rain, we should always remember Rose and her good heart when we are in stormy weather or difficult times.)	(Since thunder always follows lightning, and the sun always follows the rain, we should remember Rose and her good heart when we are in difficult times.)
Publisher	Editorial Change	9780544456594	Teacher	T73	Step 2, Apply to Text, second bullet, lines 4-5	We should try to always look at a bad situation and spin it to a positive view.	We should always try to find a positive way to view a bad situation.
Publisher	Editorial Change	9781328485199	Teacher	T73	Step 2, Apply to Text, first bullet, lines 4-7	(It is a reminder to readers that whenever these things occur, we should remember Rose. Because thunder always follows lightning and the sun always follows the rain, we should always remember Rose and her good heart when we are in stormy weather or difficult times.)	(Since thunder always follows lightning, and the sun always follows the rain, we should remember Rose and her good heart when we are in difficult times.)
Publisher	Editorial Change	9781328485199	Teacher	T73	Step 2, Apply to Text, second bullet, lines 4-5	We should try to always look at a bad situation and spin it to a positive view.	We should always try to find a positive way to view a bad situation.
Publisher	Editorial Change	9780544456587	Teacher	T78	Step 2, bullet 1, line 3 and line 7	Read Example 1at the top of the page. Then read the next two examples.	Read the original text at the top of the page. Then read the next two paragraphs.
Publisher	Editorial Change	9780544456587	Teacher	T78	Step 2, bullet 2, line 2 and line 5	Guide students to see that in Example 2, used without quote marks	Guide students to see that in the second paragraph, used without quotation marks
Publisher	Editorial Change	9780544456587	Teacher	T78	Step 2, bullet 3, line 1	Guide students to understand that Example 3 is a paraphrase.	Guide students to understand that the third paragraph is a paraphrase.
Publisher	Editorial Change	9781328485199	Teacher	T78	Step 2, bullet 1, line 3 and line 7	ReadExample 1at the top of the page. Then read the next two examples.	Read the original text at the top of the page. Then read the next two paragraphs.
Publisher	Editorial Change	9781328485199	Teacher	T78	Step 2, bullet 2, line 2 and line 5	Guide students to see that in Example 2, used without quote marks	Guide students to see that in the second paragraph, used without quotation marks
Publisher	Editorial Change	9781328485199	Teacher	T78	Step 2, bullet 3, line 1	Guide students to understand that Example 3 is a paraphrase.	Guide students to understand that the third paragraph is a paraphrase.
Publisher	Editorial Change	9780544456594	Teacher	T79	Genre Focus, second bullet	Discuss with students the example of traditional stories they have encountered this week and why it is a traditional story, specifically a tall tale: Thunder Rose.	Discuss with students why Thunder Rose is an example of the type of traditional story specifically called a tall tale.
Publisher	Editorial Change	9781328485199	Teacher	T79	Genre Focus, second bullet	Discuss with students the example of traditional stories they have encountered this week and why it is a traditional story, specifically a tall tale: Thunder Rose.	Discuss with students why Thunder Rose is an example of the type of traditional story specifically called a tall tale.
Publisher	Editorial Change	9780544456570	Teacher	T88	left column, Critical Vocabulary	perish	perished
Publisher	Editorial Change	9781328485199	Teacher	T88	left column, Critical Vocabulary	perish	perished
Publisher	Editorial Change	9780544456563	Teacher	T89	bottom of page, Professional Learning, line 1	Power Words	Critical Vocabulary words
Publisher	Editorial Change	9781328485199	Teacher	T89	bottom of page, Professional Learning, line 1	Power Words	Critical Vocabulary words
Publisher	Editorial Change	9780544456570	Teacher	T89	Step 2, second bullet	Where might someone perish of thirst?	Where might someone have perished of thirst?
Publisher	Editorial Change	9781328485199	Teacher	T89	Step 2, second bullet	Where might someone perish of thirst?	Where might someone have perished of thirst?
Publisher	Editorial Change	9780544456617	Teacher	throughout	throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross-references to Genre Study Teacher’s Guide.	Change “Take andTeach Lesson: Genre Study” to “Genre StudyTeacher’s Guide” throughout.
Publisher	Editorial Change	9781328485199	Teacher	throughout	throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross-references to Genre Study Teacher’s Guide.	Change “Take andTeach Lesson: Genre Study” to “Genre StudyTeacher’s Guide” throughout.
Publisher	Editorial Change	9781328469892	Teacher	W263	Bullet 2	Review the examples from Day 1 and Day 2.	Review what a contraction is.
Publisher	Editorial Change	9781328485199	Teacher	W263	Bullet 2	Review the examples from Day 1 and Day 2.	Review what a contraction is.

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Publisher	Editorial Change	9781328469892	Teacher	W302	Bullet 3, line 2	loudly	a lot
Publisher	Editorial Change	9781328485199	Teacher	W302	Bullet 3, line 2	loudly	a lot
Publisher	Editorial Change	9781328469892	Teacher	W90	Bullet 7, line 3	Connect the idea of natural wonders.	Connect the idea of natural wonders to their own knowledge and experiences.
Publisher	Editorial Change	9781328485199	Teacher	W90	Bullet 7, line 3	Connect the idea of natural wonders.	Connect the idea of natural wonders to their own knowledge and experiences.
Publisher	New Content	9781328469892	Teacher	R20-R31	Resources section	New Resource	Add new teacher end matter pages, pp. R20-R31.
Publisher	New Content	9781328485199	Teacher	R20-R31	Resources section	New Resource	Add new teacher end matter pages, pp. R20-R31.
Publisher	New Content	9780544456563	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9781328485199	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9780544456570	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9781328485199	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9780544456587	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9781328485199	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9780544456594	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9781328485199	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9780544456600	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9781328485199	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9780544456617	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
Publisher	New Content	9781328485199	Teacher	R9-R59	Resources section	New resource	Add new teacher end matter pages R9-R59.
English Language Arts and Reading, Grade 4 <i>Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 4 (ISBN 9781328560162)</i>							
State Review Panel	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 2.3	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."
State Review Panel	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 2.3	Line 5	State review panel comment: "No multi-syllabic words"	In response to state review panel comment: In line 5, "oaken" changed to "loneliness" and "shadowy" changed to "postponement"
State Review Panel	Editorial Change	9781328485199	Student	Grammar 1.3.3	Top box, line 4	Sips tea. (fragment)	I was thirsty, I made some tea. (comma splice)
State Review Panel	Editorial Change	9781328485199	Student	Grammar 1.3.3	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.
State Review Panel	Editorial Change	9781328485199	Student	Grammar 1.3.3	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.

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State Review Panel	Editorial Change	9.78133E+12	Student	Anchor Chart 32: How to Have a Discussion	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"
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 32: How to Have a Discussion	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."
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 32: How to Have a Discussion	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."
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 32: How to Have a Discussion	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."
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	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."
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	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."
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	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."
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	second box, During Reading	State review panel comment: Does not address characteristics of genres.	To address reviewer comments: Add another bullet item "Think about the genre characteristics, the text features, and the text structure."
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 5: Make and Confirm Predictions	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."
State Review Panel	Editorial Change	9781328485199	Student	Printable: Reading Graphic Organizer 5	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

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781328485199	Student	Printable: Reading Graphic Organizer 5	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
State Review Panel	Editorial Change	9781328485199	Student	Printable: Reading Graphic Organizer 5	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
State Review Panel	Editorial Change	9781328485199	Student	Printable: Reading Graphic Organizer 5	top of the page, first two boxes, What I Noticed in the Text	State review panel comment: Does not address characterisitc of genres.	To address reviewer comments: Add text to boxes: . Genre Characteristics, . Text features, . Text Structure
State Review Panel	Editorial Change	9781328485199	Student	Printable: Reading Graphic Organizer 5	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
State Review Panel	Editorial Change	9781328485199	Student	Anchor Chart 34: Choosing a Book	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.
State Review Panel	New Content	9781328485199	Student	Display and Engage: Research Report 9.8b	Whole page	New content	New content composed from State Review Panel
Publisher	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 2.6	Top of page (head)	Decoding	Blend and Read
Publisher	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 2.8	Top of page (head)	Decoding	Blend and Read
Publisher	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 3.6	Top of page (head)	Decoding	Blend and Read
Publisher	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 3.8	Top of page (head)	Decoding	Blend and Read
Publisher	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 4.1	Top of page (head)	Decoding	Blend and Read

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Publisher	Editorial Change	9781328485199	Student	Display and Engage: Blend and Read 4.13	Line 7	Change sentence	In Line 7 change "an incredible" to "a"
Publisher	Editorial Change	9781328485199	Student	Printable: Proofreading 1.6	Second direction line	addition to direction line	Add "Use one or more spelling words." after last sentence.
Publisher	Editorial Change	9781328485199	Student	Dictation Sentences: 7.11	Sentence 19	text change	Change "Thao has the habit of talking in class." to "Which student is in charge of the school newspaper?"
Publisher	Editorial Change	9781328485199	Student	Dictation Sentences: 7.11	Sentence 20	text change	Change "Which student is in charge of the school newspaper?" to "The room was cold because the heater was broken."
Publisher	Editorial Change	9781328485199	Student	High Frequency Card 4.26	bullet 2	text change	Change "The words <i>your</i> and <i>sure</i> rhyme with <i>poor</i> ." to "The word <i>your</i> rhymes with <i>poor</i> ."
Publisher	Editorial Change	9781328485199	Student	High Frequency Card 4.71	bullet 3, line 1	text change	Change " <i>dime</i> " to " <i>silent</i> "
Publisher	Editorial Change	9781328485199	Student	Spelling Word Cards 7.11	row 7	text change	Change "habit" to "student", "student" to "broken", and "broken" to "award."
Publisher	Editorial Change	9781328485199	Student	Spelling Word Cards 7.11	row 8	text change	Change "award" to "novel", "novel" to "private", and "private" to "decent".
Publisher	Editorial Change	9781328485199	Student	Grammar 6.1.3	Item 1	Quotation: "Blue whales are the biggest animals that have ever lived on the planet." Source: "The Magic Treehouse Incredible Fact Book" "Blue whales are the biggest animals that have ever lived on the planet," according to "The Magic Treehouse Incredible Fact Book."	Quotation: "The Komodo dragon is the world's largest lizard." Source: Apex Predators "The Komodo dragon is the world's largest lizard," according to the book Apex Predators.
Publisher	Editorial Change	9781328485199	Teacher	N/A	Groups section of Ed: Your Friend in Learning platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485199	Teacher	N/A	Plans section of Ed: Your Friend in Learning platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485199	Teacher	N/A	Data & Reports section of Ed: Your Friend in Learning platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of Ed: Your Friend in Learning. This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485199	Teacher	N/A	Assignments section of Ed: Your Friend in Learning platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.

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Publisher	Editorial Change	9781328485199	Teacher	N/A	Discover section of Ed: Your Friend in Learning platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover. This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485199	Teacher	N/A	Assignments section of Ed: Your Friend in Learning platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
English Language Arts and Reading, Grade 5 <i>Texas Houghton Mifflin Harcourt Into Reading Hybrid Classroom Package Grade 5 (ISBN 9781328560216) and Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 5 (ISBN 9781328560179)</i>							
Publisher	Editorial Change	9781328453266	Student	13	top of page, heading	Cause and Effect	Text Structure
Publisher	Editorial Change	9781328485274	Student	13	top of page, heading	Cause and Effect	Text Structure
Publisher	Editorial Change	9781328453266	Student	34	item 2	Juan	Miguel
Publisher	Editorial Change	9781328485274	Student	34	item 2	Juan	Miguel
Publisher	Editorial Change	9781328453266	Student	214	Item 2	or and	and/or
Publisher	Editorial Change	9781328485274	Student	214	Item 2	or and	and/or
Publisher	Editorial Change	9781328453266	Student	231	item 1	would not _____, but it fitted him perfectly.	would not _____, but the fitted shirt was the perfect size.
Publisher	Editorial Change	9781328485274	Student	231	item 1	would not _____, but it fitted him perfectly.	would not _____, but the fitted shirt was the perfect size.
Publisher	Editorial Change	9781328453266	Student	239	item 5	Rewrite to avoid prefix usage.	Revise as follows: I find everything likable about him. I can't understand why you don't [like] him.
Publisher	Editorial Change	9781328485274	Student	239	item 5	Rewrite to avoid prefix usage.	Revise as follows: I find everything likable about him. I can't understand why you don't [like] him.
Publisher	Editorial Change	9781328453167	Teacher	43	Academic Discussion note, answer to question 3	William had to leave school and he had very little money for his windmill project, but he did not let these challenges hold him back. His hard work shows how brave he is, and his ideas for windmill parts show how smart and creative he is.	In paragraph 18, the author describes how William feels a sense of responsibility and dedication to impoverished African villages. He uses his talent and education to help them by bringing them electricity and water pumps that are powered by the sun and the wind.
Publisher	Editorial Change	9781328485212	Teacher	43	Academic Discussion note, answer to question 3	William had to leave school and he had very little money for his windmill project, but he did not let these challenges hold him back. His hard work shows how brave he is, and his ideas for windmill parts show how smart and creative he is.	In paragraph 18, the author describes how William feels a sense of responsibility and dedication to impoverished African villages. He uses his talent and education to help them by bringing them electricity and water pumps that are powered by the sun and the wind.
Publisher	Editorial Change	9781328453167	Teacher	121	Academic Discussion note, answer to question 3	The secret garden seems mysterious to Mary because it looks different and has been abandoned for many years, so it is wild and untended.	Mary feels the garden is "a world of her own" because it is wild and untended showing that it has been abandoned for many years, so Mary knows she can come here alone any time.
Publisher	Editorial Change	9781328485212	Teacher	121	Academic Discussion note, answer to question 3	The secret garden seems mysterious to Mary because it looks different and has been abandoned for many years, so it is wild and untended.	Mary feels the garden is "a world of her own" because it is wild and untended showing that it has been abandoned for many years, so Mary knows she can come here alone any time.
Publisher	Editorial Change	9780544459083	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459090	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485212	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459106	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459113	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459120	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328469908	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459083	Teacher	T105	Apply to Independent Viewing, line 2	texts students choose	videos students choose
Publisher	Editorial Change	9781328485212	Teacher	T105	Apply to Independent Viewing, line 2	texts students choose	videos students choose
Publisher	Editorial Change	9780544459083	Teacher	T108	Step 1, line 5	Incorrect selection title.	Change "Quaking Ground" to "Quaking Earth"
Publisher	Editorial Change	9781328485212	Teacher	T108	Step 1, line 5	Incorrect selection title.	Change "Quaking Ground" to "Quaking Earth"
Publisher	Editorial Change	9780544459120	Teacher	T11	Step 2, 2nd bullet	Instruction on identifying the root words in the exemplars is missing.	Add to bullet: Guide students to identify the root words.
Publisher	Editorial Change	9780544459120	Teacher	T11	Step 3, 3rd bullet	• If students are having trouble recognizing the root words, allow them to use a print or online dictionary to check whether the root word should end with or without a double consonant.	Delete this bulleted item.
Publisher	Editorial Change	9781328485212	Teacher	T11	Step 2, 2nd bullet	Instruction on identifying the root words in the exemplars is missing.	Add to bullet: Guide students to identify the root words.
Publisher	Editorial Change	9781328485212	Teacher	T11	Step 3, 3rd bullet	• If students are having trouble recognizing the root words, allow them to use a print or online dictionary to check whether the root word should end with or without a double consonant.	Delete this bulleted item.
Publisher	Editorial Change	9780544459120	Teacher	T114	Step 1, 3rd bullet	• Model how to recognize prefixes and suffixes by first identifying the root word, or base word, in each case.	Delete this bulleted item.
Publisher	Editorial Change	9781328485212	Teacher	T114	Step 1, 3rd bullet	• Model how to recognize prefixes and suffixes by first identifying the root word, or base word, in each case.	Delete this bulleted item.
Publisher	Editorial Change	9780544459120	Teacher	T116	Introduce the Spelling Words, 5th bullet	Revise to replace poor exemplar.	Replace "royalty" with spelling word "glorious".
Publisher	Editorial Change	9781328485212	Teacher	T116	Introduce the Spelling Words, 5th bullet	Revise to replace poor exemplar.	Replace "royalty" with spelling word "glorious".
Publisher	Editorial Change	9780544459076	Teacher	T117	Correct and Redirect section, second bullet	Model how to decode the word.	Model how to decode the word <i>wheelbarrow</i> .
Publisher	Editorial Change	9781328485212	Teacher	T117	Correct and Redirect section, second bullet	Model how to decode the word.	Model how to decode the word <i>wheelbarrow</i> .
Publisher	Editorial Change	9780544459090	Teacher	T119	Step 1, bullet 1	Delete all text in bullet 1.	Delete all text in bullet 1.
Publisher	Editorial Change	9781328485212	Teacher	T119	Step 1, bullet 1	Delete all text in bullet 1.	Delete all text in bullet 1.
Publisher	Editorial Change	9780544459120	Teacher	T12	Sort the Words, 3rd bullet	Missing text.	Insert at end of bullet: Then note that Challenge words <i>tutorial</i> and <i>laborious</i> are exceptions.

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Publisher	Editorial Change	9781328485212	Teacher	T12	Sort the Words, 3rd bullet	Missing text.	Insert at end of bullet: Then note that Challenge words <i>tutorial</i> and <i>laborious</i> are exceptions.
Publisher	Editorial Change	9780544459120	Teacher	T122	Step 1, 3rd bullet	Revise to replace poor exemplar.	Replace "disaster" with "disbelief".
Publisher	Editorial Change	9780544459120	Teacher	T122	Step 1, 9th bullet	Display and read aloud the word <i>selection</i> . Model identifying the suffix and root word. Note that the spelling of the root word does not change, but the pronunciation does.	Display and read aloud the word <i>transportable</i> . Model identifying the suffix and root word. Note that the spelling of the root word does not change, but the stress moves to a different syllable.
Publisher	Editorial Change	9781328485212	Teacher	T122	Step 1, 3rd bullet	Revise to replace poor exemplar.	Replace "disaster" with "disbelief".
Publisher	Editorial Change	9781328485212	Teacher	T122	Step 1, 9th bullet	Display and read aloud the word <i>selection</i> . Model identifying the suffix and root word. Note that the spelling of the root word does not change, but the pronunciation does.	Display and read aloud the word <i>transportable</i> . Model identifying the suffix and root word. Note that the spelling of the root word does not change, but the stress moves to a different syllable.
Publisher	Editorial Change	9780544459106	Teacher	T126	Step 1, last bullet	Incorrect content.	Delete entire bullet and text: Continue modeling prefixes and Roman roots with other words on Generative Vocabulary 7.10.
Publisher	Editorial Change	9781328485212	Teacher	T126	Step 1, last bullet	Incorrect content.	Delete last bullet and text: Continue modeling prefixes and Roman roots with other words on Generative Vocabulary 7.10.
Publisher	Editorial Change	9780544459076	Teacher	T127	Step 3, first bullet, line 5	words with these prefixes.	words with these roots.
Publisher	Editorial Change	9781328485212	Teacher	T127	Step 3, first bullet, line 5	words with these prefixes.	words with these roots.
Publisher	Editorial Change	9780544459106	Teacher	T138	Lesson 12 column, Vocabulary Strategy	Homophones/Homographs	Reference Materials
Publisher	Editorial Change	9781328485212	Teacher	T138	Lesson 12 column, Vocabulary Strategy	Homophones/Homographs	Reference Materials
Publisher	Editorial Change	9780544459113	Teacher	T138	Lesson 11 column, top row	Module Launch	Academic Vocabulary
Publisher	Editorial Change	9780544459113	Teacher	T138	Lesson 12 column, top row	Academic Vocabulary	Vocabulary Strategy
Publisher	Editorial Change	9781328485212	Teacher	T138	Lesson 11 column, top row	Module Launch	Academic Vocabulary
Publisher	Editorial Change	9781328485212	Teacher	T138	Lesson 12 column, top row	Academic Vocabulary	Vocabulary Strategy
Publisher	Editorial Change	9780544459083	Teacher	T140	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9781328485212	Teacher	T140	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9780544459090	Teacher	T140	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9781328485212	Teacher	T140	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9780544459083	Teacher	T152	Step 1, chart of words	The exemplar words "entire" and "convince" appear twice in the chart.	Replace one instance of "entire" with "enter" and replace one instance of "convince" with "sponsor".
Publisher	Editorial Change	9781328485212	Teacher	T152	Step 1, chart of words	The exemplar words "entire" and "convince" appear twice in the chart.	Replace one instance of "entire" with "enter" and replace one instance of "convince" with "sponsor".
Publisher	Editorial Change	9780544459106	Teacher	T152	Step 1, bullet 4	Text missing from instruction.	Add to end of 4th bullet: Read the words aloud, and point out the vowels in the unstressed syllables that make the schwa sound.
Publisher	Editorial Change	9781328485212	Teacher	T152	Step 1, bullet 4	Text missing from instruction.	Add to end of 4th bullet: Read the words aloud, and point out the vowels in the unstressed syllables that make the schwa sound.
Publisher	Editorial Change	9780544459076	Teacher	T164	Step 1, bullet 1, sentence 1	Point out that Captain Arsenio is a biography and point out the word <i>legible</i> in the selection.	Point out that Captain Arsenio contains the word <i>legible</i> in the selection.
Publisher	Editorial Change	9781328485212	Teacher	T164	Step 1, bullet 1, sentence 1	Point out that Captain Arsenio is a biography and point out the word <i>legible</i> in the selection.	Point out that Captain Arsenio contains the word <i>legible</i> in the selection.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544459113	Teacher	T164	Page title	Academic Vocabulary	Generative Vocabulary
Publisher	Editorial Change	9781328485212	Teacher	T164	Page title	Academic Vocabulary	Generative Vocabulary
Publisher	Editorial Change	9780544459120	Teacher	T18	Step 1, last bullet	Alex <u>transferred</u> to a new school where he could take biology.	Alex <u>transferred</u> to a new school when his family moved to another state.
Publisher	Editorial Change	9781328485212	Teacher	T18	Step 1, last bullet	Alex <u>transferred</u> to a new school where he could take biology.	Alex <u>transferred</u> to a new school when his family moved to another state.
Publisher	Editorial Change	9780544459076	Teacher	T183	Genre Focus, all bullets	<ul style="list-style-type: none"> Review with students the characteristics of a narrative nonfiction text. Point out that the key feature of a narrative nonfiction text is that it is writing that uses literary styles and techniques to create factually accurate narratives. Discuss with students the example of a narrative nonfiction text they encountered last week and why it is a narrative nonfiction text: Winds of Hope. Ask students to point out the text features, visuals, and specific words in the selection that help them to know that this is a narrative nonfiction text. Have students describe how these features help them to understand the text. 	<ul style="list-style-type: none"> Review with students the characteristics of a fantasy/science fiction text. Point out that a key feature of this kind of text is that it uses literary techniques to create a believable future or fantasy world. Discuss with students the example of a fantasy/science fiction text they encountered last week: Captain Arsenio. Ask students to point out the text features, visuals, and specific words in the selection that help them to know that this is a fantasy/ science fiction text. Have students describe how these features help them to understand the text.
Publisher	Editorial Change	9781328485212	Teacher	T183	Genre Focus, all bullets	<ul style="list-style-type: none"> Review with students the characteristics of a narrative nonfiction text. Point out that the key feature of a narrative nonfiction text is that it is writing that uses literary styles and techniques to create factually accurate narratives. Discuss with students the example of a narrative nonfiction text they encountered last week and why it is a narrative nonfiction text: Winds of Hope. Ask students to point out the text features, visuals, and specific words in the selection that help them to know that this is a narrative nonfiction text. Have students describe how these features help them to understand the text. 	<ul style="list-style-type: none"> Review with students the characteristics of a fantasy/science fiction text. Point out that a key feature of this kind of text is that it uses literary techniques to create a believable future or fantasy world. Discuss with students the example of a fantasy/science fiction text they encountered last week: Captain Arsenio. Ask students to point out the text features, visuals, and specific words in the selection that help them to know that this is a fantasy/ science fiction text. Have students describe how these features help them to understand the text.
Publisher	Editorial Change	9780544459076	Teacher	T183	Learning Objectives box, bullet 1	Recognize and describe the features of a narrative nonfiction text.	Recognize and describe the features of a fantasy/science fiction text.
Publisher	Editorial Change	9781328485212	Teacher	T183	Learning Objectives box, bullet 1	Recognize and describe the features of a narrative nonfiction text.	Recognize and describe the features of a fantasy/science fiction text.
Publisher	Editorial Change	9780544459076	Teacher	T183	English Learner Support box, Intermediate prompt	<i>Winds of Hope</i> is mostly about _____.	<i>Captain Arsenio</i> is mostly about _____.
Publisher	Editorial Change	9781328485212	Teacher	T183	English Learner Support box, Intermediate prompt	<i>Winds of Hope</i> is mostly about _____.	<i>Captain Arsenio</i> is mostly about _____.
Publisher	Editorial Change	9780544459120	Teacher	T19	Step 2, 2nd bullet	This text is missing directions to have students identify root words.	Insert the following sentence in bullet: Guide students to identify the root words.
Publisher	Editorial Change	9780544459120	Teacher	T19	Step 3, 3rd bullet	<ul style="list-style-type: none"> Allow students to use a print or online dictionary if they have trouble identifying the root words with spelling changes. 	Delete this bulleted item.
Publisher	Editorial Change	9781328485212	Teacher	T19	Step 2, 2nd bullet	This text is missing directions to have students identify root words.	Insert the following sentence in bullet: Guide students to identify the root words.
Publisher	Editorial Change	9781328485212	Teacher	T19	Step 3, 3rd bullet	<ul style="list-style-type: none"> Allow students to use a print or online dictionary if they have trouble identifying the root words with spelling changes. 	Delete this bulleted item.
Publisher	Editorial Change	9780544459076	Teacher	T194	Build Knowledge and Language, Multimedia	Get Curious Video: What a Story	Get Curious Video: Lena and the Lonely Peony: A Story Told in Three Genres
Publisher	Editorial Change	9781328485212	Teacher	T194	Build Knowledge and Language, Multimedia	Get Curious Video: What a Story	Get Curious Video: Lena and the Lonely Peony: A Story Told in Three Genres
Publisher	Editorial Change	9780544459083	Teacher	T194	Build Knowledge and Language, right column, bullet 1	Wild West	Life In the Wild West
Publisher	Editorial Change	9781328485212	Teacher	T194	Build Knowledge and Language, right column, bullet 1	Wild West	Life In the Wild West
Publisher	Editorial Change	9780544459090	Teacher	T194	Build Knowledge and Language, right column	Project Earth	Planet Home

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Publisher	Editorial Change	9781328485212	Teacher	T194	Build Knowledge and Language, right column	Project Earth	Planet Home
Publisher	Editorial Change	9780544459106	Teacher	T194	Build Knowledge and Language, right column	A New Home	New Kid in Town
Publisher	Editorial Change	9781328485212	Teacher	T194	Build Knowledge and Language, right column	A New Home	New Kid in Town
Publisher	Editorial Change	9780544459113	Teacher	T194	Build Knowledge and Language, right column	The Lives of Animals	We Are Animals
Publisher	Editorial Change	9781328485212	Teacher	T194	Build Knowledge and Language, right column	The Lives of Animals	We Are Animals
Publisher	Editorial Change	9780544459113	Teacher	T206	Build Background, bullet 2	Have children discuss and plan ways they can bridge connections with their readers about these non-human subjects.	Have students plan ways to help readers feel more connected to the animals in their magazine spreads.
Publisher	Editorial Change	9781328485212	Teacher	T206	Build Background, bullet 2	Have children discuss and plan ways they can bridge connections with their readers about these non-human subjects.	Have students plan ways to help readers feel more connected to the animals in their magazine spreads.
Publisher	Editorial Change	9780544459106	Teacher	T208	Introduce the Signpost, bullet 1	Aha Moment	Memory Moment
Publisher	Editorial Change	9781328485212	Teacher	T208	Introduce the Signpost, bullet 1	Aha Moment	Memory Moment
Publisher	Editorial Change	9780544459076	Teacher	T212	Lesson 1 column, Small Group Instruction, bullet 2	English Learner Support: Synthesize	English Learner Support: Infer
Publisher	Editorial Change	9781328485212	Teacher	T212	Lesson 1 column, Small Group Instruction, bullet 2	English Learner Support: Synthesize	English Learner Support: Infer
Publisher	Editorial Change	9780544459090	Teacher	T212	Lesson 1 column, Small Group Instruction, bullet 3	Word Choice	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T212	Lesson 1 column, Small Group Instruction, bullet 3	Word Choice	Author's Craft
Publisher	Editorial Change	9780544459076	Teacher	T213	Lesson 5 column, Reading Workshop, bullet 1	Connect and Teach: Theme	Connect and Teach: Literary Elements (Characters)
Publisher	Editorial Change	9781328485212	Teacher	T213	Lesson 5 column, Reading Workshop, bullet 1	Connect and Teach: Theme	Connect and Teach: Literary Elements (Characters)
Publisher	Editorial Change	9780544459076	Teacher	T213	All columns, Small Group Instruction, bullet 2	Synthesize	Infer
Publisher	Editorial Change	9781328485212	Teacher	T213	All columns, Small Group Instruction, bullet 2	Synthesize	Infer
Publisher	Editorial Change	9780544459090	Teacher	T213	Lesson 3 column, Reading Workshop, bullet 3	Close Read Screencast	Viewing
Publisher	Editorial Change	9780544459090	Teacher	T213	Lesson 5 column, Small Group Instruction, bullet 3	Tone	Author's Craft
Publisher	Editorial Change	9780544459090	Teacher	T213	Lesson 5 column, Communication	Research and Media Literacy	Speaking and Listening
Publisher	Editorial Change	9781328485212	Teacher	T213	Lesson 3 column, Reading Workshop, bullet 3	Close Read Screencast	Viewing

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Publisher	Editorial Change	9781328485212	Teacher	T213	Lesson 5 column, Small Group Instruction, bullet 3	Tone	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T213	Lesson 5 column, Communication	Research and Media Literacy	Speaking and Listening
Publisher	Editorial Change	9780544459113	Teacher	T213	Lesson 3 column, top row, Vocabulary Strategy	Homophones/Homographs	Antonyms/Synonyms
Publisher	Editorial Change	9781328485212	Teacher	T213	Lesson 3 column, top row, Vocabulary Strategy	Homophones/Homographs	Antonyms/Synonyms
Publisher	Editorial Change	9780544459083	Teacher	T214	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9781328485212	Teacher	T214	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9780544459113	Teacher	T214	Independent Reading	Missing reference to Anchor Chart.	Between bullets 4 and 5, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9781328485212	Teacher	T214	Independent Reading	Missing reference to Anchor Chart.	Between bullets 4 and 5, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9780544459106	Teacher	T220	Instructional Vocabulary box	the way a text is arranged to help readers understand the information	the way information is organized in a text
Publisher	Editorial Change	9781328485212	Teacher	T220	Instructional Vocabulary box	the way a text is arranged to help readers understand the information	the way information is organized in a text
Publisher	Editorial Change	9780544459113	Teacher	T220	Step 1, last bullet; Genre Study, first line	The Lives of Animals	Why We Watch
Publisher	Editorial Change	9781328485212	Teacher	T220	Step 1, last bullet; Genre Study, first line	The Lives of Animals	Why We Watch
Publisher	Editorial Change	9780544459106	Teacher	T221	Step 3, Engage and Respond, bullet 1	A New Home	Moving to a New Country: A Survival Guide
Publisher	Editorial Change	9781328485212	Teacher	T221	Step 3, Engage and Respond, bullet 1	A New Home	Moving to a New Country: A Survival Guide
Publisher	Editorial Change	9780544459113	Teacher	T221	Step 3, bullet 1	The Lives of Animals	Why We Watch
Publisher	Editorial Change	9781328485212	Teacher	T221	Step 3, bullet 1	The Lives of Animals	Why We Watch
Publisher	Editorial Change	9780544459090	Teacher	T223	Blue band, top of page	Word Choice	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T223	Blue band, top of page	Word Choice	Author's Craft
Publisher	Editorial Change	9780544459090	Teacher	T224	Apply Reading Skill	Word Choice	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T224	Apply Reading Skill	Word Choice	Author's Craft
Publisher	Editorial Change	9780544459090	Teacher	T225	Wrap-Up, line 3	Word Choice	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T225	Wrap-Up, line 3	Word Choice	Author's Craft
Publisher	Editorial Change	9780544459106	Teacher	T227	Correct & Redirect, 4th bullet	(Current with an e can mean ocean movement and currant with an a is a kind of berry.)	(Current with an e can refer to something happening now, or to movement of water or air, and <i>currant</i> with an a is a kind of berry.)
Publisher	Editorial Change	9781328485212	Teacher	T227	Correct & Redirect, 4th bullet	(Current with an e can mean ocean movement and currant with an a is a kind of berry.)	(Current with an e can refer to something happening now, or to movement of water or air, and <i>currant</i> with an a is a kind of berry.)

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Publisher	Editorial Change	9780544459106	Teacher	T228	Sort the Words	This section is missing an explanation of the Challenge words, which can't be sorted.	Insert the following before last bullet under "Sort the Words": <ul style="list-style-type: none"> Point out that <i>muscular</i>, <i>principality</i>, <i>citation</i>, and <i>insightful</i> can't be sorted, but each is related to one of the spelling words. Challenge students to find the spelling words these are related to and identify the similarities.
Publisher	Editorial Change	9781328485212	Teacher	T228	Sort the Words	This section is missing an explanation of the Challenge words, which can't be sorted.	Insert the following before last bullet under "Sort the Words": <ul style="list-style-type: none"> Point out that <i>muscular</i>, <i>principality</i>, <i>citation</i>, and <i>insightful</i> can't be sorted, but each is related to one of the spelling words. Challenge students to find the spelling words these are related to and identify the similarities.
Publisher	Editorial Change	9780544459076	Teacher	T236	bottom half of page, Apply Reading Skill	Visualize	Synthesize
Publisher	Editorial Change	9781328485212	Teacher	T236	bottom half of page, Apply Reading Skill	Visualize	Synthesize
Publisher	Editorial Change	9780544459106	Teacher	T239	Paragraph 4, line 4	The word "statute" is incorrect; should be "statue".	The men built the statue in France and it was then disassembled and shipped to the United States in pieces.
Publisher	Editorial Change	9781328485212	Teacher	T239	Paragraph 4, line 4	The word "statute" is incorrect; should be "statue".	The men built the statue in France and it was then disassembled and shipped to the United States in pieces.
Publisher	Editorial Change	9780544459083	Teacher	T24	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: <ul style="list-style-type: none"> Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9781328485212	Teacher	T24	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: <ul style="list-style-type: none"> Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9780544459106	Teacher	T24	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: <ul style="list-style-type: none"> Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9781328485212	Teacher	T24	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: <ul style="list-style-type: none"> Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9780544459090	Teacher	T265	Blue band, top of page	Tone	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T265	Blue band, top of page	Tone	Author's Craft
Publisher	Editorial Change	9780544459076	Teacher	T266	bottom half of page, Apply Language Skill	Synthesizing	Infer
Publisher	Editorial Change	9781328485212	Teacher	T266	bottom half of page, Apply Language Skill	Synthesizing	Infer
Publisher	Editorial Change	9780544459090	Teacher	T266	Apply Reading Skill	Tone	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T266	Apply Reading Skill	Tone	Author's Craft
Publisher	Editorial Change	9780544459090	Teacher	T267	Wrap-Up, line 3	Tone	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T267	Wrap-Up, line 3	Tone	Author's Craft
Publisher	Editorial Change	9780544459113	Teacher	T272	Far left column, Instructional Vocabulary list	Words missing from list.	Add "media" and "media techniques" to list.
Publisher	Editorial Change	9780544459113	Teacher	T272	Lesson 6 and Lesson 7 columns, Small Group Instruction, bullet 1	Guided Viewing	Guided Reading
Publisher	Editorial Change	9781328485212	Teacher	T272	Far left column, Instructional Vocabulary list	Words missing from list.	Add "media" and "media techniques" to list.
Publisher	Editorial Change	9781328485212	Teacher	T272	Lesson 6 and Lesson 7 columns, Small Group Instruction, bullet 1	Guided Viewing	Guided Reading
Publisher	Editorial Change	9780544459083	Teacher	T274	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: <ul style="list-style-type: none"> Display and review Anchor Chart 36: Responding to Texts.

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Publisher	Editorial Change	9781328485212	Teacher	T274	Independent Reading, between bullets 3 and 4	Reference to Anchor Chart is missing.	Between existing bullets 3 and 4, insert: • Display and review Anchor Chart 36: Responding to Texts.
Publisher	Editorial Change	9780544459113	Teacher	T279	Step 2, bullet 2	<i>In what ways do you think it raises the social utilize of an animal when it can fend for itself?</i>	<i>In what ways do you think groups of animals utilize some members' ability to fend for themselves?</i>
Publisher	Editorial Change	9780544459113	Teacher	T279	Step 3 facsimile	Vocabulary Card for covered appears but this word is not in the lesson.	Replace with Vocabulary Card for posture .
Publisher	Editorial Change	9781328485212	Teacher	T279	Step 2, bullet 2	<i>In what ways do you think it raises the social utilize of an animal when it can fend for itself?</i>	<i>In what ways do you think groups of animals utilize some members' ability to fend for themselves?</i>
Publisher	Editorial Change	9781328485212	Teacher	T279	Step 3 facsimile	Vocabulary Card for covered appears but this word is not in the lesson.	Replace with Vocabulary Card for posture .
Publisher	Editorial Change	9780544459076	Teacher	T280	Genre Study, bottom right	Infographic	Fantasy
Publisher	Editorial Change	9781328485212	Teacher	T280	Genre Study, bottom right	Infographic	Fantasy
Publisher	Editorial Change	9780544459083	Teacher	T286	Step 1, word chart	Divide Before or After the Blend	Divide Before or After the Consonant Pair
Publisher	Editorial Change	9780544459083	Teacher	T286	Step 1, word chart	The exemplar word "explain" is missing from the chart.	At bottom, add row as follows: explain ex/plain VC/CCV
Publisher	Editorial Change	9781328485212	Teacher	T286	Step 1, word chart	Divide Before or After the Blend	Divide Before or After the Consonant Pair
Publisher	Editorial Change	9781328485212	Teacher	T286	Step 1, word chart	The exemplar word "explain" is missing from the chart.	At bottom, add row as follows: explain ex/plain VC/CCV
Publisher	Editorial Change	9780544459083	Teacher	T295	Blue band, top of page	Text Structure	Central Idea
Publisher	Editorial Change	9781328485212	Teacher	T295	Blue band, top of page	Text Structure	Central Idea
Publisher	Editorial Change	9780544459076	Teacher	T309	Step 1, bullet 3, line 4	meaning	meanings
Publisher	Editorial Change	9781328485212	Teacher	T309	Step 1, bullet 3, line 4	meaning	meanings
Publisher	Editorial Change	9780544459076	Teacher	T310	far left column, Instructional Vocabulary box, definition for "stage direction"	details that tell actors where to move, how to speak, or gives information about the setting	information in a drama that tells actors where to move, how to look or speak, or gives details about the set
Publisher	Editorial Change	9781328485212	Teacher	T310	far left column, Instructional Vocabulary box, definition for "stage direction"	details that tell actors where to move, how to speak, or gives information about the setting	information in a drama that tells actors where to move, how to look or speak, or gives details about the set
Publisher	Editorial Change	9780544459106	Teacher	T317	Spiral Review, bullet 3, line 3	They should include number the prefix represents in the drawing.	They should include the number the prefix represents in the drawing.
Publisher	Editorial Change	9781328485212	Teacher	T317	Spiral Review, bullet 3, line 3	They should include number the prefix represents in the drawing.	They should include the number the prefix represents in the drawing.
Publisher	Editorial Change	9780544459106	Teacher	T318	Title, top of page	Story Elements	Literary Elements
Publisher	Editorial Change	9780544459106	Teacher	T318	Step 1, bullet 1, line 1	Tell students that story elements are the elements that make up a story.	Tell students that literary elements are the elements that make up a story.
Publisher	Editorial Change	9781328485212	Teacher	T318	Title, top of page	Story Elements	Literary Elements
Publisher	Editorial Change	9781328485212	Teacher	T318	Step 1, bullet 1, line 1	Tell students that story elements are the elements that make up a story.	Tell students that literary elements are the elements that make up a story.
Publisher	Editorial Change	9780544459106	Teacher	T32	English Learner Support, bullet 2	Mini Bios of Explorers	A Few Who Dared

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Publisher	Editorial Change	9781328485212	Teacher	T32	English Learner Support, bullet 2	Mini Bios of Explorers	A Few Who Dared
Publisher	Editorial Change	9780544459083	Teacher	T327	This Week's Texts, selection 1	Harvesting Crops	The Daily Life of a Pioneer Family in 1840
Publisher	Editorial Change	9781328485212	Teacher	T327	This Week's Texts, selection 1	Harvesting Crops	The Daily Life of a Pioneer Family in 1840
Publisher	Editorial Change	9780544459106	Teacher	T33	Demonstrate, bullet 2	Model filling out Printable: Reading Graphic Organizer 23 Ideas and Support for Mini Bios of Explorers.	Model filling out Printable: Reading Graphic Organizer 23 to identify Ideas and Support in A Few Who Dared.
Publisher	Editorial Change	9781328485212	Teacher	T33	Demonstrate, bullet 2	Model filling out Printable: Reading Graphic Organizer 23 Ideas and Support for Mini Bios of Explorers.	Model filling out Printable: Reading Graphic Organizer 23 to identify Ideas and Support in A Few Who Dared.
Publisher	Editorial Change	9780544459083	Teacher	T332	Make Connections, High-Frequency Words	women, children, crowded	woman, child, crowd
Publisher	Editorial Change	9781328485212	Teacher	T332	Make Connections, High-Frequency Words	women, children, crowded	woman, child, crowd
Publisher	Editorial Change	9780544459083	Teacher	T336	Step 1, bullet 5	Prairie	Pioneer
Publisher	Editorial Change	9781328485212	Teacher	T336	Step 1, bullet 5	Prairie	Pioneer
Publisher	Editorial Change	9780544459106	Teacher	T340	Notice and Note	Incorrect signpost name.	Change "Memory Moment" to "3 Big Questions"; change Anchor Question to "What surprised me? What challenged, changed, or confirmed what I already knew?"
Publisher	Editorial Change	9781328485212	Teacher	T340	Notice and Note	Incorrect signpost name.	Change "Memory Moment" to "3 Big Questions"; change Anchor Question to "What surprised me? What challenged, changed, or confirmed what I already knew?"
Publisher	Editorial Change	9780544459083	Teacher	T344	Sort the Words	Missing text.	Add as last bullet: • Point out that <i>au/di/tor/y</i> doesn't follow the VV pattern, although it's related to <i>au/di/o</i> .
Publisher	Editorial Change	9781328485212	Teacher	T344	Sort the Words	Missing text.	Add as last bullet: • Point out that <i>au/di/tor/y</i> doesn't follow the VV pattern, although it's related to <i>au/di/o</i> .
Publisher	Editorial Change	9780544459106	Teacher	T344	Sort the Words	Text is missing.	Add to end of last bullet: Point out related word <i>admirable</i> (which can't be sorted).
Publisher	Editorial Change	9781328485212	Teacher	T344	Sort the Words	Text is missing.	Add to end of last bullet: Point out related word <i>admirable</i> (which can't be sorted).
Publisher	Editorial Change	9780544459113	Teacher	T354	Instructional Vocabulary box	The head for Spanish cognates is missing.	Add head: SPANISH COGNATES above the word "benevolence"
Publisher	Editorial Change	9781328485212	Teacher	T354	Instructional Vocabulary box	The head for Spanish cognates is missing.	Add head: SPANISH COGNATES above the word "benevolence"
Publisher	Editorial Change	9780544459113	Teacher	T36	Step 1, word chart	The word "company" is not a good exemplar for this exercise.	Replace "company" with "commotion".
Publisher	Editorial Change	9780544459113	Teacher	T36	Step 1, next to last bullet	Missing an explanation of Latin roots in "contain" and "produce".	Add to the end of bullet: Note that in <i>contain</i> , <i>tain</i> is from a Latin root meaning "to hold." In <i>produce</i> , <i>duce</i> is from a Latin root meaning "to lead."
Publisher	Editorial Change	9781328485212	Teacher	T36	Step 1, word chart	The word "company" is not a good exemplar for this exercise.	Replace "company" with "commotion".
Publisher	Editorial Change	9781328485212	Teacher	T36	Step 1, next to last bullet	Missing an explanation of Latin roots in "contain" and "produce".	Add to the end of bullet: Note that in <i>contain</i> , <i>tain</i> is from a Latin root meaning "to hold." In <i>produce</i> , <i>duce</i> is from a Latin root meaning "to lead."
Publisher	Editorial Change	9780544459083	Teacher	T369	Blue band, top of page	Author's Craft	Varieties of English
Publisher	Editorial Change	9781328485212	Teacher	T369	Blue band, top of page	Author's Craft	Change "Author's Craft" to "Varieties of English"

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Publisher	Editorial Change	9780544459113	Teacher	T37	Step 2, Guided Practice	Missing direction on how to handle roots in Blend and Read exemplars whose meanings aren't obvious.	Insert as 4th bullet: • For words that don't have obvious roots, model use of a dictionary to look up the words' origins and the meanings of their roots.
Publisher	Editorial Change	9781328485212	Teacher	T37	Step 2, Guided Practice	Missing direction on how to handle roots in Blend and Read exemplars whose meanings aren't obvious.	Insert as 4th bullet: • For words that don't have obvious roots, model use of a dictionary to look up the words' origins and the meanings of their roots.
Publisher	Editorial Change	9780544459090	Teacher	T4	Build Knowledge and Language, right column	Project Earth	Planet Home
Publisher	Editorial Change	9781328485212	Teacher	T4	Build Knowledge and Language, right column	Project Earth	Planet Home
Publisher	Editorial Change	9780544459106	Teacher	T4	Build Knowledge and Language, right column	Above, Below, and Beyond	A Hero's Journey
Publisher	Editorial Change	9781328485212	Teacher	T4	Build Knowledge and Language, right column	Above, Below, and Beyond	A Hero's Journey
Publisher	Editorial Change	9780544459113	Teacher	T4	Build Knowledge and Language, right column	Unexpected, Unexplained	What Was That?
Publisher	Editorial Change	9781328485212	Teacher	T4	Build Knowledge and Language, right column	Unexpected, Unexplained	What Was That?
Publisher	Editorial Change	9780544459090	Teacher	T51	Step 3, lines 2-3	Protecting Earth	Planet Home
Publisher	Editorial Change	9781328485212	Teacher	T51	Step 3, lines 2-3	Protecting Earth	Planet Home
Publisher	Editorial Change	9780544459120	Teacher	T52	Teacher Tip	The content of this Teacher Tip is not the intended content. Needs to be replaced.	Display and read the words <i>sincerely</i> and <i>sincerity</i> . Note the parts of the words that are spelled the same and discuss the similarities in meaning.
Publisher	Editorial Change	9781328485212	Teacher	T52	Teacher Tip	The content of this Teacher Tip is not the intended content. Needs to be replaced.	Display and read the words <i>sincerely</i> and <i>sincerity</i> . Note the parts of the words that are spelled the same and discuss the similarities in meaning.
Publisher	Editorial Change	9780544459113	Teacher	T60	Step 1, 3rd bullet	The following text is superfluous and needs to be replaced: Display the words <i>composure</i> , <i>contract</i> , <i>prediction</i> , and <i>provision</i> .	Display the following word chart.
Publisher	Editorial Change	9781328485212	Teacher	T60	Step 1, 3rd bullet	The following text is superfluous and needs to be replaced: Display the words <i>composure</i> , <i>contract</i> , <i>prediction</i> , and <i>provision</i> .	Display the following word chart.
Publisher	Editorial Change	9780544459120	Teacher	T74	Step 1, chart of words	The exemplar "competent/competence/competency" is not a good one because the root is not obvious.	Delete the exemplar competent/competence/competency.
Publisher	Editorial Change	9780544459120	Teacher	T74	Step 1, 5th bullet	The following directions to teacher are superfluous and need to be replaced: Write the second and third sets of related words on the board and underline the suffixes. Ask students to identify the common base words and their suffixes.	Display the chart above.
Publisher	Editorial Change	9781328485212	Teacher	T74	Step 1, chart of words	The exemplar "competent/competence/competency" is not a good one because the root is not obvious.	Delete the exemplar competent/competence/competency.
Publisher	Editorial Change	9781328485212	Teacher	T74	Step 1, 5th bullet	The following directions to teacher are superfluous and need to be replaced: Write the second and third sets of related words on the board and underline the suffixes. Ask students to identify the common base words and their suffixes.	Display the chart above.
Publisher	Editorial Change	9780544459090	Teacher	T82	Lesson 7 column, Small Group Instruction, bullet 3	Synthesize	Elements of Drama
Publisher	Editorial Change	9781328485212	Teacher	T82	Lesson 7 column, Small Group Instruction, bullet 3	Synthesize	Elements of Drama
Publisher	Editorial Change	9780544459106	Teacher	T82	Lesson 7 column, Vocabulary, bullet 2	Analogies	Context Clues
Publisher	Editorial Change	9781328485212	Teacher	T82	Lesson 7 column, Vocabulary, bullet 2	Analogies	Context Clues
Publisher	Editorial Change	9780544459083	Teacher	T83	Lesson 8 column, Foundational Skills	VCCV Syllable Division Pattern	Compound Words
Publisher	Editorial Change	9781328485212	Teacher	T83	Lesson 8 column, Foundational Skills	VCCV Syllable Division Pattern	Compound Words

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Publisher	Editorial Change	9780544459090	Teacher	T83	Lesson 10 column, bullet 2	Classify	Sequence
Publisher	Editorial Change	9780544459090	Teacher	T83	Lesson 10 column, bullet 3	Text Structure	Figurative Language
Publisher	Editorial Change	9781328485212	Teacher	T83	Lesson 10 column, bullet 2	Classify	Sequence
Publisher	Editorial Change	9781328485212	Teacher	T83	Lesson 10 column, bullet 3	Text Structure	Figurative Language
Publisher	Editorial Change	9780544459106	Teacher	T83	Lesson 8 column, Reading Workshop, bullet 1; Small Group Instruction, bullet 3	Author's Craft	Make and Confirm Predictions
Publisher	Editorial Change	9780544459106	Teacher	T83	Lesson 8 column, Reading Workshop, bullet 1; Small Group Instruction, bullet 3	Theme	Author's Craft
Publisher	Editorial Change	9781328485212	Teacher	T83	Lesson 8 column, Reading Workshop, bullet 1; Small Group Instruction, bullet 3	Author's Craft	Make and Confirm Predictions
Publisher	Editorial Change	9781328485212	Teacher	T83	Lesson 8 column, Reading Workshop, bullet 1; Small Group Instruction, bullet 3	Theme	Author's Craft
Publisher	Editorial Change	9780544459113	Teacher	T89	Step 3 facsimile	Incorrect Vocabulary Card shown; current one is not in this lesson	Replace "formidable" card with "earnest" card
Publisher	Editorial Change	9780544459113	Teacher	T89	Step 3, bullet 2	Have students work with a partner to discuss the COLLABORATIVE DISCUSSION prompt on each Vocabulary Card.	Have students use the TURN AND TALK routine to discuss with a partner the prompt on each Vocabulary Card.
Publisher	Editorial Change	9781328485212	Teacher	T89	Step 3 facsimile	Incorrect Vocabulary Card shown; current one is not in this lesson	Replace "formidable" card with "earnest" card
Publisher	Editorial Change	9781328485212	Teacher	T89	Step 3, bullet 2	Have students work with a partner to discuss the COLLABORATIVE DISCUSSION prompt on each Vocabulary Card.	Have students use the TURN AND TALK routine to discuss with a partner the prompt on each Vocabulary Card.
Publisher	Editorial Change	9780544459076	Teacher	T97	Correct and Redirect section, second bullet	Model how to decode the word.	Model how to decode the word <i>spade</i> .
Publisher	Editorial Change	9781328485212	Teacher	T97	Correct and Redirect section, second bullet	Model how to decode the word.	Model how to decode the word <i>spade</i> .
Publisher	Editorial Change	9780544459076	Teacher	Throughout	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9781328485212	Teacher	Throughout	Throughout	Reduced facsimiles of other components may contain editorial corrections or editorial changes.	Update reduced facsimiles and graphics with corrected versions throughout.
Publisher	Editorial Change	9780544459120	Teacher	Throughout	Throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross-references to Genre Study Teacher's Guide.	Change "Take and Teach Lesson: Genre Study" to "Genre Study Teacher's Guide" throughout.
Publisher	Editorial Change	9781328485212	Teacher	Throughout	Throughout	All Take and Teach: Genre Study cross-references need to be replaced with cross-references to Genre Study Teacher's Guide.	Change "Take and Teach Lesson: Genre Study" to "Genre Study Teacher's Guide" throughout.
Publisher	Editorial Change	9781328469908	Teacher	W97	After bullet 5	[new text]	<ul style="list-style-type: none"> Remind students they should also look for sentences with double negatives. Write the following sentence on the board: Edna didn't say nothing. Point out that a writer's intended meaning is confusing when there is a double negative, so an important part of editing is to remove double negatives. Work together to edit the sentence to remove the double negative.
Publisher	Editorial Change	9781328485212	Teacher	W97	After bullet 5	[new text]	<ul style="list-style-type: none"> Remind students they should also look for sentences with double negatives. Write the following sentence on the board: Edna didn't say nothing. Point out that a writer's intended meaning is confusing when there is a double negative, so an important part of editing is to remove double negatives. Work together to edit the sentence to remove the double negative.

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English Language Arts and Reading, Grade 5 <i>Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 5 (ISBN 9781328560179)</i>							
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Decoding 3.11	Items 2 and 3	Revise to improve exemplars.	Replace "supreme" with "harness"; replace "nested" with "wisdom"
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 3.6.2a	Title	Identify Easily Confused Verbs	Identify Easily Confused Words
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 3.6.2b	Title	Identify Easily Confused Verbs	Identify Easily Confused Words
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 3.6.4a	Title	Identify Easily Confused Words	Identify Easily Confused Verbs
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 3.6.4b	Title	Identify Easily Confused Words	Identify Easily Confused Verbs
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 3.6.4c	Title	Identify Easily Confused Words	Identify Easily Confused Verbs
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 3.6.4c	Instructional text	Say each of these sentences, replacing the incorrect verb with the correct one.	Fix each of these sentences, replacing the incorrect verb with the correct one.
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 4.3.3a	Box 1	We felt more happily about this morning's sunrise than the others.	We wrote more happily about this morning's sunrise than the others.
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 4.3.3a	Box 2	We felt most happily about the sunset.	We wrote most happily about the sunset.
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 4.3.3b	Item 1	We felt ___ about leaving our home than leaving the city.	We spoke ___ about leaving our home than leaving the city.

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Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 4.4.3b	Instructional text	Suggest how to rewrite the two short sentences as one sentence using the prepositional phrase.	Suggest how to rewrite the two short sentences as one sentence using a prepositional phrase.
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 7.4.2a	Instructional text	Explain that parentheses set off information that interrupts a sentence and is not of major importance to the sentence.	Parentheses set off information that interrupts a sentence and is not of major importance to the sentence.
Publisher	Editorial Change	9781328485212	Student	Display and Engage: Grammar 7.4.4c	Item 2	You can buy tickets from three places: the principal's office Mrs. Dean's classroom or any of the students in the play.	You can buy tickets from three places the principal's office Mrs. Dean's classroom or any of the students in the play.
Publisher	Editorial Change	9781328485212	Student	Printable: Proofreading 11.6	Passage section, sentence 9	Text is missing from sentence.	Insert "of pizza" after "free slice"
Publisher	Editorial Change	9781328485212	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485212	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
Publisher	New Content	9781328485212	Student	N/A	Throughout	New resource	Add new Reading Display and Engage pages for Meet the Author, Meet the Author and Illustrator, and Build Background.

English Language Arts and Reading, Grade 6
 Texas Houghton Mifflin Harcourt Into Literature Hybrid Classroom Package Grade 6 (ISBN 9781328556110) and Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 6 (ISBN 9781328554925)

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Publisher	Editorial Change	9780544973220	Student	38	Research activity, bottom of page, 2nd-to-last line	Missing word in "with this informational text in mind"	Add "and": and with this informational text in mind
Publisher	Editorial Change	9780544973220	Student	48	Language Conventions	Missing TEKS number in "TEKS Dviii"	Add "10": TEKS 10Dviii
Publisher	Editorial Change	9780544973220	Student	56	Side: Vocabulary Strategy	Missing Vocabulary Studio reference	Add margin annotation: [icon] Go to Synonyms and Antonyms in the Vocabulary Studio for more on synonyms and antonyms.
Publisher	Editorial Change	9780544973220	Student	62	Side	Replace Memory Moment margin annotation and move up to align with paragraph 15: MEMORY MOMENT Notice & Note: What legend does Vinny remember having heard? Mark details about the legend. Analyze: What does Vinny's response to the legend reveal about his character?	Change to : MEMORY MOMENT Notice & Note: What does Vinny remember about events following the boy's disappearance? Mark details in paragraph 17 about the search for the missing boy. Analyze: How might the memory of these details affect Vinny?
Publisher	Editorial Change	9780544973220	Student	107	Infer Multiple Themes, paragraph 2	Revise for clarity: Use your notes to help you infer--or make logical guesses based on evidence and your own knowledge and experience--the story's multiple themes.	Change to: To infer the story's multiple themes, use your notes to help you make logical guesses based on evidence and your own knowledge and experience.
Publisher	Editorial Change	9780544973220	Student	156	Analyze the Text, head	Missing TEKS	Add TEKS: TEKS 5E, 5G, 5H, 6C, 6G, 8Ei-ii, 9F
Publisher	Editorial Change	9780544973220	Student	192	Selection title	Revise selection title: Chapter 21: Into the Lifeboat <i>from</i> Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat <i>from</i> Titanic Survivor
Publisher	Editorial Change	9780544973220	Student	216	Side	Revise last line of Analyze the Effects of Structure and Meter: How do these elements help convey the speaker's feelings at the end of the poem?	Change to: How do these elements help convey the speaker's feelings?
Publisher	Editorial Change	9780544973220	Student	217	Check Your Understanding, item 3	Revise question: Which idea expresses how the speaker feels by the end of the poem?	Change to: Which idea expresses how the speaker feels by the end of the excerpt?
Publisher	Editorial Change	9780544973220	Student	253	Selection subhead	Incorrect spelling of Rembrandt's name: "Ryn"	Change "Ryn" to "Rijn"
Publisher	Editorial Change	9780544973220	Student	314	Analyze the Text, question 4	Revise for clarity: Review paragraph 12 in "Better Than Words: Say It with a Selfie." Find at least one example of a logical fallacy and explain how it shows an error in the writer's logic.	Change to: Review paragraph 13 in "Better Than Words: Say It with a Selfie." Find an example of a logical fallacy and explain how it shows an error in the writer's logic.
Publisher	Editorial Change	9780544973220	Student	320	Reader's Choice, head	Revise TEKS	Delete "6A, 8A"
Publisher	Editorial Change	9780544973220	Student	375	Side: bullet 3	Revise for clarity: includes facts and descriptions of events, people, and experiences that shaped the subject's or subjects' life	Change to: includes facts and descriptions of events, people, and experiences that shape subjects' lives
Publisher	Editorial Change	9780544973220	Student	401	Hold a Small Group Discussion, checklist item 1	Missing word in "Remind group members that you not looking for a topic."	Change to: Remind group members that you are not looking for a topic.
Publisher	Editorial Change	9780544973220	Student	466	Research activity, line 3	Incorrect spelling: Hans Christian Anderson	Change to: Hans Christian Andersen
Publisher	Editorial Change	9780544973220	Student	337–347	Images throughout; p. 337, 1st paragraph of selection	Revise images per rights holder requirement. Add subhead above first paragraph.	Delete or replace images per rights holder requirement. Add subhead above first paragraph: DEDICATION
Publisher	Editorial Change	9780544973220	Student	FM10	TOC, 3rd title	Revise selection title: Chapter 21: Into the Lifeboat <i>from</i> Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat <i>from</i> Titanic Survivor
Publisher	Editorial Change	9780544973220	Student	FM11	Top of page, TOC	Missing page number	Add page number "234" next to Independent Reading head
Publisher	Editorial Change	9780544973220	Student	FM13	Top of page, TOC	Missing page number	Add page number "320" next to Independent Reading head
Publisher	Editorial Change	9780544973220	Student	FM15	Top of page, TOC	Missing page number	Add page number "406" next to Independent Reading head

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Publisher	Editorial Change	9780544973220	Student	FM17	Top of page, TOC	Missing page number	Add page number "502" next to Independent Reading head
Publisher	Editorial Change	9780544973220	Student	FM19	Autobiography/Memoir, 2nd title	Revise selection title: Chapter 21: Into the Lifeboat <i>from</i> Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat <i>from</i> Titanic Survivor
Publisher	Editorial Change	9780544973220	Student	FM7	Top of page, TOC	Missing page number	Add page number "78" next to Independent Reading head
Publisher	Editorial Change	9780544973220	Student	FM9	Top of page, TOC	Missing page number	Add page number "158" next to Independent Reading head
Publisher	Editorial Change	9781328476364	Student	N/A	Top of page, TOC	Missing page number	Add page number "78" next to Independent Reading head
Publisher	Editorial Change	9781328476364	Student	N/A	Top of page, TOC	Missing page number	Add page number "158" next to Independent Reading head
Publisher	Editorial Change	9781328476364	Student	N/A	TOC, 3rd title	Revise selection title: Chapter 21: Into the Lifeboat <i>from</i> Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat <i>from</i> Titanic Survivor
Publisher	Editorial Change	9781328476364	Student	N/A	Top of page, TOC	Missing page number	Add page number "234" next to Independent Reading head
Publisher	Editorial Change	9781328476364	Student	N/A	Top of page, TOC	Missing page number	Add page number "320" next to Independent Reading head
Publisher	Editorial Change	9781328476364	Student	N/A	Top of page, TOC	Missing page number	Add page number "406" next to Independent Reading head
Publisher	Editorial Change	9781328476364	Student	N/A	Top of page, TOC	Missing page number	Add page number "502" next to Independent Reading head
Publisher	Editorial Change	9781328476364	Student	N/A	Autobiography/Memoir, 2nd title	Revise selection title: Chapter 21: Into the Lifeboat <i>from</i> Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat <i>from</i> Titanic Survivor
Publisher	Editorial Change	9781328476364	Student	N/A	Research activity	Missing word in "with this informational text in mind"	Add "and": and with this informational text in mind
Publisher	Editorial Change	9781328476364	Student	N/A	Language Conventions	Missing TEKS number in "TEKS Dviii"	Add "10": TEKS 10Dviii
Publisher	Editorial Change	9781328476364	Student	N/A	Side: Vocabulary Strategy	Missing Vocabulary Studio reference	Add margin annotation: [icon] Go to Synonyms and Antonyms in the Vocabulary Studio for more on synonyms and antonyms.
Publisher	Editorial Change	9781328476364	Student	N/A	Side	Replace Memory Moment margin annotation and move up to align with paragraph 15: MEMORY MOMENT Notice & Note: What legend does Vinny remember having heard? Mark details about the legend. Analyze: What does Vinny's response to the legend reveal about his character?	Change to : MEMORY MOMENT Notice & Note: What does Vinny remember about events following the boy's disappearance? Mark details in paragraph 17 about the search for the missing boy. Analyze: How might the memory of these details affect Vinny?
Publisher	Editorial Change	9781328476364	Student	N/A	Infer Multiple Themes, paragraph 2	Revise for clarity: Use your notes to help you infer--or make logical guesses based on evidence and your own knowledge and experience--the story's multiple themes.	Change to: To infer the story's multiple themes, use your notes to help you make logical guesses based on evidence and your own knowledge and experience.
Publisher	Editorial Change	9781328476364	Student	N/A	Analyze the Text, head	Missing TEKS	Add TEKS: TEKS 5E, 5G, 5H, 6C, 6G, 8Ei-ii, 9F
Publisher	Editorial Change	9781328476364	Student	N/A	Selection title	Revise selection title: Chapter 21: Into the Lifeboat <i>from</i> Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat <i>from</i> Titanic Survivor
Publisher	Editorial Change	9781328476364	Student	N/A	Side	Revise last line of Analyze the Effects of Structure and Meter: How do these elements help convey the speaker's feelings at the end of the poem?	Change to: How do these elements help convey the speaker's feelings?
Publisher	Editorial Change	9781328476364	Student	N/A	Check Your Understanding, item 3	Revise question: Which idea expresses how the speaker feels by the end of the poem?	Change to: Which idea expresses how the speaker feels by the end of the excerpt?
Publisher	Editorial Change	9781328476364	Student	N/A	Selection subhead	Incorrect spelling of Rembrandt's name: "Ryn"	Change "Ryn" to "Rijn"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476364	Student	N/A	Analyze the Text, question 4	Revise for clarity: Review paragraph 12 in "Better Than Words: Say It with a Selfie." Find at least one example of a logical fallacy and explain how it shows an error in the writer's logic.	Change to: Review paragraph 13 in "Better Than Words: Say It with a Selfie." Find an example of a logical fallacy and explain how it shows an error in the writer's logic.
Publisher	Editorial Change	9781328476364	Student	N/A	Reader's Choice, head	Revise TEKS	Delete "6A, 8A"
Publisher	Editorial Change	9781328476364	Student	N/A	Images throughout; p. 337. 1st paragraph of selection	Revise images per rights holder requirement. Add subhead above first paragraph.	Delete or replace images per rights holder requirement. Add subhead above first paragraph: DEDICATION
Publisher	Editorial Change	9781328476364	Student	N/A	Side: bullet 3	Revise for clarity: includes facts and descriptions of events, people, and experiences that shaped the subject's or subjects' life	Change to: includes facts and descriptions of events, people, and experiences that shape subjects' lives
Publisher	Editorial Change	9781328476364	Student	N/A	Hold a Small Group Discussion, checklist item 1	Missing word in "Remind group members that you not looking for a topic."	Change to: Remind group members that you are not looking for a topic."
Publisher	Editorial Change	9781328476364	Student	N/A	Research activity, line 3	Incorrect spelling: Hans Christian Anderson	Change to: Hans Christian Andersen
Publisher	Editorial Change	9780544973251	Teacher	26	Side: Research	Delete extraneous text: Then run-in text that reads: Encourage students to use a compare and contrast graphic organizer to record their thoughts about these two poems.	Change to "Encourage students to use a compare and contrast graphic organizer to record their thoughts about these two poems."
Publisher	Editorial Change	9781328476395	Teacher	26	Side: Research	Delete extraneous text: Then run-in text that reads: Encourage students to use a compare and contrast graphic organizer to record their thoughts about these two poems.	Change to "Encourage students to use a compare and contrast graphic organizer to record their thoughts about these two poems."
Publisher	Editorial Change	9780544973251	Teacher	38	Side: Analyze the Text, question 5	Replace answer to question 5: The term physical response means ways the body reacts to something. The clues "heartbeat," "breathing," "blood pressure," "blood," and "skin" all refer to parts or actions of the body, which helped me figure out this meaning.	Change to "Flight-fight" refers to the body's response to danger. Clues in the text that support this meaning are "fight off the danger or run fast to get away."
Publisher	Editorial Change	9781328476395	Teacher	38	Side: Analyze the Text, question 5	Replace answer to question 5: The term physical response means ways the body reacts to something. The clues "heartbeat," "breathing," "blood pressure," "blood," and "skin" all refer to parts or actions of the body, which helped me figure out this meaning.	Change to "Flight-fight" refers to the body's response to danger. Clues in the text that support this meaning are "fight off the danger or run fast to get away."
Publisher	Editorial Change	9780544973251	Teacher	41	Side: Language Conventions	In second and third bullets, change "hyphens" to "dashes." In third bullet, change "confude" to "confuse" In Practice and Apply, change "hyphens" to "dashes."	Change to: • "Once a person decides to go for it, it can be surprising how quickly fear can melt away. The person will also need to get the right coaching and support." (The idea about getting coaching and support is out of sequence and feels tacked on; dashes allow this idea to appear in the same sentence while also being called out.) • "That's because the fear reaction is activated instantly—a few seconds faster than the thinking part of the brain can process—or evaluate—what's happening." (Too many dashes make the sentence feel choppy and may confuse readers.) Practice and Apply Have partners discuss whether dashes are used correctly and effectively in their sentences.
Publisher	Editorial Change	9781328476395	Teacher	41	Side: Language Conventions	In second and third bullets, change ""hyphens"" to ""dashes."" In third bullet, change ""confude"" to ""confuse"" In Practice and Apply, change ""hyphens"" to ""dashes.""	Change to: • "Once a person decides to go for it, it can be surprising how quickly fear can melt away. The person will also need to get the right coaching and support." (The idea about getting coaching and support is out of sequence and feels tacked on; dashes allow this idea to appear in the same sentence while also being called out.) • "That's because the fear reaction is activated instantly—a few seconds faster than the thinking part of the brain can process—or evaluate—what's happening." (Too many dashes make the sentence feel choppy and may confuse readers.) Practice and Apply Have partners discuss whether dashes are used correctly and effectively in their sentences.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973251	Teacher	48	Side: English Learner Support	Correct spelling of Spanish word.	Change "humillación" to "humillación"
Publisher	Editorial Change	9781328476395	Teacher	48	Side: English Learner Support	Correct spelling of Spanish word.	Change "humillación" to "humillación"
Publisher	Editorial Change	9780544973251	Teacher	51	Side: Language Conventions	Revise annotation to support question on the SE facsimilie: Point out that the introductory phrase connects paragraph 6 to paragraph 5.	Change to: Help students locate the introductory element and comma in the sentence "In Cyberball experiments comparing children to teens, teens activate brain systems related to pain and sadness more strongly." Explain that the introductory phrase before the comma shows in what situation (experiments comparing two different groups) teens' brains responded more strongly.
Publisher	Editorial Change	9781328476395	Teacher	51	Side: Language Conventions	Revise annotation to support question on the SE facsimilie: Point out that the introductory phrase connects paragraph 6 to paragraph 5.	Change to: Help students locate the introductory element and comma in the sentence "In Cyberball experiments comparing children to teens, teens activate brain systems related to pain and sadness more strongly." Explain that the introductory phrase before the comma shows in what situation (experiments comparing two different groups) teens' brains responded more strongly.
Publisher	Editorial Change	9780544973251	Teacher	54	Side: Analyze the Text, question 5	Replace answer to question 5: The structure is main ideas and supporting details. Each main section has its own focus, and this focus is referenced in the subheading of that section. This is effective, because it makes the connections between the main ideas of the sections clear.	Change to: Paragraph 9 talks about a balance of systems in the brain, while paragraph 10 describes an uncontrolled "tug-of-war" of emotions in young people's brains. I know that tug-of-war is a game where two sides get pulled back and forth. Paragraph 11 describes how adults' brains are better able to balance out feelings of anxiety. I think the word anxiety describes that uneasy feeling of worrying and feeling out of balance in a situation. Someone might feel anxiety when he or she experiences a new, unfamiliar, or dangerous situation.
Publisher	Editorial Change	9781328476395	Teacher	54	Side: Analyze the Text, question 5	Replace answer to question 5: The structure is main ideas and supporting details. Each main section has its own focus, and this focus is referenced in the subheading of that section. This is effective, because it makes the connections between the main ideas of the sections clear.	Change to: Paragraph 9 talks about a balance of systems in the brain, while paragraph 10 describes an uncontrolled "tug-of-war" of emotions in young people's brains. I know that tug-of-war is a game where two sides get pulled back and forth. Paragraph 11 describes how adults' brains are better able to balance out feelings of anxiety. I think the word anxiety describes that uneasy feeling of worrying and feeling out of balance in a situation. Someone might feel anxiety when he or she experiences a new, unfamiliar, or dangerous situation.
Publisher	Editorial Change	9780544973251	Teacher	104	Side: Critical Vocabulary, question 4	Revise annotation to support question on the SE facsimilie: able to detect small changes; A sensitive scientific instrument, such as a barometer, would detect small changes and collect information but not fix problems	Change to: yes; A sensitive scientific instrument, such as a barometer, is designed to detect small changes.
Publisher	Editorial Change	9781328476395	Teacher	104	Side: Critical Vocabulary, question 4	Revise annotation to support question on the SE facsimilie: able to detect small changes; A sensitive scientific instrument, such as a barometer, would detect small changes and collect information but not fix problems	Change to: yes; A sensitive scientific instrument, such as a barometer, is designed to detect small changes.
Publisher	Editorial Change	9780544973251	Teacher	112	Side: Analyze the Text, question 1	Revise answer to question 1: Similarities: both Earth zoos and the Interplanetary Zoo charge admission; both have visitors staring at animals in awe or even fear. Differences: Earth zoos don't have creatures from other planets, nor do they travel from planet to planet. As a science fiction story, "Zoo" combines realistic elements with an imagined future.	Change to: Similarities: both Earth zoos and the Interplanetary Zoo charge admission; both have visitors staring at animals in awe or even fear. Differences: Earth zoos don't have creatures from other planets, nor do they travel from planet to planet. As a science fiction story, "Zoo" combines realistic elements with an imagined future to make a statement about human nature and how we perceive difference
Publisher	Editorial Change	9781328476395	Teacher	112	Side: Analyze the Text, question 1	Revise answer to question 1: Similarities: both Earth zoos and the Interplanetary Zoo charge admission; both have visitors staring at animals in awe or even fear. Differences: Earth zoos don't have creatures from other planets, nor do they travel from planet to planet. As a science fiction story, "Zoo" combines realistic elements with an imagined future.	Change to: Similarities: both Earth zoos and the Interplanetary Zoo charge admission; both have visitors staring at animals in awe or even fear. Differences: Earth zoos don't have creatures from other planets, nor do they travel from planet to planet. As a science fiction story, "Zoo" combines realistic elements with an imagined future to make a statement about human nature and how we perceive difference
Publisher	Editorial Change	9780544973251	Teacher	116	Side: Connect to the Essential Question	Revise annotation: Animals use that information to warn others and to gain mates, food, and territory.	Change to: Animals use that information to warn others and to find a mate, get food, and establish territory.

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Publisher	Editorial Change	9781328476395	Teacher	116	Side: Connect to the Essential Question	Revise annotation: Animals use that information to warn others and to gain mates, food, and territory.	Change to: Animals use that information to warn others and to find a mate, get food, and establish territory.
Publisher	Editorial Change	9780544973251	Teacher	119	Side: Analyze Text Structure	Revise annotation: After students have marked the subhead, work with them to identify the most important bits of information communicated by it, such as the fact that it introduces a "bust" by "burglars."	Change to: After students have marked the subhead, work with them to identify the most important bits of information it conveys, such as the fact that it introduces a "bust," or an arrest, of some burglars.
Publisher	Editorial Change	9781328476395	Teacher	119	Side: Analyze Text Structure	Revise annotation: After students have marked the subhead, work with them to identify the most important bits of information communicated by it, such as the fact that it introduces a "bust" by "burglars."	Change to: After students have marked the subhead, work with them to identify the most important bits of information it conveys, such as the fact that it introduces a "bust," or an arrest, of some burglars.
Publisher	Editorial Change	9780544973251	Teacher	127	Side: Write an Informational Essay	Delete third sentence: Ask students to choose a topic related to the intelligence and behavior of animals. Point out that the list on page 127 can help students create an outline to make sure everything is included. Each item can be in one paragraph, or they can have separate paragraphs. Have students lay out main headings and subtopics before they begin writing.	Change to: Ask students to choose a topic related to the intelligence and behavior of animals. Point out that the list on page 127 can help students create an outline to make sure everything is included. Have students lay out main headings and subtopics before they begin writing.
Publisher	Editorial Change	9781328476395	Teacher	127	Side: Write an Informational Essay	Delete third sentence: Ask students to choose a topic related to the intelligence and behavior of animals. Point out that the list on page 127 can help students create an outline to make sure everything is included. Each item can be in one paragraph, or they can have separate paragraphs. Have students lay out main headings and subtopics before they begin writing.	Change to: Ask students to choose a topic related to the intelligence and behavior of animals. Point out that the list on page 127 can help students create an outline to make sure everything is included. Have students lay out main headings and subtopics before they begin writing.
Publisher	Editorial Change	9780544973251	Teacher	129	Side: Practice and Apply	Revise answer to questions 2 and 3: 2. British 3. Pacific Northwest	Change to: 2. British; United Kingdom; UK 3. Pacific Northwest; United States
Publisher	Editorial Change	9781328476395	Teacher	129	Side: Practice and Apply	Revise answer to questions 2 and 3: 2. British 3. Pacific Northwest	Change to: 2. British; United Kingdom; UK 3. Pacific Northwest; United States
Publisher	Editorial Change	9780544973251	Teacher	152	Analyze the Texts, question 2	Revise the DOK level.	Change "DOK 3" to "DOK 2"
Publisher	Editorial Change	9781328476395	Teacher	152	Analyze the Texts, question 2	Revise the DOK level.	Change "DOK 3" to "DOK 2"
Publisher	Editorial Change	9780544973251	Teacher	152	Side: Analyze the Texts, question 3	Revise answer and DOK level: DOK 3: The writer cites three different exotic pets (python, chimp, bear) that killed or injured people. In addition, the writer cites the case of 18 rare Bengal tigers who were killed by authorities because their owner set them loose before committing suicide.	Change to: DOK 4: The writer cites the case of many wild animals that were killed by authorities because their owner set them loose before committing suicide. This evidence seems to support the writer's claim that owning wild animals can be dangerous, especially when an owner becomes unstable or is irresponsible.
Publisher	Editorial Change	9781328476395	Teacher	152	Side: Analyze the Texts, question 3	Revise answer and DOK level: DOK 3: The writer cites three different exotic pets (python, chimp, bear) that killed or injured people. In addition, the writer cites the case of 18 rare Bengal tigers who were killed by authorities because their owner set them loose before committing suicide.	Change to: DOK 4: The writer cites the case of many wild animals that were killed by authorities because their owner set them loose before committing suicide. This evidence seems to support the writer's claim that owning wild animals can be dangerous, especially when an owner becomes unstable or is irresponsible.
Publisher	Editorial Change	9780544973251	Teacher	152	Side: Analyze the Texts, question 4	Revise answer and DOK level: DOK 2: Words: overreacts, bans, deranged, child abuse, murder. These words have negative connotations and are used to show that the writer believes that arguments against exotic pets are not logical.	Change to: DOK 4: In paragraph 4, the writer says that "dangers from exotic animals are low." She cites a statistic that says only about three people a year are killed by captive "big cats, snakes, elephants and bears." This evidence seems to support her claim that people should be able to own exotic animals, because certain wild animals kept in captivity pose little danger to humans.
Publisher	Editorial Change	9781328476395	Teacher	152	Side: Analyze the Texts, question 4	Revise answer and DOK level: DOK 2: Words: overreacts, bans, deranged, child abuse, murder. These words have negative connotations and are used to show that the writer believes that arguments against exotic pets are not logical.	Change to: DOK 4: In paragraph 4, the writer says that "dangers from exotic animals are low." She cites a statistic that says only about three people a year are killed by captive "big cats, snakes, elephants and bears." This evidence seems to support her claim that people should be able to own exotic animals, because certain wild animals kept in captivity pose little danger to humans.

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Publisher	Editorial Change	9780544973251	Teacher	172	Side: Tough Questions, second paragraph	Revise last sentence in the second paragraph: In both cases, they are an expression of his feelings of loss and confusion.	Change to: In both cases, the questions express his feelings of loss and confusion.
Publisher	Editorial Change	9781328476395	Teacher	172	Side: Tough Questions, second paragraph	Revise last sentence in the second paragraph: In both cases, they are an expression of his feelings of loss and confusion.	Change to: In both cases, the questions express his feelings of loss and confusion.
Publisher	Editorial Change	9780544973251	Teacher	180	Side: Again and Again	Revise answer for clarity: The author is continuing to provide a window into Salva's internal struggle. The repetition in this new situation shows that Salva is a little in denial, however, because he has enough evidence to begin to deduce the answers to these questions.	Change to: Salva has already asked the question 'Where is my family?' The author is continuing to provide a window into Salva's internal struggle. The repetition in this new situation shows that Salva is a little in denial, however, because he has enough evidence to begin to deduce the answers to these questions.
Publisher	Editorial Change	9781328476395	Teacher	180	Side: Again and Again	Revise answer for clarity: The author is continuing to provide a window into Salva's internal struggle. The repetition in this new situation shows that Salva is a little in denial, however, because he has enough evidence to begin to deduce the answers to these questions.	Change to: Salva has already asked the question 'Where is my family?' The author is continuing to provide a window into Salva's internal struggle. The repetition in this new situation shows that Salva is a little in denial, however, because he has enough evidence to begin to deduce the answers to these questions.
Publisher	Editorial Change	9780544973251	Teacher	180	Side	Monitor Comprehension annotation was removed from SE page.	Delete Monitor Comprehension annotation
Publisher	Editorial Change	9781328476395	Teacher	180	Side	Monitor Comprehension annotation was removed from SE page.	Delete Monitor Comprehension annotation
Publisher	Editorial Change	9780544973251	Teacher	188	Side: Connect to the Essential Question	Revise for clarity: "Salva's Story" documents Salva Dut's dangerous journey across the desert, his life in a refugee camp, and finding a new home in a strange country. His experience leads him back to Sudan to find his father and help his people.	Change to: "Salva's Story" documents Salva Dut's dangerous journey to refugee camps during the Sudanese civil war and his eventual resettlement in the United States. His experience leads him back to South Sudan to find his father and help his people.
Publisher	Editorial Change	9781328476395	Teacher	188	Side: Connect to the Essential Question	Revise for clarity: "Salva's Story" documents Salva Dut's dangerous journey across the desert, his life in a refugee camp, and finding a new home in a strange country. His experience leads him back to Sudan to find his father and help his people.	Change to: "Salva's Story" documents Salva Dut's dangerous journey to refugee camps during the Sudanese civil war and his eventual resettlement in the United States. His experience leads him back to South Sudan to find his father and help his people.
Publisher	Editorial Change	9780544973251	Teacher	188	Side: Quick Start	Revise for clarity: Have students form pairs to discuss the Quick Start prompt. Then invite pairs to share their ideas for returning to a place of great suffering. Explain that they will be learning what happened to Salva Dut, the boy they read about in A Long Walk to Water.	Change to: Have students form pairs to discuss the Quick Start prompt. Then invite pairs to share their ideas for returning to a place of great suffering.
Publisher	Editorial Change	9781328476395	Teacher	188	Side: Quick Start	Revise for clarity: Have students form pairs to discuss the Quick Start prompt. Then invite pairs to share their ideas for returning to a place of great suffering. Explain that they will be learning what happened to Salva Dut, the boy they read about in A Long Walk to Water.	Change to: Have students form pairs to discuss the Quick Start prompt. Then invite pairs to share their ideas for returning to a place of great suffering.
Publisher	Editorial Change	9780544973251	Teacher	209	Side	Analyze Speaker annotation was removed from SE page.	Delete Analyze Speaker annotation
Publisher	Editorial Change	9781328476395	Teacher	209	Side	Analyze Speaker annotation was removed from SE page.	Delete Analyze Speaker annotation
Publisher	Editorial Change	9780544973251	Teacher	212	Bottom	Move Applying Academic Vocabulary annotation from p. 210 to p. 212 to make room for new Close Read Screencast annotation.	Add Applying Academic Vocabulary annotation from p. 210.
Publisher	Editorial Change	9781328476395	Teacher	212	Bottom	Move Applying Academic Vocabulary annotation from p. 210 to p. 212 to make room for new Close Read Screencast annotation.	Add Applying Academic Vocabulary annotation from p. 210.

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Publisher	Editorial Change	9780544973251	Teacher	213	Side: English Learner Support	Revise for clarity: Show students pictures and videos of marching bands performing various formations. Discuss how the band members would need to work together and persevere through challenges in order to master such elaborate shows. Being in a band together for so long and working through challenges has helped Freddie and her friends learn to work together and face challenges, two skills they need to help their families after the hurricane.	Change to: Show students pictures and videos of marching bands performing various formations. Discuss how the band members would need to work together and persevere through challenges in order to master such elaborate shows.
Publisher	Editorial Change	9781328476395	Teacher	213	Side: English Learner Support	Revise for clarity: Show students pictures and videos of marching bands performing various formations. Discuss how the band members would need to work together and persevere through challenges in order to master such elaborate shows. Being in a band together for so long and working through challenges has helped Freddie and her friends learn to work together and face challenges, two skills they need to help their families after the hurricane.	Change to: Show students pictures and videos of marching bands performing various formations. Discuss how the band members would need to work together and persevere through challenges in order to master such elaborate shows.
Publisher	Editorial Change	9780544973251	Teacher	253	Side: Analyze Print and Graphic Features	Revise for clarity: Have students identify what information this subheading gives about the text that follows and review how each caption relates to the image next to it.	Change to: Have students identify what information the subheading on the page gives about the text that follows. Then review how each caption relates to the image it describes.
Publisher	Editorial Change	9781328476395	Teacher	253	Side: Analyze Print and Graphic Features	Revise for clarity: Have students identify what information this subheading gives about the text that follows and review how each caption relates to the image next to it.	Change to: Have students identify what information the subheading on the page gives about the text that follows. Then review how each caption relates to the image it describes.
Publisher	Editorial Change	9780544973251	Teacher	262	Side: Vocabulary Strategy	Revise answer for clarity	Change to: Students' may define commissioned as "to hire." The dictionary definition is "to order something to be made." Students' partner discussions will vary.
Publisher	Editorial Change	9781328476395	Teacher	262	Side: Vocabulary Strategy	Revise answer for clarity.	Change to: Students' may define commissioned as "to hire." The dictionary definition is "to order something to be made." Students' partner discussions will vary.
Publisher	Editorial Change	9780544973251	Teacher	270	Side: Memory Moment	Revise for clarity: Point out that this signpost is often used to explain a speaker's or narrator's motivation for doing or not doing something. After students mark and identify the answer to the question, have them review the most important details associated with this memory.	Change to: After students mark and identify the answer to the question, have them review the most important details associated with this memory.
Publisher	Editorial Change	9781328476395	Teacher	270	Side: Memory Moment	Revise for clarity: Point out that this signpost is often used to explain a speaker's or narrator's motivation for doing or not doing something. After students mark and identify the answer to the question, have them review the most important details associated with this memory.	Change to: After students mark and identify the answer to the question, have them review the most important details associated with this memory.
Publisher	Editorial Change	9780544973251	Teacher	280	Side: Tough Questions	Replace answer: By choosing to tell the joke in front of the class, he would get a taste of what it feels like to make people laugh and help point him in the direction of becoming a humor writer.	Change to: Not telling the joke would be easier, but wouldn't express Scieszka's personality. Telling the joke would let him experience what it feels like to make people laugh and point him toward becoming a humor writer.
Publisher	Editorial Change	9781328476395	Teacher	280	Side: Tough Questions	Replace answer: By choosing to tell the joke in front of the class, he would get a taste of what it feels like to make people laugh and help point him in the direction of becoming a humor writer.	Change to: Not telling the joke would be easier, but wouldn't express Scieszka's personality. Telling the joke would let him experience what it feels like to make people laugh and point him toward becoming a humor writer.
Publisher	Editorial Change	9780544973251	Teacher	314	Analyze the Texts, question 4	Replace answer to question 4: "Science has shown, once again, that taking selfies makes you more confident, especially girls. We all know it." The sentence, "We all know it," is an overgeneralization. The writer asserts that everyone is familiar with this conclusion; therefore, it must be true. Although the writer mentions science, she does not actually support her claim with evidence. She just states it as a fact.	Change to: The writer uses sweeping generalizations, "we all have smart phones" and "social media is everywhere and here to stay" to explain why we "stay in touch with friends by taking selfies." This use of generalizations reveals a flaw in the writer's logic: it may sound as if she provides a logical explanation for why we use selfies to stay in touch, but that explanation is fallacious. Her assertion is illogical.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476395	Teacher	314	Analyze the Texts, question 4	Replace answer to question 4: "Science has shown, once again, that taking selfies makes you more confident, especially girls. We all know it." The sentence, "We all know it," is an overgeneralization. The writer asserts that everyone is familiar with this conclusion; therefore, it must be true. Although the writer mentions science, she does not actually support her claim with evidence. She <u>just states it as a fact.</u>	Change to: The writer uses sweeping generalizations, "we all have smart phones" and "social media is everywhere and here to stay" to explain why we "stay in touch with friends by taking selfies." This use of generalizations reveals a flaw in the writer's logic: it may sound as if she provides a logical explanation for why we use selfies to stay in touch, but that explanation is fallacious. Her assertion is illogical.
Publisher	Editorial Change	9780544973251	Teacher	331	Bottom: English Learner Support	Revise second bullet for clarity: Have the groups use the definitions on page 331 and what they know about the theme from page 330 to craft their own version of this statement in their own words and languages.	Change to: Provide the groups the definitions from the Teacher's Edition page 331 and encourage them to use what they know about the theme from page 330 to craft their own version of this statement in their own words and home languages.
Publisher	Editorial Change	9781328476395	Teacher	331	Bottom: English Learner Support	Revise second bullet for clarity: Have the groups use the definitions on page 331 and what they know about the theme from page 330 to craft their own version of this statement in their own words and languages.	Change to: Provide the groups the definitions from the Teacher's Edition page 331 and encourage them to use what they know about the theme from page 330 to craft their own version of this statement in their own words and home languages.
Publisher	Editorial Change	9780544973251	Teacher	334	Bottom: Learning Mindset	Revise for clarity: Define and discuss the concept of grit with students. Explain that although the brain is not a muscle, we need to use as much of it as we can to keep it strong and working well. We also need to keep our brains flexible and open enough to learn new things while sticking to our principles. This helps the brain continue to develop those inner healthy connections. Have students pay attention to how the author of this memoir selection has grit and develops more because of how she chooses to react to events she does not control.	Change to: Define the concept of grit for students. Discuss the idea that it is important to persevere in order to reach goals even though it can be very difficult, particularly when a person's principles and beliefs are challenged. As they read the text, have students pay attention to how the author of this memoir shows grit in staying focused on her goals in the face of events and threats that she cannot control.
Publisher	Editorial Change	9781328476395	Teacher	334	Bottom: Learning Mindset	Revise for clarity: Define and discuss the concept of grit with students. Explain that although the brain is not a muscle, we need to use as much of it as we can to keep it strong and working well. We also need to keep our brains flexible and open enough to learn new things while sticking to our principles. This helps the brain continue to develop those inner healthy connections. Have students pay attention to how the author of this memoir selection has grit and develops more because of how she chooses to react to events she does not control.	Change to: Define the concept of grit for students. Discuss the idea that it is important to persevere in order to reach goals even though it can be very difficult, particularly when a person's principles and beliefs are challenged. As they read the text, have students pay attention to how the author of this memoir shows grit in staying focused on her goals in the face of events and threats that she cannot control.
Publisher	Editorial Change	9780544973251	Teacher	339	Side: Generate Questions	Revise answer: "Why does she never look back at her home? Does this mean she never returns home? What will happen to her at school? Is she just anxious to get to school and take the test?" "Why does she say she does not remember anything after she said, 'Where are all the people?'" "Why did the man get on the bus and ask for Malala?" Why does the prologue end with the man raising his arm and pointing at her and other girls screaming? What is happening at that point?"	Change to: "Why does she never look back at her home? Does this mean she never returns home? What will happen to her at school? Is she just anxious to get to school and take the test?"
Publisher	Editorial Change	9781328476395	Teacher	339	Side: Generate Questions	Revise answer: "Why does she never look back at her home? Does this mean she never returns home? What will happen to her at school? Is she just anxious to get to school and take the test?" "Why does she say she does not remember anything after she said, 'Where are all the people?'" "Why did the man get on the bus and ask for Malala?" Why does the prologue end with the man raising his arm and pointing at her and other girls screaming? What is happening at that point?"	Change to: "Why does she never look back at her home? Does this mean she never returns home? What will happen to her at school? Is she just anxious to get to school and take the test?"
Publisher	Editorial Change	9780544973251	Teacher	340	Bottom: When Students Struggle	Revise for clarity: Ask Big Questions Ask students to revisit the graphic organizer that is described on p. 332. Have them work in small groups to share, evaluate, and update what they have recorded as well as ask and answer questions that have been developed up to this point in the text.	Change to: Ask Big Questions Have student partners review the text about Big Questions on page 332. Then have them work to share, evaluate, and revise any Big Questions that they have recorded in their write-in text. Remind them to ask and answer questions that have been developed up to this point in the text.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476395	Teacher	340	Bottom: When Students Struggle	Revise for clarity: Ask Big Questions Ask students to revisit the graphic organizer that is described on p. 332. Have them work in small groups to share, evaluate, and update what they have recorded as well as ask and answer questions that have been developed up to this point in the text.	Change to: Ask Big Questions Have student partners review the text about Big Questions on page 332. Then have them work to share, evaluate, and revise any Big Questions that they have recorded in their write-in text. Remind them to ask and answer questions that have been developed up to this point in the text.
Publisher	Editorial Change	9780544973251	Teacher	352	Side: Connect to the Essential Question	Revise fourth and sentences: When he asks Audrey to skip school, she tells him of a shocking sacrifice their family had to make as a result of their attending the school. Audrey's words convince John that neither he nor Audrey should give up in their efforts to integrate the school.	Change to: When he asks Audrey to skip school, she tells him that their father has been fired because Audrey and John will be going to the all-white high school. Audrey's description of their father's sacrifice convinces John that neither he nor Audrey should give up in their effort to integrate the school.
Publisher	Editorial Change	9781328476395	Teacher	352	Side: Connect to the Essential Question	Revise fourth and sentences: When he asks Audrey to skip school, she tells him of a shocking sacrifice their family had to make as a result of their attending the school. Audrey's words convince John that neither he nor Audrey should give up in their efforts to integrate the school.	Change to: When he asks Audrey to skip school, she tells him that their father has been fired because Audrey and John will be going to the all-white high school. Audrey's description of their father's sacrifice convinces John that neither he nor Audrey should give up in their effort to integrate the school.
Publisher	Editorial Change	9780544973251	Teacher	360	Bottom	Move Applying Academic Vocabulary annotation to p. 212 and add new Close Read Screencast annotation.	Add Applying Academic Vocabulary annotation from p. 357.
Publisher	Editorial Change	9781328476395	Teacher	360	Bottom	Move Applying Academic Vocabulary annotation to p. 212 and add new Close Read Screencast annotation.	Add Applying Academic Vocabulary annotation from p. 357.
Publisher	Editorial Change	9780544973251	Teacher	366	Bottom: Learning Mindset	Revise for clarity: Grit Tell students that our brains are like muscles—the more you work them the stronger they become. Hard work leads to success. Encourage students to adopt flexible thinking patterns. Tell them that flexible people see opportunities, not problems. Praise students for effort, not getting something right.	Change to: Grit Review the definition of grit with students. Focus on the idea that persevering despite challenges is a key element of reaching goals. In other words, hard work leads to success. Encourage students to adopt flexible thinking patterns. Tell them that flexible people see opportunities, not problems. In addition to noticing when students provide a correct answer or successfully complete an activity, make a habit of publicly praising students for effort.
Publisher	Editorial Change	9781328476395	Teacher	366	Bottom: Learning Mindset	Revise for clarity: Grit Tell students that our brains are like muscles—the more you work them the stronger they become. Hard work leads to success. Encourage students to adopt flexible thinking patterns. Tell them that flexible people see opportunities, not problems. Praise students for effort, not getting something right.	Change to: Grit Review the definition of grit with students. Focus on the idea that persevering despite challenges is a key element of reaching goals. In other words, hard work leads to success. Encourage students to adopt flexible thinking patterns. Tell them that flexible people see opportunities, not problems. In addition to noticing when students provide a correct answer or successfully complete an activity, make a habit of publicly praising students for effort.
Publisher	Editorial Change	9780544973251	Teacher	381	Side: Determine Key Ideas in Multimodal Text	Revise answer for clarity: The text focuses on asking and answering questions, supported by illustrations of the brothers at work with their experiments. Asking and answering questions is how the brothers work through their problems and meet challenges. They continually test assumptions to find new ways to solve problems.	Change to: Asking and answering questions is how the brothers work through their problems and meet challenges. They continually test assumptions to find new ways to solve problems.
Publisher	Editorial Change	9781328476395	Teacher	381	Side: Determine Key Ideas in Multimodal Text	Revise answer for clarity: The text focuses on asking and answering questions, supported by illustrations of the brothers at work with their experiments. Asking and answering questions is how the brothers work through their problems and meet challenges. They continually test assumptions to find new ways to solve problems.	Change to: Asking and answering questions is how the brothers work through their problems and meet challenges. They continually test assumptions to find new ways to solve problems.
Publisher	Editorial Change	9780544973251	Teacher	386	Side: Research	Delete "6." and correct alignment: 6. Connect Make sure students give effective presentations by having them prepare ahead of time. Have them write down what they are going to say, and possibly create visual aids.	Change to: Connect Make sure students give effective presentations by having them prepare ahead of time. Have them write down what they are going to say, and possibly create visual aids.
Publisher	Editorial Change	9781328476395	Teacher	386	Side: Research	Delete "6." and correct alignment: 6. Connect Make sure students give effective presentations by having them prepare ahead of time. Have them write down what they are going to say, and possibly create visual aids.	Change to: Connect Make sure students give effective presentations by having them prepare ahead of time. Have them write down what they are going to say, and possibly create visual aids.

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Publisher	Editorial Change	9780544973251	Teacher	390	Bottom: Learning Mindset	Revise for clarity: Grit The Wright Brothers: How They Invented the Airplane is a lengthy and detailed text. Tell students that their mind is like a muscle that needs exercise. Even when the reading takes work, it builds a strong mind. This makes the next reading task easier.	Change to: Grit As they read the excerpt, encourage students to write notes in their text about how the Wright Brothers exhibited grit, or perseverance, in their quest to fly. Remind students that sticking with a book, a class, or another activity even when it is difficult or challenging will help them reach their goals. Grit means thinking hard, solving problems, and putting in the effort that it very often takes to succeed.
Publisher	Editorial Change	9781328476395	Teacher	390	Bottom: Learning Mindset	Revise for clarity: Grit The Wright Brothers: How They Invented the Airplane is a lengthy and detailed text. Tell students that their mind is like a muscle that needs exercise. Even when the reading takes work, it builds a strong mind. This makes the next reading task easier.	Change to: Grit As they read the excerpt, encourage students to write notes in their text about how the Wright Brothers exhibited grit, or perseverance, in their quest to fly. Remind students that sticking with a book, a class, or another activity even when it is difficult or challenging will help them reach their goals. Grit means thinking hard, solving problems, and putting in the effort that it very often takes to succeed.
Publisher	Editorial Change	9780544973251	Teacher	391	Side: Determine Key Ideas	Revise for clarity: Discuss the difference between the main idea of an entire informational text and the main idea of a paragraph or section. Remind students that the main idea may be directly stated or implied. Ask: What are the key supporting details in this text? What are these details mainly about? Stress the idea that students should look for the main idea as they read the text, not after they have finished it.	Change to: Discuss the difference between the main idea of an entire informational text and the key idea of a paragraph or section. Remind students that both the main idea of the text and the key ideas in each paragraph may be directly stated or implied. Ask: What are the key supporting details in this text? What are these details mainly about? Stress the idea that students should look for the main idea of the text as they read, not after they have finished it.
Publisher	Editorial Change	9781328476395	Teacher	391	Side: Determine Key Ideas	Revise for clarity: Discuss the difference between the main idea of an entire informational text and the main idea of a paragraph or section. Remind students that the main idea may be directly stated or implied. Ask: What are the key supporting details in this text? What are these details mainly about? Stress the idea that students should look for the main idea as they read the text, not after they have finished it.	Change to: Discuss the difference between the main idea of an entire informational text and the key idea of a paragraph or section. Remind students that both the main idea of the text and the key ideas in each paragraph may be directly stated or implied. Ask: What are the key supporting details in this text? What are these details mainly about? Stress the idea that students should look for the main idea of the text as they read, not after they have finished it.
Publisher	Editorial Change	9780544973251	Teacher	430	Side: Analyze the Text, question 2	Replace answer to question 2: DOK 4: The heading "Why Tell Stories?" lets the reader know that the information to follow will answer this question. In paragraph 8, the author uses description and imagery to talk about how stories convey family history. In paragraphs 9–10, the author explicitly states key ideas in the topic sentences, followed by supporting details to convey that stories tell us about other cultures and that they are important educational tools.	Change to: DOK 2: Based on the heading, the author's purpose for this section is to describe benefits of storytelling. The author will probably discuss ways in which storytelling positively impacts people's lives. Details in paragraphs 4–10 confirm this prediction.
Publisher	Editorial Change	9781328476395	Teacher	430	Side: Analyze the Text, question 2	Replace answer to question 2: DOK 4: The heading "Why Tell Stories?" lets the reader know that the information to follow will answer this question. In paragraph 8, the author uses description and imagery to talk about how stories convey family history. In paragraphs 9–10, the author explicitly states key ideas in the topic sentences, followed by supporting details to convey that stories tell us about other cultures and that they are important educational tools.	Change to: DOK 2: Based on the heading, the author's purpose for this section is to describe benefits of storytelling. The author will probably discuss ways in which storytelling positively impacts people's lives. Details in paragraphs 4–10 confirm this prediction.
Publisher	Editorial Change	9780544973251	Teacher	430	Side: Analyze the Text, question 3	Replace answer to question 3: DOK 2: The paragraph talks about different forms of storytelling. Readers may predict that the book may contain contemporary folktales such as campfire tales and urban legends in addition to folktales and myths from a long time ago.	Change to: DOK 4: The heading "Why Tell Stories?" lets the reader know that the information in paragraphs 4-10 will answer this question. In paragraph 8, the author uses description and imagery to talk about how stories convey family and community history. In paragraphs 9-10, the author explicitly states key ideas in the topic sentences, followed by supporting details to convey that stories tell us about other cultures and that they are important educational tools.

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Publisher	Editorial Change	9781328476395	Teacher	430	Side: Analyze the Text, question 3	Replace answer to question 3: DOK 2: The paragraph talks about different forms of storytelling. Readers may predict that the book may contain contemporary folktales such as campfire tales and urban legends in addition to folktales and myths from a long time ago.	Change to: DOK 4: The heading "Why Tell Stories?" lets the reader know that the information in paragraphs 4-10 will answer this question. In paragraph 8, the author uses description and imagery to talk about how stories convey family and community history. In paragraphs 9-10, the author explicitly states key ideas in the topic sentences, followed by supporting details to convey that stories tell us about other cultures and that they are important educational tools.
Publisher	Editorial Change	9780544973251	Teacher	432	Side: Vocabulary Strategy	Revise answers to reflect SE directions: 1. trance: under a spell; enter a "story trance;" a state of separation from one's physical surroundings; a daze or daydream 2. chastise: correct or expose negative behaviors: If the chief has behaved in a greedy manner, the storyteller shows Anansi in this incorrect behavior; to criticize or reprimand.	Change to: • trance: "under the spell of a story"; "members of the group enter a 'story trance'"; These clues suggest that trance means "a state of separation from one's physical surroundings." • chastise: "pass on group values"; "expose negative behaviors without overtly speaking the truth"; "If the chief has behaved in a greedy manner, the storyteller shows Anansi in this incorrect behavior." These clues suggest that chastise means "to criticize or reprimand."
Publisher	Editorial Change	9781328476395	Teacher	432	Side: Vocabulary Strategy	Revise answers to reflect SE directions: 1. trance: under a spell; enter a "story trance;" a state of separation from one's physical surroundings; a daze or daydream 2. chastise: correct or expose negative behaviors: If the chief has behaved in a greedy manner, the storyteller shows Anansi in this incorrect behavior; to criticize or reprimand.	Change to: • trance: "under the spell of a story"; "members of the group enter a 'story trance'"; These clues suggest that trance means "a state of separation from one's physical surroundings." • chastise: "pass on group values"; "expose negative behaviors without overtly speaking the truth"; "If the chief has behaved in a greedy manner, the storyteller shows Anansi in this incorrect behavior." These clues suggest that chastise means "to criticize or reprimand."
Publisher	Editorial Change	9780544973251	Teacher	432	Side: Analyze the Text, question 1	Replace existing answer with text from item 4.	Change to: DOK 4: The question asks us to think about how we can know what is inside a person's "secret heart" (line 2). The author then uses examples from her own life to answer the question.
Publisher	Editorial Change	9781328476395	Teacher	432	Side: Analyze the Text, question 1	Replace existing answer with text from item 4.	Change to: 1. DOK 4: The question asks us to think about how we can know what is inside a person's "secret heart" (line 2). The author then uses examples from her own life to answer the question.
Publisher	Editorial Change	9780544973251	Teacher	432	Side: Analyze the Text, question 2	Replace existing answer with text from item 3.	Change to: 2. DOK 2: The breaks allow for space between thoughts and better understanding. Lines 12 and 14 allow for a thought to be started and finished; it begins, "Instead of . . . I chose . . ." Images pop up in between, for example, "man-eating giants" and "wolves disguised."
Publisher	Editorial Change	9781328476395	Teacher	432	Side: Analyze the Text, question 2	Replace existing answer with text from item 3.	Change to: 2. DOK 2: The breaks allow for space between thoughts and better understanding. Lines 12 and 14 allow for a thought to be started and finished; it begins, "Instead of . . . I chose . . ." Images pop up in between, for example, "man-eating giants" and "wolves disguised."
Publisher	Editorial Change	9780544973251	Teacher	432	Side: Analyze the Text, question 3	Replace existing answer with text from item 1.	Change to: 3. DOK 4: The end rhymes follow a pattern: A B B A C C A. The stressed syllables and end rhymes give the poem its regular structure, typical of sonnets.
Publisher	Editorial Change	9781328476395	Teacher	432	Side: Analyze the Text, question 3	Replace existing answer with text from item 1.	Change to: 3. DOK 4: The end rhymes follow a pattern: A B B A C C A. The stressed syllables and end rhymes give the poem its regular structure, typical of sonnets.
Publisher	Editorial Change	9780544973251	Teacher	432	Side: Analyze the Text, question 4	Replace existing answer with text from item 2.	Change to: 4. DOK 4: Both refer to impossible sacrifice or ruthlessness. Sacrifice is found all over the world. Soldiers, families, and many other people face impossible tradeoffs and sacrifices.

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Publisher	Editorial Change	9781328476395	Teacher	432	Side: Analyze the Text, question 4	Replace existing answer with text from item 2.	Change to: 4. DOK 4: Both refer to impossible sacrifice or ruthlessness. Sacrifice is found all over the world. Soldiers, families, and many other people face impossible tradeoffs and sacrifices.
Publisher	Editorial Change	9780544973251	Teacher	476	Side: Language Conventions	Revise for clarity: Including quoted lines of dialogue allows the reader to hear conversations that reveal a lot about the conflicts in the plot in three short comments. First, it is confirmed that the boatman has feelings for the daughter. Conflicts that are revealed are: <ul style="list-style-type: none"> • There is competition for the affections of the daughter. • The daughter is considered beautiful, and the boatman is not considered handsome. The gentleman calls him "plain." • The boatman and the daughter are from different classes and will probably not even be allowed to meet. • Expectations and roles are very different for men and women, and yet it is likely neither will have a choice. Now we begin to wonder what will happen or what the boatman and daughter will do to get past these obstacles. 	Change to: Point out that the sentence preceding the quoted lines of dialogue identify the speaker in each paragraph. (Answer: The dialogue signals that the plot will be about the boatman's feelings for the mandarin's daughter. It also reveals that the boatman and the daughter are from different classes, which could be an obstacle.)
Publisher	Editorial Change	9781328476395	Teacher	476	Side: Language Conventions	Revise for clarity: Including quoted lines of dialogue allows the reader to hear conversations that reveal a lot about the conflicts in the plot in three short comments. First, it is confirmed that the boatman has feelings for the daughter. Conflicts that are revealed are: <ul style="list-style-type: none"> • There is competition for the affections of the daughter. • The daughter is considered beautiful, and the boatman is not considered handsome. The gentleman calls him "plain." • The boatman and the daughter are from different classes and will probably not even be allowed to meet. • Expectations and roles are very different for men and women, and yet it is likely neither will have a choice. Now we begin to wonder what will happen or what the boatman and daughter will do to get past these obstacles. 	Change to: Point out that the sentence preceding the quoted lines of dialogue identify the speaker in each paragraph. (Answer: The dialogue signals that the plot will be about the boatman's feelings for the mandarin's daughter. It also reveals that the boatman and the daughter are from different classes, which could be an obstacle.)
Publisher	Editorial Change	9780544973251	Teacher	[Unit 1 opener; left-hand page]	Side: Connect to the Essential Question	Revise fourth sentence to fit image on SE facsimile: How does a dragon relate to the idea of fear?	Change to "What fear might this athlete need to overcome to find courage?"
Publisher	Editorial Change	9781328476395	Teacher	[Unit 1 opener; left-hand page]	Side: Connect to the Essential Question	Revise fourth sentence to fit image on SE facsimile: How does a dragon relate to the idea of fear?	Change to "What fear might this athlete need to overcome to find courage?"
Publisher	Editorial Change	9780544973251	Teacher	[Unit 1 opener; left-hand page]	Side: Connect to the Essential Question	Add missing TEKS	Add: TEKS 5C
Publisher	Editorial Change	9781328476395	Teacher	[Unit 1 opener; left-hand page]	Side: Connect to the Essential Question	Add missing TEKS	Add: TEKS 5C
Publisher	Editorial Change	9780544973251	Teacher	130D	Writing: Write a Summary	Revise instruction: Work with students to read the writing assignment on p. 139.	Change to: Work with students to summarize "Animal Wisdom" orally and to create a written summary of the poem.
Publisher	Editorial Change	9781328476395	Teacher	130D	Writing: Write a Summary	Revise instruction: Work with students to read the writing assignment on p. 139.	Change to: Work with students to summarize "Animal Wisdom" orally and to create a written summary of the poem.
Publisher	Editorial Change	9780544973251	Teacher	192A	Title	Revise selection title: Chapter 21: Into the Lifeboat from Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat from Titanic Survivor
Publisher	Editorial Change	9781328476395	Teacher	192A	Title	Revise selection title: Chapter 21: Into the Lifeboat from Titanic Survivor	Delete "Chapter 21" from title: Into the Lifeboat from Titanic Survivor

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Publisher	Editorial Change	9780544973251	Teacher	192B	Summaries	Replace English summary for accuracy.	Change to: Violet Jessop served as a stewardess about the Titanic when it hit an iceberg in the North Atlantic. Jessop describes the confusion as the crew tries to get passengers into the lifeboats. Some lifeboats are lowered into the ocean with very few people; others are lowered with too many. As Jessop is boarding a lifeboat, a crew member tosses a baby to her. As the lifeboat rows away, Jessop comforts the baby and counts the decks of the ship. Each time she looks back, she realizes that one fewer deck is above the water. Finally, the Titanic sinks into the ocean, taking many people with her.
Publisher	Editorial Change	9781328476395	Teacher	192B	Summaries	Replace English summary for accuracy.	Change to: Violet Jessop served as a stewardess about the Titanic when it hit an iceberg in the North Atlantic. Jessop describes the confusion as the crew tries to get passengers into the lifeboats. Some lifeboats are lowered into the ocean with very few people; others are lowered with too many. As Jessop is boarding a lifeboat, a crew member tosses a baby to her. As the lifeboat rows away, Jessop comforts the baby and counts the decks of the ship. Each time she looks back, she realizes that one fewer deck is above the water. Finally, the Titanic sinks into the ocean, taking many people with her.
Publisher	Editorial Change	9780544973251	Teacher	192B	Summaries	Replace Spanish summary to reflect changes in the English summary	Replace Spanish summary.
Publisher	Editorial Change	9781328476395	Teacher	192B	Summaries	Replace Spanish summary to reflect changes in the English summary	Replace Spanish summary.
Publisher	Editorial Change	9780544973251	Teacher	220C	Cultural References	Replace text: <ul style="list-style-type: none"> • “Noah hasn’t landed his ark” (paragraph 8): an allusion to the Bible story of Noah and the great flood • fortitude (paragraph 4): strength of mind, courage in the face of difficulty • endure (paragraph 5): the ability to carry on in the face of challenges or dangers • helicopter (paragraph 10): an aircraft that flies with the aid of overhead rotating blades • horizon (paragraph 13): the imaginary line formed where Earth and sky meet 	Change to: <ul style="list-style-type: none"> • Spot is the name of the dog stranded on the roof with Lanesha and TaShon • scoot (paragraph 8) to move closer to someone • big bird wings (paragraph 12) the rotating blades on the helicopter • 'copter man (paragraph 13) the pilot flying the helicopter • touched them with a hot iron (paragraph 20) a simile describing the way her sunburn feels
Publisher	Editorial Change	9781328476395	Teacher	220C	Cultural References	Replace text: <ul style="list-style-type: none"> • “Noah hasn’t landed his ark” (paragraph 8): an allusion to the Bible story of Noah and the great flood • fortitude (paragraph 4): strength of mind, courage in the face of difficulty • endure (paragraph 5): the ability to carry on in the face of challenges or dangers • helicopter (paragraph 10): an aircraft that flies with the aid of overhead rotating blades • horizon (paragraph 13): the imaginary line formed where Earth and sky meet 	Change to: <ul style="list-style-type: none"> • Spot is the name of the dog stranded on the roof with Lanesha and TaShon • scoot (paragraph 8) to move closer to someone • big bird wings (paragraph 12) the rotating blades on the helicopter • 'copter man (paragraph 13) the pilot flying the helicopter • touched them with a hot iron (paragraph 20) a simile describing the way her sunburn feels
Publisher	Editorial Change	9780544973251	Teacher	288B	Spanish Summary	Replace Spanish summary to reflect changes in the English summary	Replace Spanish summary.
Publisher	Editorial Change	9781328476395	Teacher	288B	Spanish Summary	Replace Spanish summary to reflect changes in the English summary	Replace Spanish summary.
Publisher	Editorial Change	9780544973251	Teacher	288C	Listening; left-hand box	Expand instruction for clarity: Help students explore the feelings and motivations of a character in a poem by having them listen to a passage and demonstrate comprehension.	Change to: Help students explore the feelings and motivations of a character in a poem by having them listen to a passage and demonstrate comprehension. Review that the speaker of the poem is telling about how her mother felt as she is standing on a stage to give a speech.
Publisher	Editorial Change	9781328476395	Teacher	288C	Listening; left-hand box	Expand instruction for clarity: Help students explore the feelings and motivations of a character in a poem by having them listen to a passage and demonstrate comprehension.	Change to: Help students explore the feelings and motivations of a character in a poem by having them listen to a passage and demonstrate comprehension. Review that the speaker of the poem is telling about how her mother felt as she is standing on a stage to give a speech.
Publisher	Editorial Change	9780544973251	Teacher	300B	Spanish Summary	Spanish summary is incorrect.	Replace Spanish correct summary.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476395	Teacher	300B	Spanish Summary	Spanish summary is incorrect.	Replace Spanish correct summary.
Publisher	Editorial Change	9780544973251	Teacher	300B	Pinwheel Discussion	Revise first bullet: Organize students in groups of eight. Four students are seated facing out.	Change to: Organize students into groups of eight. Have four students sit in a circle facing out. Have the other four students form a circle around the inner circle and sit facing in.
Publisher	Editorial Change	9781328476395	Teacher	300B	Pinwheel Discussion	Revise first bullet: Organize students in groups of eight. Four students are seated facing out.	Change to: Organize students into groups of eight. Have four students sit in a circle facing out. Have the other four students form a circle around the inner circle and sit facing in.
Publisher	Editorial Change	9780544973251	Teacher	46C	Introduce the Selection	Revise paragraph citation in the third sentence: Then read paragraph 6 and point out the word rejection.	Change to "Then read paragraph 7 and point out the word rejection."
Publisher	Editorial Change	9781328476395	Teacher	46C	Introduce the Selection	Revise paragraph citation in the third sentence: Then read paragraph 6 and point out the word rejection.	Change to "Then read paragraph 7 and point out the word rejection."
Publisher	Editorial Change	9780544973251	Teacher	46D	Writing, second bullet	Revise unclear sentence frame: Finally, give them a sentence frame to write their final call to action, such as: So sure you _____.	Change to "Finally, give them a sentence frame to write their final call to action, such as: So, if you want to overcome embarrassment, just _____."
Publisher	Editorial Change	9781328476395	Teacher	46D	Writing, second bullet	Revise unclear sentence frame: Finally, give them a sentence frame to write their final call to action, such as: So sure you _____.	Change to "Finally, give them a sentence frame to write their final call to action, such as: So, if you want to overcome embarrassment, just _____."
Publisher	Editorial Change	9780544973251	Teacher	58B	Spanish Summary	Spanish summary is incorrect.	Replace Spanish summary.
Publisher	Editorial Change	9781328476395	Teacher	58B	Spanish Summary	Spanish summary is incorrect.	Replace Spanish summary.
Publisher	Editorial Change	9780544973251	Teacher	58D	Reading, second bullet	Revise sentence for clarity: As they read, have students note text examples to the right-hand column to help describe character and setting.	Change to: As they read, have students add text examples that describe characters and setting to their charts.
Publisher	Editorial Change	9781328476395	Teacher	58D	Reading, second bullet	Revise sentence for clarity: As they read, have students note text examples to the right-hand column to help describe character and setting.	Change to: As they read, have students add text examples that describe characters and setting to their charts.
Publisher	Editorial Change	9780544973251	Teacher	NA	throughout	Reduced facsimiles of the Student Edition may contain editorial corrections or editorial changes.	Update Student Edition reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328476395	Teacher	NA	throughout	Reduced facsimiles of the Student Edition may contain editorial corrections or editorial changes.	Update Student Edition reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9780544973251	Teacher	T17	Page title	Revise title to add "Blended": Grow Your Practice with Personalized Professional Learning"	Change to "Grow Your Practice with Personalized Blended Professional Learning."
Publisher	Editorial Change	9781328476395	Teacher	T17	Page title	Revise title to add "Blended": Grow Your Practice with Personalized Professional Learning"	Change to "Grow Your Practice with Personalized Blended Professional Learning."
Publisher	Editorial Change	9780544973251	Teacher	T17	Second bullet	Revise for clarity: Follow-Up Modules: Take a deeper dive into the program's instructional practices and key topics including digital tools and resources, assessments, data, and reports to enhance your practice.	Change to: Follow Up: Choose from relevant instructional topics to create a personalized in-person or online Follow-Up experience to deepen program mastery and enhance teaching practices.
Publisher	Editorial Change	9781328476395	Teacher	T17	Second bullet	Revise for clarity: Follow-Up Modules: Take a deeper dive into the program's instructional practices and key topics including digital tools and resources, assessments, data, and reports to enhance your practice.	Change to: Follow Up: Choose from relevant instructional topics to create a personalized in-person or online Follow-Up experience to deepen program mastery and enhance teaching practices.
Publisher	Editorial Change	9780544973251	Teacher	T17	Third bullet	Change "shoulder-to-shoulder" to "just-in-time": Experience shoulder-to-shoulder support to ensure continuous professional learning that is student-centered and grounded in data.	Change to: Experience just-in-time support to ensure continuous professional learning that is student-centered and grounded in data.
Publisher	Editorial Change	9781328476395	Teacher	T17	Third bullet	Change "shoulder-to-shoulder" to "just-in-time": Experience shoulder-to-shoulder support to ensure continuous professional learning that is student-centered and grounded in data.	Change to: Experience just-in-time support to ensure continuous professional learning that is student-centered and grounded in data.
Publisher	Editorial Change	9780544973251	Teacher	T17	Fourth bullet	Delete "pedagogical and digital": Get on-demand access to program experts who will answer pedagogical and digital questions and provide personalized conferencing and digital demonstrations to support implementation.	Change to: Get on-demand access to program experts who will answer questions and provide personalized conferencing and digital demonstrations to support implementation.

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Publisher	Editorial Change	9781328476395	Teacher	T17	Fourth bullet	Delete "pedagogical and digital": Get on-demand access to program experts who will answer pedagogical and digital questions and provide personalized conferencing and digital demonstrations to support implementation.	Change to: Get on-demand access to program experts who will answer questions and provide personalized conferencing and digital demonstrations to support implementation.
Publisher	Editorial Change	9780544973251	Teacher	T25	Additional Novel Connections	Replace title: North by Night by Katherine Ayres	Change to: Amos Fortune, Free Man by Elizabeth Yates
Publisher	Editorial Change	9781328476395	Teacher	T25	Additional Novel Connections	Replace title: North by Night by Katherine Ayres	Change to: Amos Fortune, Free Man by Elizabeth Yates
Publisher	Editorial Change	9780544973251	Teacher	T29	Additional Novel Connections	Replace titles: Troy by Adele Geras Bull Run by Paul Fleischman	Change to: Black Ships Before Troy by Rosemary Sutcliff The Hobbit by J. R. R. Tolkien
Publisher	Editorial Change	9781328476395	Teacher	T29	Additional Novel Connections	Replace titles: Troy by Adele Geras Bull Run by Paul Fleischman	Change to: Black Ships Before Troy by Rosemary Sutcliff The Hobbit by J. R. R. Tolkien
Publisher	New Content	9780544973251	Teacher	62	Side	Add Memory Moment annotation.	New annotation: MEMORY MOMENT Explain that a Memory Moment is a recollection by a character of an event that happened in the past. Memory Moments can often reveal important information about a character. (Answer: The fact that the boy's body had never been found makes Vinny even more nervous and afraid.)
Publisher	New Content	9781328476395	Teacher	62	Side	Add Memory Moment annotation.	New annotation: MEMORY MOMENT Explain that a Memory Moment is a recollection by a character of an event that happened in the past. Memory Moments can often reveal important information about a character. (Answer: The fact that the boy's body had never been found makes Vinny even more nervous and afraid.)
Publisher	New Content	9780544973251	Teacher	187	Side	Insert missing Practice and Apply annotation.	New annotation: Practice and Apply Students' sentences should accurately reflect the text, include prepositional phrases, and maintain subject-verb agreement. As partners check and compare sentences, have them identify the subject, the verb, and the preposition in each sentence and then discuss how the information in the prepositional phrase relates to the rest of the sentence.
Publisher	New Content	9781328476395	Teacher	187	Side	Insert missing Practice and Apply annotation.	New annotation: Practice and Apply Students' sentences should accurately reflect the text, include prepositional phrases, and maintain subject-verb agreement. As partners check and compare sentences, have them identify the subject, the verb, and the preposition in each sentence and then discuss how the information in the prepositional phrase relates to the rest of the sentence.
Publisher	New Content	9780544973251	Teacher	206	Side	Insert Compare Across Genres annotation	Add: COMPARE ACROSS GENRES Explain that the authors of "After the Hurricane" and Ninth Ward use different genres to explore the same historical event—the aftermath of Hurricane Katrina. As students read, have them look for similarities and differences in the way each author uses language and text structure to describe the events.
Publisher	New Content	9781328476395	Teacher	206	Side	Insert Compare Across Genres annotation	Add: COMPARE ACROSS GENRES Explain that the authors of "After the Hurricane" and Ninth Ward use different genres to explore the same historical event—the aftermath of Hurricane Katrina. As students read, have them look for similarities and differences in the way each author uses language and text structure to describe the events.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780544973251	Teacher	210	Bottom	Move Applying Academic Vocabulary annotation to p. 212 and insert new Close Read Screencast annotation.	Add new annotation: CLOSE READ SCREENCAS Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate lines 41–53, a description of the desperate situation at the Superdome. As a class, view and discuss the video. Then have students pair up to do an independent close read of lines 174–183. Students can record their answers on the Close Read Practice PDF.
Publisher	New Content	9781328476395	Teacher	210	Bottom	Move Applying Academic Vocabulary annotation to p. 212 and insert new Close Read Screencast annotation.	Add new annotation: CLOSE READ SCREENCAS Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate lines 41–53, a description of the desperate situation at the Superdome. As a class, view and discuss the video. Then have students pair up to do an independent close read of lines 174–183. Students can record their answers on the Close Read Practice PDF.
Publisher	New Content	9780544973251	Teacher	309	Bottom	Add new Close Read Screencast annotation.	Add new annotation: CLOSE READ SCREENCAS Modeled Discussion In their eBooks, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 5 and the first sentence of paragraph 6, a key point in the argument. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 17. Students can record their answers on the Close Read Practice PDF.
Publisher	New Content	9781328476395	Teacher	309	Bottom	Add new Close Read Screencast annotation.	Add new annotation: CLOSE READ SCREENCAS Modeled Discussion In their eBooks, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 5 and the first sentence of paragraph 6, a key point in the argument. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 17. Students can record their answers on the Close Read Practice PDF.
Publisher	New Content	9780544973251	Teacher	357	Bottom: Applying Academic Vocabulary	Move Applying Academic Vocabulary annotation from p. 357 to p. 360 and add new Close Read Screencast annotation.	Add new annotation: CLOSE READ SCREENCAS Modeled Discussion In their eBooks, have students read the Close Read Screencast, in which readers discuss and annotate paragraph 18. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 26. Students can record their answers on the Close Read Practice PDF.
Publisher	New Content	9781328476395	Teacher	357	Bottom: Applying Academic Vocabulary	Move Applying Academic Vocabulary annotation from p. 357 to p. 360 and add new Close Read Screencast annotation.	Add new annotation: CLOSE READ SCREENCAS Modeled Discussion In their eBooks, have students read the Close Read Screencast, in which readers discuss and annotate paragraph 18. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 26. Students can record their answers on the Close Read Practice PDF.
Publisher	New Content	9780544973251	Teacher	395	Side	Add new Text in Focus annotation.	Add new annotation: Text in Focus Understanding Technical Language Have students view the Text in Focus video in their eBooks to learn how to understand technical language. Then have students use the Text in Focus Practice PDF to apply what they have learned.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781328476395	Teacher	395	Side	Add new Text in Focus annotation.	Add new annotation: Text in Focus Understanding Technical Language Have students view the Text in Focus video in their eBooks to learn how to understand technical language. Then have students use the Text in Focus Practice PDF to apply what they have learned.
Publisher	New Content	9780544973251	Teacher	T17	New fifth bullet	Add new fifth bullet.	Add: Technical Services: Plan, prepare, implement, and operate technology with ease.
Publisher	New Content	9781328476395	Teacher	T17	New fifth bullet	Add new fifth bullet.	Add: Technical Services: Plan, prepare, implement, and operate technology with ease.
English Language Arts and Reading, Grade 6 <i>Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 6 (ISBN 9781328554925)</i>							
Publisher	Editorial Change	9781328476395	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328476395	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328476395	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328476395	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328476395	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328476395	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
English Language Arts and Reading, Grade 7 <i>Texas Houghton Mifflin Harcourt Into Literature Hybrid Classroom Package Grade 7 (ISBN 9781328556127) and Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 7 (ISBN 9781328554932)</i>							
State Review Panel	Editorial Change	9780544973237	Student	9	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? "
State Review Panel	Editorial Change	9780544973237	Student	10	Analyze Plot	Change Predict: "How do you think the characters will resolve this conflict?"	Replace with "Based on other short stories you have read, how do you think the characters will respond to this conflict? Review the genre characteristics of short stories on page 5."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780544973237	Student	274	Research	Replace Research activity and change chart	Replace with: "Although people have thought for decades about sending humans to Mars, we still need to learn much more before we could carry out such a complex mission. What questions do you have about colonizing Mars after reading "Martian Metropolis"? Brainstorm three specific questions about challenges or dangers that Meg Thatcher mentions in the article. Then go online to find out what scientists already know about each of the questions you have raised." Chart reads "QUESTIONS" in column 1 and "WHAT SCIENTISTS KNOW" in Column 2.
State Review Panel	Editorial Change	9780544973237	Student	298	Analyze Science Fiction	Change Predict: "What do you think will happen to the captain and the lieutenant?"	Replace with: "Based on what you know about science fiction, what do you think will happen to the captain and the lieutenant? Remember science fiction often contains fantastical events and comments on human nature."
State Review Panel	Editorial Change	9780544973237	Student	391	Language Conventions, 2nd paragraph and first Revision example	Change "Because semicolons have this use, they can be used to correct" Change first Revision example: "This new video game is great; in fact, I could play it every day."	2nd paragraph, replace with: "In your own writing, you can use semicolons to avoid" first Revision example, replace with: "This new video game is terrific; in fact, I could play it every day."
State Review Panel	Editorial Change	9780544973237	Student	403	Language Conventions	Replace instruction to clarify	In 1st paragraph, replace text to: "A complex sentence is made from one independent clause and at least one subordinate clause. In a complex sentence, it is important for the subject and its verb to agree in number. Subject-verb agreement means that if the subject is singular, the verb must also be singular; if the subject is plural, the verb must also be plural."
State Review Panel	Editorial Change	9780544973237	Student	403	Practice and Apply	Replace "4. After the game (ends/end), the players of both teams (shakes/shake) hands as they (heads/head) to the locker rooms. 5. When my friend (follows/follow) directions, our game nights (runs/run) smoothly and (is/are) a lot of fun."	Change to: "Now draft a paragraph about the value of sports. Use your own ideas and refer to the ideas in "It's Not Just a Game." Make sure to include at least two complex sentences in your paragraph. Edit your draft to ensure your sentences have correct subject-verb agreement."
State Review Panel	Editorial Change	9780544973237	Student	425	Collaborate and Share, 1st bullet	Add more specificity to "Give a brief synopsis or summary of the text."	Add: ", describing a time that your personal knowledge or experience helped you make an inference about the text you selected."
State Review Panel	Editorial Change	9780544973237	Student	439	Question	Edited text to clarify	<ul style="list-style-type: none"> Delete "and other text details" from 2nd bullet Add 4th bullet: "What questions arise after reading the piece? What additional information would help me form a response to it?" Change text to "Taking notes and writing down questions as you read and afterward is an effective strategy for deepening your understanding of the text. Use a chart like the one below." <ul style="list-style-type: none"> Delete Title from chart.
State Review Panel	Editorial Change	9780544973237	Student	446	Research	Replace Research activity and change chart	<ul style="list-style-type: none"> Under Research, change to "After reading the essay, what questions do you have about how to help children like Jeffrey, Muniannal, and José? Write them in the chart. One has been done for you. Then research to find answers. You can start by looking up WE Charity, which shares many of the goals of Free the Children." Change chart to QUESTIONS / ANSWERS in 2 columns. 1st column reads "What causes the children's poverty?" Change Connect to "Meet with a small group to share your findings. Does the information you gained affect your response to Kielburger's essay? Discuss why or why not."
State Review Panel	Editorial Change	9781328476371	Student	N/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?"
State Review Panel	Editorial Change	9781328476371	Student	N/A	Analyze Plot	Change Predict: "How do you think the characters will resolve this conflict?"	Replace with "Based on other short stories you have read, how do you think the characters will respond to this conflict? Review the genre characteristics of short stories on page 5."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781328476371	Student	N/A	Research	Replace Research activity and change chart	Replace with: "Although people have thought for decades about sending humans to Mars, we still need to learn much more before we could carry out such a complex mission. What questions do you have about colonizing Mars after reading "Martian Metropolis"? Brainstorm three specific questions about challenges or dangers that Meg Thatcher mentions in the article. Then go online to find out what scientists already know about each of the questions you have raised." Chart reads "QUESTIONS" in column 1 and "WHAT SCIENTISTS KNOW" in Column 2.
State Review Panel	Editorial Change	9781328476371	Student	N/A	Analyze Science Fiction	Change Predict: "What do you think will happen to the captain and the lieutenant?"	Replace with: "Based on what you know about science fiction, what do you think will happen to the captain and the lieutenant? Remember science fiction often contains fantastical events and comments on human nature."
State Review Panel	Editorial Change	9781328476371	Student	N/A	Language Conventions, 2nd paragraph and first Revision example	Change "Because semicolons have this use, they can be used to correct" Change first Revision example: "This new video game is great; in fact, I could play it every day."	2nd paragraph, replace with: "In your own writing, you can use semicolons to avoid" first Revision example, replace with: "This new video game is terrific; in fact, I could play it every day."
State Review Panel	Editorial Change	9781328476371	Student	N/A	Language Conventions	Replace instruction to clarify	In 1st paragraph, replace text to: "A complex sentence is made from one independent clause and at least one subordinate clause. In a complex sentence, it is important for the subject and its verb to agree in number. Subject-verb agreement means that if the subject is singular, the verb must also be singular; if the subject is plural, the verb must also be plural."
State Review Panel	Editorial Change	9781328476371	Student	N/A	Practice and Apply	Replace "4. After the game (ends/end), the players of both teams (shakes/shake) hands as they (heads/head) to the locker rooms. 5. When my friend (follows/follow) directions, our game nights (runs/run) smoothly and (is/are) a lot of fun."	Change to: "Now draft a paragraph about the value of sports. Use your own ideas and refer to the ideas in "It's Not Just a Game." Make sure to include at least two complex sentences in your paragraph. Edit your draft to ensure your sentences have correct subject-verb agreement."
State Review Panel	Editorial Change	9781328476371	Student	N/A	Collaborate and Share, 1st bullet	Add more specificity to "Give a brief synopsis or summary of the text."	Add: ", describing a time that your personal knowledge or experience helped you make an inference about the text you selected."
State Review Panel	Editorial Change	9781328476371	Student	N/A	Question	Edited text to clarify	<ul style="list-style-type: none"> Delete "and other text details" from 2nd bullet Add 4th bullet: "What questions arise after reading the piece? What additional information would help me form a response to it?" Change text to "Taking notes and writing down questions as you read and afterward is an effective strategy for deepening your understanding of the text. Use a chart like the one below." <ul style="list-style-type: none"> Delete Title from chart.
State Review Panel	Editorial Change	9781328476371	Student	N/A	Research	Replace Research activity and change chart	<ul style="list-style-type: none"> Under Research, change to "After reading the essay, what questions do you have about how to help children like Jeffrey, Muniannal, and José? Write them in the chart. One has been done for you. Then research to find answers. You can start by looking up WE Charity, which shares many of the goals of Free the Children." Change chart to QUESTIONS / ANSWERS in 2 columns. 1st column reads "What causes the children's poverty?" Change Connect to "Meet with a small group to share your findings. Does the information you gained affect your response to Kielburger's essay? Discuss why or why not."
State Review Panel	Editorial Change	9780544973268	Teacher	9	Side: Notice & Note Answer Text	Revise Answer text to add greater detail: The words are repeated to create greater suspense in the story and greater tension for the reader.	Change to: The author repeats "too late" to show how suddenly the rogue wave appears. This creates suspense by emphasizing the hopelessness of the situation, a result of outside forces, and increases the level of conflict in the story.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781328476401	Teacher	9	Side: Notice & Note Answer Text	Revise Answer text to add greater detail: The words are repeated to create greater suspense in the story and greater tension for the reader.	Change to: The author repeats "too late" to show how suddenly the rogue wave appears. This creates suspense by emphasizing the hopelessness of the situation, a result of outside forces, and increases the level of conflict in the story.
State Review Panel	Editorial Change	9780544973268	Teacher	10	Side: ANALYZE PLOT text	Revise annotation to suit revised Student Edition anno: Ask students what conflict the characters are trying to resolve. Explain that the conflict often emerges in a story when the main characters have to contend with unexpected events like a rogue wave. (Answer: To resolve this conflict, Scoot needs to get out of the cabin before she drowns, and she and Sully need to turn the boat right side up or get rescued somehow.)	Change to: Ask students what conflict the characters are responding to. Explain that the conflict often emerges in a story when the main characters have to contend with unexpected events like a rogue wave. (Answer: The story has elements of realistic and adventure fiction, which means Scoot and Sully will likely respond in a believable way to the extreme dangers they face. I think Scoot and Sully will resolve the conflict in the end by using their strength and resolve under pressure.)
State Review Panel	Editorial Change	9781328476401	Teacher	10	Side: ANALYZE PLOT text	Revise annotation to suit revised Student Edition anno: Ask students what conflict the characters are trying to resolve. Explain that the conflict often emerges in a story when the main characters have to contend with unexpected events like a rogue wave. (Answer: To resolve this conflict, Scoot needs to get out of the cabin before she drowns, and she and Sully need to turn the boat right side up or get rescued somehow.)	Change to: Ask students what conflict the characters are responding to. Explain that the conflict often emerges in a story when the main characters have to contend with unexpected events like a rogue wave. (Answer: The story has elements of realistic and adventure fiction, which means Scoot and Sully will likely respond in a believable way to the extreme dangers they face. I think Scoot and Sully will resolve the conflict in the end by using their strength and resolve under pressure.)
State Review Panel	Editorial Change	9780544973268	Teacher	10	Side: ENGLISH LEARNER SUPPORT heading	Revise heading for accuracy: " Language Conventions "	Change to " Monitor Comprehension "
State Review Panel	Editorial Change	9781328476401	Teacher	10	Side: ENGLISH LEARNER SUPPORT heading	Revise heading for accuracy: " Language Conventions "	Change to " Monitor Comprehension "
State Review Panel	Editorial Change	9780544973268	Teacher	84	Side: READER'S CHOICE, final sentence	Add missing text: As they select their Independent Reading titles, encourage them to consider what more they want to know.	Change to: As they select their Independent Reading titles, encourage them to consider what more they want to know or which titles they feel particularly connected to.
State Review Panel	Editorial Change	9781328476401	Teacher	84	Side: READER'S CHOICE, final sentence	Add missing text: As they select their Independent Reading titles, encourage them to consider what more they want to know.	Change to: As they select their Independent Reading titles, encourage them to consider what more they want to know or which titles they feel particularly connected to.
State Review Panel	Editorial Change	9780544973268	Teacher	274	Side: RESEARCH, Connect text	Update text to reflect changes to Student Edition content: Mars Curiosity and Opportunity would be models because both involve using rovers to explore the surface of the planet and send back data about rocks and soil, as well as the landscape of different parts of the planet. Students might also explore the current use of drones and the additional information they might give scientists.	Change to: Answers will depend on the nature of each student's research. Students might explore information gathered from the two rovers, Mars Curiosity and Opportunity, to inform their responses. The two rovers were used, in part, to learn more about where to send human explorers.
State Review Panel	Editorial Change	9781328476401	Teacher	274	Side, RESEARCH, Connect text	Update text to reflect changes to Student Edition content: Mars Curiosity and Opportunity would be models because both involve using rovers to explore the surface of the planet and send back data about rocks and soil, as well as the landscape of different parts of the planet. Students might also explore the current use of drones and the additional information they might give scientists.	Change to: Answers will depend on the nature of each student's research. Students might explore information gathered from the two rovers, Mars Curiosity and Opportunity, to inform their responses. The two rovers were used, in part, to learn more about where to send human explorers.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780544973268	Teacher	274	SE facsimile RESEARCH chart annotations	Update annotations to reflect changes to Student Edition content: (row 1) Obtain information on Mars's atmosphere to understand dramatic climate change in Mars's history. (row 2) Camera obtains information on geology and structure of Mars. (row 3) Rover sent to find out if Mars was or is suitable for life. (row 4) Search and characterize rocks and soil, take photographs to determine Mars's past and to understand geology of Mars. (row 5) Orbiter's mission includes making map of distribution of chemicals and minerals, identifying areas with buried ice, and identifying potential landing sites for rovers.	Change to: (row 1) Student responses will vary. (row 2) Student responses will vary. (row 3) Student responses will vary. (Row 4 will be deleted.) (Row 5 will be deleted.)
State Review Panel	Editorial Change	9781328476401	Teacher	274	SE facsimile RESEARCH chart annotations	Update annotations to reflect changes to Student Edition content: (row 1) Obtain information on Mars's atmosphere to understand dramatic climate change in Mars's history. (row 2) Camera obtains information on geology and structure of Mars. (row 3) Rover sent to find out if Mars was or is suitable for life. (row 4) Search and characterize rocks and soil, take photographs to determine Mars's past and to understand geology of Mars. (row 5) Orbiter's mission includes making map of distribution of chemicals and minerals, identifying areas with buried ice, and identifying potential landing sites for rovers.	Change to: (row 1) Student responses will vary. (row 2) Student responses will vary. (row 3) Student responses will vary. (Row 4 will be deleted.) (Row 5 will be deleted.)
State Review Panel	Editorial Change	9780544973268	Teacher	345	Side, Practice and Apply	Revise text to suit revisions to Student Edition content: Tell students to include at least one subordinate clause in their complex sentences. Then have partners work together to review each other's sentences and check that they have correct subject-verb agreement in their sentences.	Change to: Tell students to include at least one complex sentence in their paragraphs. Have partners work together to identify and correct any sentence fragments, run-on sentences, or comma splices. Then, have partners check their sentences for correct subject-verb agreement.
State Review Panel	Editorial Change	9781328476401	Teacher	345	Side, Practice and Apply	Revise text to suit revisions to Student Edition content: Tell students to include at least one subordinate clause in their complex sentences. Then have partners work together to review each other's sentences and check that they have correct subject-verb agreement in their sentences.	Change to: Tell students to include at least one complex sentence in their paragraphs. Have partners work together to identify and correct any sentence fragments, run-on sentences, or comma splices. Then, have partners check their sentences for correct subject-verb agreement.
State Review Panel	Editorial Change	9780544973268	Teacher	355	Side, EDIT, second sentence	Revise text to suit revisions to Student Edition content: Guide them to edit for transitional words and phrases to develop continuity and cohesion in their texts.	Change to: Guide them to edit for formal tone, and help them incorporate transitional words and phrases to develop continuity and cohesion in their texts.
State Review Panel	Editorial Change	9781328476401	Teacher	355	Side, EDIT, second sentence	Revise text to suit revisions to Student Edition content: Guide them to edit for transitional words and phrases to develop continuity and cohesion in their texts.	Change to: Guide them to edit for formal tone, and help them incorporate transitional words and phrases to develop continuity and cohesion in their texts.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780544973268	Teacher	391	Side, Practice and Apply	Delete items 4 & 5 and replace with new answer text: 4. semicolon after Saturday; run-on 5. semicolon after someday; comma splice	Change to: Possible answer: Great graphics and action can sell a video game, but the game's music makes or breaks that game. Think about how many times players hear little musical cues hinting that enemies or treasure are nearby. Now imagine that those cues are horrible; how long would someone play? Those cues have to be perfect. On the one hand, they have to build tension; on the other hand, they have to build that tension without annoying players. Those little cues have to call players back for another round of play.
State Review Panel	Editorial Change	9781328476401	Teacher	391	Side, Practice and Apply	Delete items 4 & 5 and replace with new answer text: 4. semicolon after Saturday; run-on 5. semicolon after someday; comma splice	Change to: Possible answer: Great graphics and action can sell a video game, but the game's music makes or breaks that game. Think about how many times players hear little musical cues hinting that enemies or treasure are nearby. Now imagine that those cues are horrible; how long would someone play? Those cues have to be perfect. On the one hand, they have to build tension; on the other hand, they have to build that tension without annoying players. Those little cues have to call players back for another round of play.
State Review Panel	Editorial Change	9780544973268	Teacher	403	Side, Practice and Apply	Delete items 4 & 5 and replace with new answer text: 4. After the game (ends/end), the players of both teams (shakes/shake) hands as they (heads/head) to the locker rooms. 5. When my friends (follows/follow) directions, our game nights (runs/run) smoothly and (is/are) a lot of fun.	Change to: Possible answer: Do competitive sports really teach players lessons about life? I really don't know, since I'm just in seventh grade. My soccer coach tells us that we're learning a life lesson when we run sprints up and down the field, though no one knows what that lesson may be. As far as we're concerned, the point is that we're playing together, not that we're learning anything at all. When we hit the field, the biggest value of playing the sport is that it's fun. We get to know each other, get to laugh together, and sometimes get to cry together. That's valuable enough for us.
State Review Panel	Editorial Change	9781328476401	Teacher	403	Side, Practice and Apply	Delete items 4 & 5 and replace with new answer text: 4. After the game (ends/end), the players of both teams (shakes/shake) hands as they (heads/head) to the locker rooms. 5. When my friends (follows/follow) directions, our game nights (runs/run) smoothly and (is/are) a lot of fun.	Change to: Possible answer: Do competitive sports really teach players lessons about life? I really don't know, since I'm just in seventh grade. My soccer coach tells us that we're learning a life lesson when we run sprints up and down the field, though no one knows what that lesson may be. As far as we're concerned, the point is that we're playing together, not that we're learning anything at all. When we hit the field, the biggest value of playing the sport is that it's fun. We get to know each other, get to laugh together, and sometimes get to cry together. That's valuable enough for us.
State Review Panel	Editorial Change	9780544973268	Teacher	439	Side, QUESTION, second and third sentences	Update text to suit changes to Student Edition page: As they go along, they should think of questions they would like to ask and read closely to see whether their questions are answered. Explain that good readers ask questions as they read, sometimes without even realizing it.	Change to: As they read, have students list questions they would like to ask, and then read closely to see whether their questions are answered. After they have finished reading, have students think of questions that would help deepen their understanding of the text. Explain that good readers ask questions both as they read and afterward, sometimes without even realizing it.
State Review Panel	Editorial Change	9781328476401	Teacher	439	Side, QUESTION, second and third sentences	Update text to suit changes to Student Edition page: As they go along, they should think of questions they would like to ask and read closely to see whether their questions are answered. Explain that good readers ask questions as they read, sometimes without even realizing it.	Change to: As they read, have students list questions they would like to ask, and then read closely to see whether their questions are answered. After they have finished reading, have students think of questions that would help deepen their understanding of the text. Explain that good readers ask questions both as they read and afterward, sometimes without even realizing it.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9780544973268	Teacher	446	Side, RESEARCH, Connect text, final sentence	Update text to suit changes to Student Edition page: Tell students that it is also important to find out how charitable organizations treat their own workers.	Change to: Guide students to focus their discussion on how specific information from their research affects their response to the essay. Point out that they now have a more complete understanding of the topic and, therefore, may have developed new or more fully informed opinions about it.
State Review Panel	Editorial Change	9781328476401	Teacher	446	Side, RESEARCH, Connect text, final sentence	Update text to suit changes to Student Edition page: Tell students that it is also important to find out how charitable organizations treat their own workers.	Change to: Guide students to focus their discussion on how specific information from their research affects their response to the essay. Point out that they now have a more complete understanding of the topic and, therefore, may have developed new or more fully informed opinions about it.
State Review Panel	Editorial Change	9780544973268	Teacher	446	Student facsimile, Research chart, pink student answers	Replace sample student answers to suit changes to the Student Edition page.	Change to: Students' answers will vary.
State Review Panel	Editorial Change	9781328476401	Teacher	446	Student facsimile, Research chart, pink student answers	Replace sample student answers to suit changes to the Student Edition page.	Change to: Students' answers will vary.
State Review Panel	New Content	9780544973237	Student	84	Setting a Purpose	Add new third bullet	Add "Remember to use what you already know, including any background information or personal experience with the topic, to connect with the text you select."
State Review Panel	New Content	9780544973237	Student	85	Collaborate and Share, third bullet	Add more specificity to "Describe what you most enjoyed or found most challenging about the text."	Change to "Describe any personal connection you may have discovered during your reading, as well as what you most enjoyed or found most challenging about the text."
State Review Panel	New Content	9780544973237	Student	94	Practice Effective Verbal Techniques	Add 5th checkbox item	Add "Tone Use a formal tone and standard English grammar. Avoid using slang terms, such as <i>legit</i> instead of <i>legitimate</i> ."
State Review Panel	New Content	9780544973237	Student	300	Research	Add text to clarify	Change "Look for two examples" to "On your own, select two examples of" At end of extend activity add: "During your discussion, share any personal connections you made to the characters and ideas expressed in the texts you selected."
State Review Panel	New Content	9780544973237	Student	345	Language Conventions, 2nd paragraph	Add text to clarify	In 2nd paragraph, add "Subject-verb agreement means that if the subject is singular, the verb must also be singular; if the subject is plural, the verb must also be plural."
State Review Panel	New Content	9780544973237	Student	345	Practice and Apply	Change text from "Write your own complex sentences. Your sentences can be about space travel or about the arguments that you just read. Underline the subject and verb in each clause."	Replace with: "Draft a short paragraph about space travel or about the arguments you just read. Edit your draft to avoid including sentence fragments, run-on sentences, or comma splices."
State Review Panel	New Content	9780544973237	Student	355	Side	Add new box in side margin	Add "Check Your Tone A formal tone works best for an argument. As you edit your draft, be on the lookout for informal language that might weaken your argument. For example, you wouldn't write "Space exploration is stupid." Your audience is more likely to be convinced if your tone is more formal, serious, and respectful."
State Review Panel	New Content	9780544973237	Student	416	Side margin	Add new box in side margin	Add: "Reading Self-Selected Texts Use the chart on the right to make inferences about any text, including those you may have selected on your own. As you make inferences, be sure to connect what you already know and have experienced with evidence from text."
State Review Panel	New Content	9780544973237	Student	445	Side margin	Add new QUESTION boxed annotation	In side margin, Add: "QUESTION Annotate: Underline the author's ultimate dream. Connect: What questions do you have about how sharing could help the children mentioned in the paragraph."
State Review Panel	New Content	9781328476371	Student	N/A	Setting a Purpose	Add new third bullet	Add "Remember to use what you already know, including any background information or personal experience with the topic, to connect with the text you select."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781328476371	Student	N/A	Collaborate and Share, third bullet	Add more specificity to "Describe what you most enjoyed or found most challenging about the text."	Change to "Describe any personal connection you may have discovered during your reading, as well as what you most enjoyed or found most challenging about the text."
State Review Panel	New Content	9781328476371	Student	N/A	Practice Effective Verbal Techniques	Add 5th checkbox item	Add "Tone Use a formal tone and standard English grammar. Avoid using slang terms, such as <i>legit</i> instead of <i>legitimate</i> ."
State Review Panel	New Content	9781328476371	Student	N/A	Research	Add text to clarify	Change "Look for two examples" to "On your own, select two examples of" At end of extend activity add: "During your discussion, share any personal connections you made to the characters and ideas expressed in the texts you selected."
State Review Panel	New Content	9781328476371	Student	N/A	Language Conventions, 2nd paragraph	Add text to clarify	In 2nd paragraph, add "Subject-verb agreement means that if the subject is singular, the verb must also be singular; if the subject is plural, the verb must also be plural."
State Review Panel	New Content	9781328476371	Student	N/A	Practice and Apply	Change text from "Write your own complex sentences. Your sentences can be about space travel or about the arguments that you just read. Underline the subject and verb in each clause."	Replace with: "Draft a short paragraph about space travel or about the arguments you juts read. Edit your draft to avoid including sentence fragments, run-on sentences, or comma splices."
State Review Panel	New Content	9781328476371	Student	N/A	Side	Add new box in side margin	Add "Check Your Tone A formal tone works best for an argument. As you edit your draft, be on the lookout for informal language that might weaken your argument. For example, you wouldn't write "Space exploration is stupid." Your audience is more likely to be convinced if your tone is more formal, serious, and respectful."
State Review Panel	New Content	9781328476371	Student	N/A	Side margin	Add new box in side margin	Add: "Reading Self-Selected Texts Use the chart on the right to make inferences about any text, including those you may have selected on your own. As you make inferences, be sure to connect what you already know and have experienced with evidence from text."
State Review Panel	New Content	9781328476371	Student	N/A	Side margin	Add new QUESTION boxed annotation	In side margin, Add: "QUESTION Annotate: Underline the author's ultimate dream. Connect: What questions do you have about how sharing could help the children mentioned in the paragraph."
State Review Panel	New Content	9780544973268	Teacher	445	Side	Add new annotation to suit addition to Student Edition page.	Add: QUESTION TEKS 5B Explain to students that in personal essays author's often summarize their purpose or main point in their conclusion. Remind them to read conclusions carefully to keep from missing important information. (Answer: What effect would sharing have? What should we share? Should it be an obligation to share?)
State Review Panel	New Content	9781328476401	Teacher	445	Side	Add new annotation to suit addition to Student Edition page.	Add: QUESTION TEKS 5B Explain to students that in personal essays author's often summarize their purpose or main point in their conclusion. Remind them to read conclusions carefully to keep from missing important information. (Answer: What effect would sharing have? What should we share? Should it be an obligation to share?)
Publisher	Editorial Change	9780544973237	Student	43	Side	Missing Writing Studio reference	Add margin annotation: [icon] Go to Writing as a Process in the Writing Studio to learn more.
Publisher	Editorial Change	9780544973237	Student	63	Side: Analyze Setting and Conflict	Revise character name referenced in student activity: Review paragraph 25 and mark the text that shows that Roger is conflicted about how to behave with Mrs. Rogers in this unfamiliar place.	Change to: Review paragraph 25 and mark the text that shows that Roger is conflicted about how to behave with Mrs. Jones in this unfamiliar place.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973237	Student	99	Side: first Anchor Question annotation. Middle of page: sample student response for "Why do you think the character isn't gaining weight?"	Revise question: Why would the character feel this way? Revise sample student response: The student may be naturally thin.	Change question to: Why did the character act that way? Change sample student response to: The character may be naturally thin.
Publisher	Editorial Change	9780544973237	Student	121	Side: Write an Opinion Essay. Mid-page: Create a Multimodal Presentation, line 4 and first checkbox item.	Add missing Writing Studio reference to Write an Opinion Essay. Revise text in line 4: With a partner or group, create a storyboard make a brief multimodal presentation about forged images and video. Revise first checkbox item to delete extraneous word.	Add margin annotation: [icon] Go to Writing Arguments in the Writing Studio to learn more. Change line 4 to: With a partner or group, make a brief multimodal presentation about forged images and video. Change first checkbox item to delete "each" before "As a group..."
Publisher	Editorial Change	9780544973237	Student	123	Language Conventions, 5th paragraph	Revise examples: INCORRECT: Neither Kenzo nor his friends understood how he had been fooled. CORRECT: Neither Kenzo nor his friends understood how they had been fooled. Revise instruction following examples: delete first 4 sentences; revise last sentence.	Change examples to: INCORRECT: Neither Kenzo nor his friends understands how he was fooled. CORRECT: Neither Kenzo nor his friends understand how he was fooled. Revise instruction following examples to: In the correct sentence, the verb <i>understand</i> agrees with the subject nearer to it--the word <i>friends</i> .
Publisher	Editorial Change	9780544973237	Student	132	Vocabulary Strategy, Practice and Apply	Revise activity instructions: Use the table of contents and the glossaries in this book to answer the following questions.	Change to: Use the Resources table of contents and the glossaries at the back of this book to answer the following questions.
Publisher	Editorial Change	9780544973237	Student	169	Side	Missing Speaking and Listening Studio reference	Add margin annotation: [icon] Go to Giving a Presentation in the Speaking and Listening Studio to learn more.
Publisher	Editorial Change	9780544973237	Student	175	Bottom of page	Delete extraneous text	Delete: some small prey. Estimating the size of the child in the video at about 28 pounds means the eagle is lifting almost twice its own weight. This would take a wingspan of about 33 feet!
Publisher	Editorial Change	9780544973237	Student	183	Contrasts and Contradictions	Revise sample student response: The author thought I knew about the many different strains of humans.	Change to: It makes the reader realize that people are not taking the problem as seriously as they may think they are.
Publisher	Editorial Change	9780544973237	Student	206	Vocabulary Strategy, paragraph 2	Revise text: <i>repetitiveness</i>	Change to: <i>repetitiousness</i>
Publisher	Editorial Change	9780544973237	Student	227	Side	Missing Grammar Studio reference	Add margin annotation: [icon] Go to Complex Sentences in the Grammar Studio to learn more.
Publisher	Editorial Change	9780544973237	Student	242	Compare Across Media	Revise head: COMPARE ACROSS MEDIA	Change to: COMPARE PERSUASIVE MEDIA
Publisher	Editorial Change	9780544973237	Student	347	Side	Missing Writing Studio reference	Add margin annotation: [icon] Go to Evaluating Sources for Reliability in the Writing Studio for help.
Publisher	Editorial Change	9780544973237	Student	357	Chart, last row	Replace question: What images or graphics might help clarify ideas or add interest? When I present them, how will I explain them so that listeners to the recorded podcast (who won't be able to see the visuals) will understand what they show?	Change to: What are ways to keep listeners' attention throughout the podcast? How can pacing help to make the discussion among group members more lively? How can participants show a grasp of the topic without becoming bogged down with details?
Publisher	Editorial Change	9780544973237	Student	379	Side	Replace Grammar Studio reference	Replace margin annotation with: [icon] Go to Commonly Confused Words in the Vocabulary Studio to learn more.
Publisher	Editorial Change	9780544973237	Student	489	Language Conventions, 3rd bullet	Revise text: "gender (neutral)"	Change to: "gender (neuter)"
Publisher	Editorial Change	9780544973237	Student	FM11	Top of page, TOC	Missing page number	Add page number "252" next to Independent Reading head
Publisher	Editorial Change	9780544973237	Student	FM13	Top of page, TOC	Missing page number	Add page number "348" next to Independent Reading head

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Publisher	Editorial Change	9780544973237	Student	FM15	Top of page, TOC	Missing page number	Add page number "424" next to Independent Reading head
Publisher	Editorial Change	9780544973237	Student	FM17	Top of page, TOC	Missing page number	Add page number "502" next to Independent Reading head
Publisher	Editorial Change	9780544973237	Student	FM7	Top of page, TOC	Missing page number	Add page number "84" next to Independent Reading head
Publisher	Editorial Change	9780544973237	Student	FM9	Top of page, TOC	Missing page number	Add page number "170" next to Independent Reading head
Publisher	Editorial Change	9781328476371	Student	N/A	Top of page, TOC	Missing page number	Add page number "84" next to Independent Reading head
Publisher	Editorial Change	9781328476371	Student	N/A	Top of page, TOC	Missing page number	Add page number "170" next to Independent Reading head
Publisher	Editorial Change	9781328476371	Student	N/A	Top of page, TOC	Missing page number	Add page number "252" next to Independent Reading head
Publisher	Editorial Change	9781328476371	Student	N/A	Top of page, TOC	Missing page number	Add page number "348" next to Independent Reading head
Publisher	Editorial Change	9781328476371	Student	N/A	Top of page, TOC	Missing page number	Add page number "424" next to Independent Reading head
Publisher	Editorial Change	9781328476371	Student	N/A	Top of page, TOC	Missing page number	Add page number "502" next to Independent Reading head
Publisher	Editorial Change	9781328476371	Student	N/A	Side	Missing Writing Studio reference	Add margin annotation: [icon] Go to Writing as a Process in the Writing Studio to learn more.
Publisher	Editorial Change	9781328476371	Student	N/A	Side: Analyze Setting and Conflict	Revise character name referenced in student activity: Review paragraph 25 and mark the text that shows that Roger is conflicted about how to behave with Mrs. Rogers in this unfamiliar place.	Change to: Review paragraph 25 and mark the text that shows that Roger is conflicted about how to behave with Mrs. Jones in this unfamiliar place.
Publisher	Editorial Change	9781328476371	Student	N/A	Side: first Anchor Question annotation. Middle of page: sample student response for "Why do you think the character isn't gaining weight?"	Revise question: Why would the character feel this way? Revise sample student response: The student may be naturally thin.	Change question to: Why did the character act that way? Change sample student response to: The character may be naturally thin.
Publisher	Editorial Change	9781328476371	Student	N/A	Side: Write an Opinion Essay. Mid-page: Create a Multimodal Presentation, line 4 and first checkbox item.	Add missing Writing Studio reference to Write an Opinion Essay. Revise text in line 4: With a partner or group, create a storyboard make a brief multimodal presentation about forged images and video. Revise first checkbox item to delete extraneous word.	Add margin annotation: [icon] Go to Writing Arguments in the Writing Studio to learn more. Change line 4 to: With a partner or group, make a brief multimodal presentation about forged images and video. Change first checkbox item to delete "each" before "As a group..."
Publisher	Editorial Change	9781328476371	Student	N/A	Language Conventions, 5th paragraph	Revise examples: INCORRECT: Neither Kenzo nor his friends understood how he had been fooled. CORRECT: Neither Kenzo nor his friends understood how they had been fooled. Revise instruction following examples: delete first 4 sentences; revise last sentence.	Change examples to: INCORRECT: Neither Kenzo nor his friends understands how he was fooled. CORRECT: Neither Kenzo nor his friends understand how he was fooled. Revise instruction following examples to: In the correct sentence, the verb <i>understand</i> agrees with the subject nearer to it--the word <i>friends</i> .
Publisher	Editorial Change	9781328476371	Student	N/A	Vocabulary Strategy, Practice and Apply	Revise activity instructions: This literature program contains multiple glossaries. Use the table of contents and the glossaries in this book to answer the following questions.	Change to: This literature program contains multiple glossaries. Use the Resources table of contents and the glossaries at the back of this book to answer the following questions.
Publisher	Editorial Change	9781328476371	Student	N/A	Side	Missing Speaking and Listening Studio reference	Add margin annotation: [icon] Go to Giving a Presentation in the Speaking and Listening Studio to learn more.
Publisher	Editorial Change	9781328476371	Student	N/A	Bottom of page	Delete extraneous text	Delete: some small prey. Estimating the size of the child in the video at about 28 pounds means the eagle is lifting almost twice its own weight. This would take a wingspan of about 33 feet!

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476371	Student	N/A	Contrasts and Contradictions	Revise sample student response: The author thought I knew about the many different strains of humans.	Change to: It makes the reader realize that people are not taking the problem as seriously as they may think they are.
Publisher	Editorial Change	9781328476371	Student	N/A	Vocabulary Strategy, paragraph 2	Revise text: <i>repetitiveness</i>	Change to: <i>repetitiousness</i>
Publisher	Editorial Change	9781328476371	Student	N/A	Side	Missing Grammar Studio reference	Add margin annotation: [icon] Go to Complex Sentences in the Grammar Studio to learn more.
Publisher	Editorial Change	9781328476371	Student	N/A	Compare Across Media	Revise head: COMPARE ACROSS MEDIA	Change to: COMPARE PERSUASIVE MEDIA
Publisher	Editorial Change	9781328476371	Student	N/A	Side	Missing Writing Studio reference	Add margin annotation: [icon] Go to Evaluating Sources for Reliability in the Writing Studio for help.
Publisher	Editorial Change	9781328476371	Student	N/A	Chart, last row	Replace question: What images or graphics might help clarify ideas or add interest? When I present them, how will I explain them so that listeners to the recorded podcast (who won't be able to see the visuals) will understand what they show?	Change to: What are ways to keep listeners' attention throughout the podcast? How can pacing help to make the discussion among group members more lively? How can participants show a grasp of the topic without becoming bogged down with details?
Publisher	Editorial Change	9781328476371	Student	N/A	Side	Replace Grammar Studio reference	Replace margin annotation with: [icon] Go to Commonly Confused Words in the Vocabulary Studio to learn more.
Publisher	Editorial Change	9781328476371	Student	N/A	Language Conventions, 3rd bullet	Revise text: "gender (neutral)"	Change to: "gender (neuter)"
Publisher	Editorial Change	9780544973268	Teacher	5	Side: MAKE INFERENCES	Revise text for clarity: It's important that the knowledge readers use to make inferences is based on facts. Inferences have to make sense; just as a good detective uses facts, evidence, and experience to get at the truth. Inferences help readers to be more involved in understanding the characters, setting, and plot of a story. Suggest that students use these questions to make their inferences when filling out the chart on page 5:	Change to: In other words, like good detectives, smart readers use facts, evidence, and experience to get at the truth. What's more, the process of making inferences helps readers to more fully understand the characters, setting, and plot of a story. Use these questions to help students make their inferences when filling out the chart on page 5:
Publisher	Editorial Change	9781328476401	Teacher	5	Side: MAKE INFERENCES	Revise text for clarity: It's important that the knowledge readers use to make inferences is based on facts. Inferences have to make sense; just as a good detective uses facts, evidence, and experience to get at the truth. Inferences help readers to be more involved in understanding the characters, setting, and plot of a story. Suggest that students use these questions to make their inferences when filling out the chart on page 5:	Change to: In other words, like good detectives, smart readers use facts, evidence, and experience to get at the truth. What's more, the process of making inferences helps readers to more fully understand the characters, setting, and plot of a story. Use these questions to help students make their inferences when filling out the chart on page 5:
Publisher	Editorial Change	9780544973268	Teacher	5	Side: MAKE INFERENCES, second and third bullets	Revise questions to address students directly: What does their personal knowledge tell them about that evidence? What logical guesses can they make based on that evidence?	Change to: What does your personal knowledge tell you about that evidence? What logical guesses can you make based on that evidence?
Publisher	Editorial Change	9781328476401	Teacher	5	Side: MAKE INFERENCES, second and third bullets	Revise questions to address students directly: What does their personal knowledge tell them about that evidence? What logical guesses can they make based on that evidence?	Change to: What does your personal knowledge tell you about that evidence? What logical guesses can you make based on that evidence?
Publisher	Editorial Change	9780544973268	Teacher	9	Side: NOTICE & NOTE head	Revise NOTICE & NOTE head to indicate Note & Note skill.	Change NOTICE & NOTE to " AGAIN AND AGAIN "
Publisher	Editorial Change	9781328476401	Teacher	9	Side: NOTICE & NOTE head	Revise NOTICE & NOTE head to indicate Note & Note skill.	Change NOTICE & NOTE to " AGAIN AND AGAIN "
Publisher	Editorial Change	9780544973268	Teacher	9	Side: Critical Vocabulary, ASK STUDENTS answer for navigation	Revise answer text for navigation to clarify response: Navigation skills include steering the boat, handling the sails, reading a map, riding large waves, and dealing with bad weather conditions.	Change to "steering the boat, handling the sails, reading a map, and dealing with bad weather conditions."
Publisher	Editorial Change	9781328476401	Teacher	9	Side: Critical Vocabulary, ASK STUDENTS answer for navigation	Revise answer text for navigation to clarify response: Navigation skills include steering the boat, handling the sails, reading a map, riding large waves, and dealing with bad weather conditions.	Change to "steering the boat, handling the sails, reading a map, and dealing with bad weather conditions."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973268	Teacher	9	Side: Critical Vocabulary	Add ASK STUDENTS question for the word submerge.	Add: ASK STUDENTS to explain why an open porthole would be a problem for a boat that is submerged. (Portholes are windows in a boat's cabin. If the boat is submerged and a porthole is open, water will enter the boat's cabin.)
Publisher	Editorial Change	9781328476401	Teacher	9	Side: Critical Vocabulary	Add ASK STUDENTS question for the word submerge.	Add: ASK STUDENTS to explain why an open porthole would be a problem for a boat that is submerged. (Portholes are windows in a boat's cabin. If the boat is submerged and a porthole is open, water will enter the boat's cabin.)
Publisher	Editorial Change	9780544973268	Teacher	9	Side: Critical Vocabulary, <i>submerge</i>	Revise definition for clarity and move definition for submerge to appear above new ASK STUDENTS text: "The cabin, decks, mast, and sails of the boat are under water; they are all submerged. The bottom of the boat—called the hull— is above the water."	Move definition to appear above new ASK STUDENTS text associated with the vocabulary word submerge; change text to "The cabin, decks, mast, and sails of the boat are under water; they are all submerged. The bottom of the boat—called the hull— is above the water."
Publisher	Editorial Change	9781328476401	Teacher	9	Side: Critical Vocabulary, <i>submerge</i>	Revise definition for clarity and move definition to appear above new ASK STUDENTS text associated with the vocabulary word submerge: "The cabin, decks, mast, and sails of the boat are under water; they are all submerged. The bottom of the boat—called the hull— is above the water."	Move definition to appear above new ASK STUDENTS text associated with the vocabulary word submerge; change text to "The cabin, decks, mast, and sails of the boat are under water; they are all submerged. The bottom of the boat—called the hull— is above the water."
Publisher	Editorial Change	9780544973268	Teacher	25	Side: DETERMINE THEMES, third sentence and final bullet	Revise third sentence for correctness: Explain that a tip on its own in the graphic organizer is just a piece of the theme--it needs to be combined with others makes up a theme.	Change to: Explain that a tip on its own in the graphic organizer is just a piece of the theme--it needs to be combined with others to make up a theme. If so, what are they?
Publisher	Editorial Change	9781328476401	Teacher	25	Side: DETERMINE THEMES, third sentence and final bullet	Revise third sentence for correctness: Explain that a tip on its own in the graphic organizer is just a piece of the theme--it needs to be combined with others makes up a theme.	Change to: Explain that a tip on its own in the graphic organizer is just a piece of the theme--it needs to be combined with others to make up a theme. If so, what are they?
Publisher	Editorial Change	9780544973268	Teacher	26	Side: LANGUAGE CONVENTIONS, sixth through eighth sentences	Revise sentences for clarity: Give correct and incorrect examples such as: She is a strong, purposeful, woman. (coordinate) Ann has a blue cotton sweater. (This sentence cannot use and or a comma; it is not coordinate. Cotton is a noun, but here it modifies sweater)	Change to: Give incorrect and correct examples such as these: She is a strong, purposeful, woman. Ann has a blue cotton sweater. (In this second example, blue and cotton are not coordinate adjectives. Therefore, just as it would not make sense to say "Ann has a blue and cotton sweater," it would not make sense to insert a comma between blue and cotton.)
Publisher	Editorial Change	9781328476401	Teacher	26	Side: LANGUAGE CONVENTIONS, sixth through eighth sentences	Revise sentences for clarity: Give correct and incorrect examples such as: She is a strong, purposeful, woman. (coordinate) Ann has a blue cotton sweater. (This sentence cannot use and or a comma; it is not coordinate. Cotton is a noun, but here it modifies sweater)	Change to: Give incorrect and correct examples such as these: She is a strong, purposeful, woman. Ann has a blue cotton sweater. (In this second example, blue and cotton are not coordinate adjectives. Therefore, just as it would not make sense to say "Ann has a blue and cotton sweater," it would not make sense to insert a comma between blue and cotton.)
Publisher	Editorial Change	9780544973268	Teacher	26	Bottom: APPLYING ACADEMIC VOCABULARY, second sentence and final bullet	Revise sentence for clarity and delete third bullet item: Guide students to include Academic Vocabulary words <i>aspect</i> and <i>resource</i> in their responses with the class.	Change to: Guide students to include the Academic Vocabulary words <i>aspect</i> and <i>resource</i> in their responses. Delete third bullet item.
Publisher	Editorial Change	9781328476401	Teacher	26	Bottom: APPLYING ACADEMIC VOCABULARY, second sentence and final bullet	Revise sentence for clarity and delete third bullet item: Guide students to include Academic Vocabulary words <i>aspect</i> and <i>resource</i> in their responses with the class.	Change to: Guide students to include the Academic Vocabulary words <i>aspect</i> and <i>resource</i> in their responses. Delete third bullet item.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973268	Teacher	33	Bottom: ENGLISH LEARNER SUPPORT	Revise text for clarity and delete extraneous text: Restate the writing topic as a question: What kinds of behavior did the ancient Greeks find acceptable?"	Change text to: Provide students with a more general prompt for developing a thesis statement, such as "What kinds of behavior did the ancient Greeks find acceptable?" Delete: "Do you think that Daedalus is a good example of the kind of behavior that the ancient Greeks find acceptable or even praiseworthy? If you know anything else about Daedalus from other Greek myths, such as Theseus and the labyrinth, you can use this knowledge to help answer the question. What about Icarus? (Answers will vary.)"
Publisher	Editorial Change	9781328476401	Teacher	33	Bottom: ENGLISH LEARNER SUPPORT	Revise text for clarity and delete extraneous text: Restate the writing topic as a question: What kinds of behavior did the ancient Greeks find acceptable?"	Change text to: Provide students with a more general prompt for developing a thesis statement, such as "What kinds of behavior did the ancient Greeks find acceptable?" Delete: "Do you think that Daedalus is a good example of the kind of behavior that the ancient Greeks find acceptable or even praiseworthy? If you know anything else about Daedalus from other Greek myths, such as Theseus and the labyrinth, you can use this knowledge to help answer the question. What about Icarus? (Answers will vary.)"
Publisher	Editorial Change	9780544973268	Teacher	42	Side: ANALYZE THE TEXT, item 5, first sentence	Revise response for accuracy: This poem changed my perception of Icarus. I thought of him before as a young boy who did not heed his father's warning, and now I think of him as someone who became fully aware of his actions. In failure, he gained wisdom and freedom.	Change text to: Before reading the poem, students might have thought of Icarus as a young boy who did not heed his father's warning. After reading the poem, they might think of him as someone who became fully aware of his actions.
Publisher	Editorial Change	9781328476401	Teacher	42	Side: ANALYZE THE TEXT, item 5, first sentence	Revise response for accuracy: This poem changed my perception of Icarus. I thought of him before as a young boy who did not heed his father's warning, and now I think of him as someone who became fully aware of his actions. In failure, he gained wisdom and freedom.	Change text to: Before reading the poem, students might have thought of Icarus as a young boy who did not heed his father's warning. After reading the poem, they might think of him as someone who became fully aware of his actions.
Publisher	Editorial Change	9780544973268	Teacher	45	Side: DETERMINE AUTHOR'S PURPOSE, second sentence	Delete redundant sentence: "Have students discuss purpose of each type of work."	Delete redundant sentence: "Have students discuss purpose of each type of work."
Publisher	Editorial Change	9781328476401	Teacher	45	Side: DETERMINE AUTHOR'S PURPOSE, second sentence	Delete redundant sentence: "Have students discuss purpose of each type of work."	Delete redundant sentence: "Have students discuss purpose of each type of work."
Publisher	Editorial Change	9780544973268	Teacher	45	Side: CITE EVIDENCE AND DRAW CONCLUSIONS, TEKS reference	Restore missing TEKS: "5G, 6C, 8Di"	Change listed TEKS to "5E, 5G, 6C, 8Di"
Publisher	Editorial Change	9781328476401	Teacher	45	Side: CITE EVIDENCE AND DRAW CONCLUSIONS, TEKS reference	Restore missing TEKS: "5G, 6C, 8Di"	Change listed TEKS to "5E, 5G, 6C, 8Di"
Publisher	Editorial Change	9780544973268	Teacher	45	Bottom: ENGLISH LEARNER SUPPORT, instruction	Revise instruction for clarity: Understand Author's Purpose Present students with two to four types of text written about the same topic. (For example, a comic strip about a dog, a pamphlet from a dog shelter, an opinion piece about dogs, and a poem about a dog.) Split students into pairs or groups. • Ask students to identify which of the four types of writing each text represents, and explain why. Ask students to point to the different types and use one-word or multiword responses. BEGINNING/INTERMEDIATE • Ask students to identify which of the four types of writing each text represents, and explain why, pointing to specific details. Then, have them speculate how one of the authors could have written his or her text differently to change its purpose. ADVANCED/ADVANCED HIGH	Change to: Understand Author's Purpose Give groups of students two to four texts written about the same topic but for different purposes (e.g., a comic strip about a dog, a dog shelter pamphlet, an opinion piece about dogs, and a poem about a dog). • Ask students to identify which of the four purposes for writing each text represents. Allow students to answer by pointing to the purpose. BEGINNING/INTERMEDIATE • Ask students to identify which of the four purposes for writing each text represents and to explain why, using specific details. Then, have them speculate about some of the ways in which one of the texts might change if it were rewritten for a different purpose. ADVANCED/ADVANCED HIGH

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476401	Teacher	45	Bottom: ENGLISH LEARNER SUPPORT, instruction	Revise instruction for clarity: Understand Author's Purpose Present students with two to four types of text written about the same topic. (For example, a comic strip about a dog, a pamphlet from a dog shelter, an opinion piece about dogs, and a poem about a dog.) Split students into pairs or groups. <ul style="list-style-type: none"> Ask students to identify which of the four types of writing each text represents, and explain why. Ask students to point to the different types and use one-word or multiword responses. BEGINNING/INTERMEDIATE Ask students to identify which of the four types of writing each text represents, and explain why, pointing to specific details. Then, have them speculate how one of the authors could have written his or her text differently to change its purpose. ADVANCED/ADVANCED HIGH 	Change to: Understand Author's Purpose Give groups of students two to four texts written about the same topic but for different purposes (e.g., a comic strip about a dog, a dog shelter pamphlet, an opinion piece about dogs, and a poem about a dog). <ul style="list-style-type: none"> Ask students to identify which of the four purposes for writing each text represents. Allow students to answer by pointing to the purpose. BEGINNING/INTERMEDIATE Ask students to identify which of the four purposes for writing each text represents and to explain why, using specific details. Then, have them speculate about some of the ways in which one of the texts might change if it were rewritten for a different purpose. ADVANCED/ADVANCED HIGH
Publisher	Editorial Change	9780544973268	Teacher	48	Side: Notice & Note head	Revise NOTICE & NOTE head to indicate Note & Note skill.	Change NOTICE & NOTE to " QUOTED WORDS "
Publisher	Editorial Change	9781328476401	Teacher	48	Side: Notice & Note head	Revise NOTICE & NOTE head to indicate Note & Note skill.	Change NOTICE & NOTE to " QUOTED WORDS "
Publisher	Editorial Change	9780544973268	Teacher	48	Side: CITE EVIDENCE AND DRAW CONCLUSIONS, Answer	Revise answer for clarity: The words that describe Coleman might include confident and brave. An example from the text is that she made a life-altering decision, without knowing how things were going to work out.	Change text to: The details in the text are effective in helping the reader to see that Coleman was brave. She made a life-altering decision, without knowing how things were going to work out.
Publisher	Editorial Change	9781328476401	Teacher	48	Side: CITE EVIDENCE AND DRAW CONCLUSIONS, Answer	Revise answer for clarity: The words that describe Coleman might include confident and brave. An example from the text is that she made a life-altering decision, without knowing how things were going to work out.	Change text to: The details in the text are effective in helping the reader to see that Coleman was brave. She made a life-altering decision, without knowing how things were going to work out.
Publisher	Editorial Change	9780544973268	Teacher	51	Side: ENGLISH LEARNER SUPPORT box	Move English Learner Support box to position next to the paragraph to which it refers.	Delete English Learner Support box from page 51.
Publisher	Editorial Change	9781328476401	Teacher	51	Side: ENGLISH LEARNER SUPPORT box	Move English Learner Support box to position next to the paragraph to which it refers.	Delete English Learner Support box from page 51.
Publisher	Editorial Change	9780544973268	Teacher	52	Side: ENGLISH LEARNER SUPPORT box	Move English Learner Support box to position next to the paragraph to which it refers.	Set English Learner Support box on page 52, next to paragraph 17 in Student Edition page.
Publisher	Editorial Change	9781328476401	Teacher	52	Side: ENGLISH LEARNER SUPPORT box	Move English Learner Support box to position next to the paragraph to which it refers.	Set English Learner Support box on page 52, next to paragraph 17 in Student Edition page.
Publisher	Editorial Change	9780544973268	Teacher	60	Side: LANGUAGE CONVENTIONS, Teks	Correct typo in listed TEKS: "10DVII"	Change text to "10DVii"
Publisher	Editorial Change	9781328476401	Teacher	60	Side: LANGUAGE CONVENTIONS, Teks	Correct typo in listed TEKS: "10DVII"	Change text to "10DVii"
Publisher	Editorial Change	9780544973268	Teacher	60	Side: ANNOTATION MODEL text	Revise text for accuracy: Remind students of the annotation ideas in Analyze Character on p. 65, which suggests marking details that show that Mrs. Jones is a strong person and underlining words and phrases that signal character traits. Point out that students may follow this suggestion or use their own system for marking up the selections in their write-in texts. They may want to color-code their annotations by using highlighters. Their notes in the margins may include questions about ideas that are unclear or topics they want to learn more about.	Change to: Remind students of the annotation ideas in Analyze Characters' Qualities on p. 59, which suggests marking words and phrases that signal character traits. Point out that students may use their own system for marking up the selections in their write-in texts. They may want to color-code their annotations by using highlighters. Their notes in the margins may include questions about ideas that are unclear or they want to learn more about.
Publisher	Editorial Change	9781328476401	Teacher	60	Side: ANNOTATION MODEL text	Revise text for accuracy: Remind students of the annotation ideas in Analyze Character on p. 65, which suggests marking details that show that Mrs. Jones is a strong person and underlining words and phrases that signal character traits. Point out that students may follow this suggestion or use their own system for marking up the selections in their write-in texts. They may want to color-code their annotations by using highlighters. Their notes in the margins may include questions about ideas that are unclear or topics they want to learn more about.	Change to: Remind students of the annotation ideas in Analyze Characters' Qualities on p. 59, which suggests marking words and phrases that signal character traits. Point out that students may use their own system for marking up the selections in their write-in texts. They may want to color-code their annotations by using highlighters. Their notes in the margins may include questions about ideas that are unclear or they want to learn more about.

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Publisher	Editorial Change	9780544973268	Teacher	61	Side: ANALYZE CHARACTER, head	Revise heading for accuracy: "CHARACTER"	Change to "CHARACTERS' QUALITIES"
Publisher	Editorial Change	9781328476401	Teacher	61	Side: ANALYZE CHARACTER, head	Revise heading for accuracy: "CHARACTER"	Change to "CHARACTERS' QUALITIES"
Publisher	Editorial Change	9780544973268	Teacher	62	Side: ANALYZE CHARACTER, head and first sentence	Update head and revise first sentence: ANALYZE CHARACTER Tell students that what a character says or does reveals their traits, or what they are like.	Change to: ANALYZE CHARACTERS' QUALITIES Tell students that what characters say or do reveals their traits, or what they are like.
Publisher	Editorial Change	9781328476401	Teacher	62	Side: ANALYZE CHARACTER, head and first sentence	Update head and revise first sentence: ANALYZE CHARACTER Tell students that what a character says or does reveals their traits, or what they are like.	Change to: ANALYZE CHARACTERS' QUALITIES Tell students that what characters say or do reveals their traits, or what they are like.
Publisher	Editorial Change	9780544973268	Teacher	62	Side: LANGUAGE CONVENTIONS, first sentence	Revise first sentence for clarity: Remind students of the grammatical rules of capitalization : to start a sentence, for proper nouns, titles, and acronyms.	Change to: Remind students of the grammatical rules of capitalization : use a capital letter to begin the first word in a sentence; each word in a proper noun or proper adjective; the first word, last word, and all important words in a title; the pronoun I; geographical names; organizations, events, and certain brand names; and acronyms.
Publisher	Editorial Change	9781328476401	Teacher	62	Side: LANGUAGE CONVENTIONS, first sentence	Revise first sentence for clarity: Remind students of the grammatical rules of capitalization : to start a sentence, for proper nouns, titles, and acronyms.	Change to: Remind students of the grammatical rules of capitalization : use a capital letter to begin the first word in a sentence; each word in a proper noun or proper adjective; the first word, last word, and all important words in a title; the pronoun I; geographical names; organizations, events, and certain brand names; and acronyms.
Publisher	Editorial Change	9780544973268	Teacher	65	Side: CHECK YOUR UNDERSTANDING, item 2	Update correct response: "2. G"	Change to "2. H"
Publisher	Editorial Change	9781328476401	Teacher	65	Side: CHECK YOUR UNDERSTANDING, item 2	Update correct response: "2. G"	Change to "2. H"
Publisher	Editorial Change	9780544973268	Teacher	68	Side: CRITICAL VOCABULARY, items 4 and 5	Revise answers for clarity: "4. mistrust : When a person mistrusts another person, they are often suspicious of their actions. 5. latch : When a person latches onto something, they are gripping the person or object tightly."	Change to: "4. mistrust : When a person mistrusts other people, he or she is often suspicious of their actions. 5. latch : When a person latches onto something, he or she grips the object tightly."
Publisher	Editorial Change	9781328476401	Teacher	68	Side: CRITICAL VOCABULARY, items 4 and 5	Revise answers for clarity: "4. mistrust : When a person mistrusts another person, they are often suspicious of their actions. 5. latch : When a person latches onto something, they are gripping the person or object tightly."	Change to: "4. mistrust : When a person mistrusts other people, he or she is often suspicious of their actions. 5. latch : When a person latches onto something, he or she grips the object tightly."
Publisher	Editorial Change	9780544973268	Teacher	69	Side: LANGUAGE CONVENTIONS, Practice and Apply answers 1 and 4	Revise answers for specificity: "1. People visiting a city often visit structures like the Empire State Building. 4. The story takes place in an urban area that could be New York City. 5. It is clear that the setting of the story is an American city."	Change to: "1. Tourists in New York City visit the Empire State Building." "4. The story takes place in an urban area that could be Harlem."
Publisher	Editorial Change	9781328476401	Teacher	69	Side: LANGUAGE CONVENTIONS, Practice and Apply answers 1 and 4	Revise answers for specificity: "1. People visiting a city often visit structures like the Empire State Building. 4. The story takes place in an urban area that could be New York City. 5. It is clear that the setting of the story is an American city."	Change to: "1. Tourists in New York City visit the Empire State Building." "4. The story takes place in an urban area that could be Harlem."
Publisher	Editorial Change	9780544973268	Teacher	69	Bottom: ENGLISH LEARNER SUPPORT, heading	Update ELPS: "4G" Change heading for accuracy: " Demonstrate Comprehension "	Change ELPS to "5D" Change heading to " Use Capitalization "

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Publisher	Editorial Change	9781328476401	Teacher	69	Bottom: ENGLISH LEARNER SUPPORT, heading	Update ELPS: "4G" Change heading for accuracy: " Demonstrate Comprehension "	Change ELPS to "5D" Change heading to " Use Capitalization "
Publisher	Editorial Change	9780544973268	Teacher	69	Bottom: ENGLISH LEARNER SUPPORT, third bullet	Revise parenthetical for clarity: "(proper nouns, beginning sentences, titles, given names, time periods)"	Change to "(e.g., proper nouns, beginning sentences, titles, given names, time periods, etc.)"
Publisher	Editorial Change	9781328476401	Teacher	69	Bottom: ENGLISH LEARNER SUPPORT, third bullet	Revise parenthetical for clarity: "(proper nouns, beginning sentences, titles, given names, time periods)"	Change to "(e.g., proper nouns, beginning sentences, titles, given names, time periods, etc.)"
Publisher	Editorial Change	9780544973268	Teacher	72	Side: LANGUAGE CONVENTIONS	Revise instructional text: Point out that dialogue gets special punctuation; quotation marks show that a person or people are speaking. Explain that dialogue has beginning and end punctuation. Note that the example sentence has the dialogue tag "Keffer told" after the quotation ends, to show who is speaking. Writers often, but not always, include dialogue tags for clarity; sometimes who spoke can be inferred through context. Point out the example sentence. Ask students to identify the speaker, and the speaker's exact words. (Speaker: Keffer; Exact words: Usually in the industrial area, there's no foot traffic, so it was kind of weird to see someone walking around on foot.)	Revise instructional text: Point out that dialogue gets special punctuation; quotation marks show that a person or people are speaking. Explain that dialogue has beginning and end punctuation. Note that the example sentence has the dialogue tag "Keffer told" after the quotation ends, to show who is speaking. Writers often, but not always, include dialogue tags for clarity; sometimes who spoke can be inferred through context. Point out the example sentence. Ask students to identify the speaker, and the speaker's exact words. (Speaker: Keffer; Exact words: Usually in the industrial area, there's no foot traffic, so it was kind of weird to see someone walking around on foot.)
Publisher	Editorial Change	9781328476401	Teacher	72	Side: LANGUAGE CONVENTIONS	Revise instructional text: Point out that dialogue gets special punctuation; quotation marks show that a person or people are speaking. Explain that dialogue has beginning and end punctuation. Note that the example sentence has the dialogue tag "Keffer told" after the quotation ends, to show who is speaking. Writers often, but not always, include dialogue tags for clarity; sometimes who spoke can be inferred through context. Point out the example sentence. Ask students to identify the speaker, and the speaker's exact words. (Speaker: Keffer; Exact words: Usually in the industrial area, there's no foot traffic, so it was kind of weird to see someone walking around on foot.)	Revise instructional text: Point out that dialogue gets special punctuation; quotation marks show that a person or people are speaking. Explain that dialogue has beginning and end punctuation. Note that the example sentence has the dialogue tag "Keffer told" after the quotation ends, to show who is speaking. Writers often, but not always, include dialogue tags for clarity; sometimes who spoke can be inferred through context. Point out the example sentence. Ask students to identify the speaker, and the speaker's exact words. (Speaker: Keffer; Exact words: Usually in the industrial area, there's no foot traffic, so it was kind of weird to see someone walking around on foot.)
Publisher	Editorial Change	9780544973268	Teacher	79	Side: CREATE AND DISCUSS, third sentence	Revise sentence for clarity: Remind them to keep opinions out of the Objective Summary, for example "unlike most lazy teens, Jourdan was a hard worker.	Change to: Remind them to keep their own opinions out of the Objective Summary. For example, it would be inappropriate to add, "Unlike most lazy teens, Jourdan was a hard worker.
Publisher	Editorial Change	9781328476401	Teacher	79	Side: CREATE AND DISCUSS, third sentence	Revise sentence for clarity: Remind them to keep opinions out of the Objective Summary, for example "unlike most lazy teens, Jourdan was a hard worker.	Change to: Remind them to keep their own opinions out of the Objective Summary. For example, it would be inappropriate to add, "Unlike most lazy teens, Jourdan was a hard worker.
Publisher	Editorial Change	9780544973268	Teacher	80	Side: VOCABULARY STRATEGY: Context Clues, Answers	Update answer to question 1 for accuracy: 1. nervous means "troubled or anxious"	Change to: 1. anxious means "troubled or nervous"
Publisher	Editorial Change	9781328476401	Teacher	80	Side: VOCABULARY STRATEGY: Context Clues, Answers	Update answer to question 1 for accuracy: 1. nervous means "troubled or anxious"	Change to: 1. anxious means "troubled or nervous"
Publisher	Editorial Change	9780544973268	Teacher	93	Side: PRESENT A FILM CRITIQUE OF AN ACTION MOVIE head	Correct heading: PRESENT A FILM CRITIQUE OF AN ACTION MOVIE	Change to " PRESENT A FILM CRITIQUE "

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Publisher	Editorial Change	9781328476401	Teacher	93	Side: PRESENT A FILM CRITIQUE OF AN ACTION MOVIE head	Correct heading: PRESENT A FILM CRITIQUE OF AN ACTION MOVIE	Change to " PRESENT A FILM CRITIQUE "
Publisher	Editorial Change	9780544973268	Teacher	99	Side: AGAIN AND AGAIN, second paragraph sample student response.	Revise sentence for clarity: The repetition underscores the character's obsession with acquiring bulk and his discomfort with his natural physique.	Change to: If Dave did not weigh himself over and over, the meaning behind this detail would be much less obvious; maybe it would mean that it wasn't very important.
Publisher	Editorial Change	9781328476401	Teacher	99	Side: AGAIN AND AGAIN, second paragraph sample student response.	Revise sentence for clarity: The repetition underscores the character's obsession with acquiring bulk and his discomfort with his natural physique.	Change to: If Dave did not weigh himself over and over, the meaning behind this detail would be much less obvious; maybe it would mean that it wasn't very important.
Publisher	Editorial Change	9780544973268	Teacher	102	Side: LANGUAGE CONVENTIONS, second through third sentences	Revise explanation for clarity: Explain that the reason the verb agrees with the subject is because the subject is taking the action in the sentence. Tell students a good way to check for subject-verb agreement is to remove the prepositional phrase from the sentence. If the subject and verb agree without the prepositional phrase, it is grammatically correct.	Revise explanation for clarity: In the example sentence, the subject is kids, which is plural (more than one kid). For the verb to agree with the subject, it also has to be plural: are waving. Tell students a good way to check for subject-verb agreement is to remove the prepositional phrase from the sentence. Removing it makes it easier to see if the subject and verb agree.
Publisher	Editorial Change	9781328476401	Teacher	102	Side: LANGUAGE CONVENTIONS, second through third sentences	Revise explanation for clarity: Explain that the reason the verb agrees with the subject is because the subject is taking the action in the sentence. Tell students a good way to check for subject-verb agreement is to remove the prepositional phrase from the sentence. If the subject and verb agree without the prepositional phrase, it is grammatically correct.	Revise explanation for clarity: In the example sentence, the subject is kids, which is plural (more than one kid). For the verb to agree with the subject, it also has to be plural: are waving. Tell students a good way to check for subject-verb agreement is to remove the prepositional phrase from the sentence. Removing it makes it easier to see if the subject and verb agree.
Publisher	Editorial Change	9780544973268	Teacher	103	Bottom: ENGLISH LEARNER SUPPORT, third sentence	Revise sentence for clarity: Explain that when the title is in a story, that means it is important.	Change to: Note that the word heartbeat must be especially important in this story because it is the title and in the very first sentence.
Publisher	Editorial Change	9781328476401	Teacher	103	Bottom: ENGLISH LEARNER SUPPORT, third sentence	Revise sentence for clarity: Explain that when the title is in a story, that means it is important.	Change to: Note that the word heartbeat must be especially important in this story because it is the title and in the very first sentence.
Publisher	Editorial Change	9780544973268	Teacher	108	Side, ANALYZE THE TEXT, item 2	Delete final sentence of possible answer to item 2: When Dave's father says, "You're still my little boy," he sees the "real Dave," the boy he loves. He isn't fooled by Dave's attempt to look "thicker," nor does he seem to care what Dave looks like on the outside. Likewise, Dave's friends probably don't view him differently just because he's wearing more layers. They like him just the way he is."	Change to: When Dave's father says, "You're still my little boy," he sees the "real Dave," the boy he loves. He isn't fooled by Dave's attempt to look "thicker," nor does he seem to care what Dave looks like on the outside.
Publisher	Editorial Change	9781328476401	Teacher	108	Side, ANALYZE THE TEXT, item 2	Delete final sentence of possible answer to item 2: When Dave's father says, "You're still my little boy," he sees the "real Dave," the boy he loves. He isn't fooled by Dave's attempt to look "thicker," nor does he seem to care what Dave looks like on the outside. Likewise, Dave's friends probably don't view him differently just because he's wearing more layers. They like him just the way he is."	Change to: When Dave's father says, "You're still my little boy," he sees the "real Dave," the boy he loves. He isn't fooled by Dave's attempt to look "thicker," nor does he seem to care what Dave looks like on the outside.
Publisher	Editorial Change	9780544973268	Teacher	108	Side, RESEARCH, second paragraph	Revise instruction for clarity: CONNECT Students should come up with questions and answers about self-esteem, such as: 1. What is self esteem? 2. What can cause low self-esteem? 3. What can raise a person's confidence? Students should understand that self-esteem is how we see ourselves and how we view our value as a person. Students should identify that difficult life circumstances, negative thoughts, perfectionism, and comparisons all lead to low self-esteem, while being positive, taking care of yourself, and getting support can improve circumstances.	Change to: In their groups, have students discuss the results of their research. Ask them to describe what low self-esteem looks like as well as healthy self-esteem. Encourage them to consider more questions that their findings bring up and to relay their own strategies for boosting self-confidence.

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Publisher	Editorial Change	9781328476401	Teacher	108	Side, RESEARCH, second paragraph	Revise instruction for clarity: CONNECT Students should come up with questions and answers about self-esteem, such as: 1. What is self esteem? 2. What can cause low self-esteem? 3. What can raise a person’s confidence? Students should understand that self-esteem is how we see ourselves and how we view our value as a person. Students should identify that difficult life circumstances, negative thoughts, perfectionism, and comparisons all lead to low self-esteem, while being positive, taking care of yourself, and getting support can improve circumstances.	Change to: In their groups, have students discuss the results of their research. Ask them to describe what low self-esteem looks like as well as healthy self-esteem. Encourage them to consider more questions that their findings bring up and to relay their own strategies for boosting self-confidence.
Publisher	Editorial Change	9780544973268	Teacher	109	Side, CREATE AND PRESENT, Devise an Infographic, first three sentences	Revise instruction for clarity: Remind students that they should use rulers and circular items to make their infographics, so that the lines and circles are neat. Tell them to leave plenty of space in the boxes and the circles for the text. They should revise and edit their texts for clarity and brevity before adding them to their infographics.	Change to: Encourage students to try different ways of organizing the text and images in their infographics. You might suggest that they look at several examples of infographics in textbooks or online before deciding on a design. Tell students that they should revise and edit their texts for clarity and brevity before adding them to their infographics.
Publisher	Editorial Change	9781328476401	Teacher	109	Side, CREATE AND PRESENT, Devise an Infographic, first three sentences	Revise instruction for clarity: Remind students that they should use rulers and circular items to make their infographics, so that the lines and circles are neat. Tell them to leave plenty of space in the boxes and the circles for the text. They should revise and edit their texts for clarity and brevity before adding them to their infographics.	Change to: Encourage students to try different ways of organizing the text and images in their infographics. You might suggest that they look at several examples of infographics in textbooks or online before deciding on a design. Tell students that they should revise and edit their texts for clarity and brevity before adding them to their infographics.
Publisher	Editorial Change	9780544973268	Teacher	110	Side, CRITICAL VOCABULARY, item 4	Update answer: washed the car now, when the sky is filled with rain clouds.	Change to: had a fever of 105 degrees.
Publisher	Editorial Change	9781328476401	Teacher	110	Side, CRITICAL VOCABULARY, item 4	Update answer: washed the car now, when the sky is filled with rain clouds.	Change to: had a fever of 105 degrees.
Publisher	Editorial Change	9780544973268	Teacher	110	Bottom, ENGLISH LEARNER SUPPORT	Revise instruction for clarity: Provide students with extra support as they identify the definitions for regarded, lurched, and hoisted. Remind students to look for sentences in the paragraphs that start with I statements, and that the surrounding words will help them identify the definitions. (Regarded: “Sarah gave me a look I’d never seen before”; Lurched: “I was sopping and delirious; I had no choice but to take some layers off”; Hoisted: “was shocked at the weight”) Use gestures to demonstrate the meaning of each word and have students repeat your motions as you say each one aloud.	Change to: Provide students with extra support as they identify the definitions for regarded, lurched, and hoisted. Use gestures to demonstrate the meaning of each word and have students repeat the words as you say each one aloud. Then work with students to identify the surrounding words that will help them identify the definitions. (Regarded: “Sarah gave me a look I’d never seen before”; Lurched: “I was sopping and delirious; I had no choice but to take some layers off”; Hoisted: “was shocked at the weight”)
Publisher	Editorial Change	9781328476401	Teacher	110	Bottom, ENGLISH LEARNER SUPPORT	Revise instruction for clarity: Provide students with extra support as they identify the definitions for regarded, lurched, and hoisted. Remind students to look for sentences in the paragraphs that start with I statements, and that the surrounding words will help them identify the definitions. (Regarded: “Sarah gave me a look I’d never seen before”; Lurched: “I was sopping and delirious; I had no choice but to take some layers off”; Hoisted: “was shocked at the weight”) Use gestures to demonstrate the meaning of each word and have students repeat your motions as you say each one aloud.	Change to: Provide students with extra support as they identify the definitions for regarded, lurched, and hoisted. Use gestures to demonstrate the meaning of each word and have students repeat the words as you say each one aloud. Then work with students to identify the surrounding words that will help them identify the definitions. (Regarded: “Sarah gave me a look I’d never seen before”; Lurched: “I was sopping and delirious; I had no choice but to take some layers off”; Hoisted: “was shocked at the weight”)
Publisher	Editorial Change	9780544973268	Teacher	110	Context Clues chart annos	On Student Edition facsimile, delete redundant responses to Context Clues activity.	On Student Edition facsimile, delete redundant responses to Context Clues activity.
Publisher	Editorial Change	9781328476401	Teacher	110	Context Clues chart annos	On Student Edition facsimile, delete redundant responses to Context Clues activity.	On Student Edition facsimile, delete redundant responses to Context Clues activity.
Publisher	Editorial Change	9780544973268	Teacher	111	Bottom, ENGLISH LEARNER SUPPORT, example sentences	Revise sentences for proficiency appropriateness: The football team ____ (practice/practices) every day. Our sister ____ (swim/swims) very well. INTERMEDIATE Have students use the word bank to fill in the correctly formed words. calls put make puts Jacinta ____ her dishes away before her brothers ____ a mess. ADVANCED	Change to: 1. The football team ____ (practice/practices) every day. 2. Our sister ____ (swim/swims) very well. 3. Jacinta ____ (wash/washes) her dishes after every meal. INTERMEDIATE

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Publisher	Editorial Change	9781328476401	Teacher	111	Bottom, ENGLISH LEARNER SUPPORT, example sentences	Revise sentences for proficiency appropriateness: The football team ____ (practice/practices) every day. Our sister ____ (swim/swims) very well. INTERMEDIATE Have students use the word bank to fill in the correctly formed words. calls put make puts Jacinta ____ her dishes away before her brothers ____ a mess. ADVANCED	Change to: 1. The football team ____ (practice/practices) every day. 2. Our sister ____ (swim/swims) very well. 3. Jacinta ____ (wash/washes) her dishes after every meal. INTERMEDIATE
Publisher	Editorial Change	9780544973268	Teacher	114	Side, LANGUAGE CONVENTIONS, text and TEKS	Update TEKS and instruction to match Student Edition content: TEKS 10Dviii Review the information about semicolons. Explain that a semicolon can replace the coordinating conjunction (and, but, or, nor, yet, so, for) in a compound sentence. Read aloud the example sentence, replacing the semicolon with the word and to illustrate the point. Discuss why a writer might choose to use a semicolon in a sentence. (Using a semicolon is an excellent way to achieve sentence variety in a paragraph. It can join two simple sentences in a paragraph with many simple sentences or provide an alternative to coordinating conjunctions.)	Change to: TEKS 10Dvi Explain that the word correlative means "used together." Correlative conjunctions are pairs of words that are used together to connect ideas in a sentence. Have students think of other examples of correlative conjunctions they've used in their writing. (e.g., either/or; neither/nor; not only/but also)
Publisher	Editorial Change	9781328476401	Teacher	114	Side, LANGUAGE CONVENTIONS, text and TEKS	Update TEKS and instruction to match Student Edition content: TEKS 10Dviii Review the information about semicolons. Explain that a semicolon can replace the coordinating conjunction (and, but, or, nor, yet, so, for) in a compound sentence. Read aloud the example sentence, replacing the semicolon with the word and to illustrate the point. Discuss why a writer might choose to use a semicolon in a sentence. (Using a semicolon is an excellent way to achieve sentence variety in a paragraph. It can join two simple sentences in a paragraph with many simple sentences or provide an alternative to coordinating conjunctions.)	Change to: TEKS 10Dvi Explain that the word correlative means "used together." Correlative conjunctions are pairs of words that are used together to connect ideas in a sentence. Have students think of other examples of correlative conjunctions they've used in their writing. (e.g., either/or; neither/nor; not only/but also)
Publisher	Editorial Change	9780544973268	Teacher	121	Side, CREATE AND DISCUSS, Create a Multimodal Presentation text	Revise text for clarity: Remind students that the second list on page 121 can be used as a step-by-step guide to creating their presentations. Inform students that one of best ways to overcome fear of public speaking is to make sure that they are prepared.	Change to: Inform students that one of best ways to overcome fear of public speaking is to make sure that they are prepared. Have students practice delivering their presentations to partners, who can offer constructive feedback on their use of eye contact, speaking rate, volume, and enunciation. Inform students that one of the best ways to overcome fear of public speaking is to make sure that they are prepared.
Publisher	Editorial Change	9781328476401	Teacher	121	Side, CREATE AND DISCUSS, Create a Multimodal Presentation text	Revise text for clarity: Remind students that the second list on page 121 can be used as a step-by-step guide to creating their presentations. Inform students that one of best ways to overcome fear of public speaking is to make sure that they are prepared.	Change to: Inform students that one of best ways to overcome fear of public speaking is to make sure that they are prepared. Have students practice delivering their presentations to partners, who can offer constructive feedback on their use of eye contact, speaking rate, volume, and enunciation. Inform students that one of the best ways to overcome fear of public speaking is to make sure that they are prepared.
Publisher	Editorial Change	9780544973268	Teacher	122	Side, CRITICAL VOCABULARY, items 1 and 3	Revise answers for clarity and correctness: Answers: 1. applying the laws of physics to analyze the video. 3. at the same rate they do in the real world.	Change to: Possible Answers: 1. applying the laws of physics as a reality check. 3. at the same rate that they do in the real world.
Publisher	Editorial Change	9781328476401	Teacher	122	Side, CRITICAL VOCABULARY, items 1 and 3	Revise answers for clarity and correctness: Answers: 1. applying the laws of physics to analyze the video. 3. at the same rate they do in the real world.	Change to: Possible Answers: 1. applying the laws of physics as a reality check. 3. at the same rate that they do in the real world.
Publisher	Editorial Change	9780544973268	Teacher	123	Bottom, ENGLISH LEARNER SUPPORT, box	Delete extraneous ENGLISH LEARNER SUPPORT box.	Delete extraneous ENGLISH LEARNER SUPPORT box.
Publisher	Editorial Change	9781328476401	Teacher	123	Bottom, ENGLISH LEARNER SUPPORT, box	Delete extraneous ENGLISH LEARNER SUPPORT box.	Delete extraneous ENGLISH LEARNER SUPPORT box.

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Publisher	Editorial Change	9780544973268	Teacher	142	Side, ANALYZE THE TEXT, item 5	Revise student response for clarity: DOK 3: The shadow is a reference to death. In stanza one it hints the knight’s travel is not all happy. But the references become ominous: a shadow moves over his heart in stanza two, refers to a ghost in stanza three, and refers to death in stanza four.	Change to: DOK 4: The shadow is a reference to death. Stanza one hints that the knight’s travel is not all happy. But the references become ominous: a shadow moves over the knight’s heart in stanza two, the shadow refers to a ghost in stanza three, and it refers to death in stanza four.
Publisher	Editorial Change	9781328476401	Teacher	142	Side, ANALYZE THE TEXT, item 5	Revise student response for clarity: DOK 3: The shadow is a reference to death. In stanza one it hints the knight’s travel is not all happy. But the references become ominous: a shadow moves over his heart in stanza two, refers to a ghost in stanza three, and refers to death in stanza four.	Change to: DOK 4: The shadow is a reference to death. Stanza one hints that the knight’s travel is not all happy. But the references become ominous: a shadow moves over the knight’s heart in stanza two, the shadow refers to a ghost in stanza three, and it refers to death in stanza four.
Publisher	Editorial Change	9780544973268	Teacher	148	Side, LANGUAGE CONVENTIONS, sample answer.	Update sample answer: I like to see your eyes. When I speak to you.	Change to: I didn’t bother making a note of it. Because I always do it.
Publisher	Editorial Change	9781328476401	Teacher	148	Side, LANGUAGE CONVENTIONS, sample answer.	Update sample answer: I like to see your eyes. When I speak to you.	Change to: I didn’t bother making a note of it. Because I always do it.
Publisher	Editorial Change	9780544973268	Teacher	148	Side, ANNOTATION MODEL, first sentence	Revise sentence for specificity: Remind students of the annotation ideas in Analyze Drama on page 147, which suggest underlining stage directions.	Change to: Encourage students to consider underlining stage directions as they read the drama. This will help them understand the actions that the playwright is describing.
Publisher	Editorial Change	9781328476401	Teacher	148	Side, ANNOTATION MODEL, first sentence	Revise sentence for specificity: Remind students of the annotation ideas in Analyze Drama on page 147, which suggest underlining stage directions.	Change to: Encourage students to consider underlining stage directions as they read the drama. This will help them understand the actions that the playwright is describing.
Publisher	Editorial Change	9780544973268	Teacher	148	Bottom	Add ENGLISH LEARNER SUPPORT box currently on page 149.	Add ENGLISH LEARNER SUPPORT box currently on page 149.
Publisher	Editorial Change	9781328476401	Teacher	148	Bottom	Add ENGLISH LEARNER SUPPORT box currently on page 149.	Add ENGLISH LEARNER SUPPORT box currently on page 149.
Publisher	Editorial Change	9780544973268	Teacher	149	Side, ANALYZE DRAMA, third sentence and Answer text	Delete extraneous sentence and update Answer text: Having Mistress at her desk with her account book, helps “set the stage” of her being the one in charge. (Answer: Julia rushes in and curtsies, so she is used to doing what she’s told. She also keeps her head down, so this suggests that she may be fearful or passive around Mistress.)	Change to: Answer: Having Mistress at her desk with her account book, helps “set the stage” of her being the one in charge.
Publisher	Editorial Change	9781328476401	Teacher	149	Side, ANALYZE DRAMA, third sentence and Answer text	Delete extraneous sentence and update Answer text: Having Mistress at her desk with her account book, helps “set the stage” of her being the one in charge. (Answer: Julia rushes in and curtsies, so she is used to doing what she’s told. She also keeps her head down, so this suggests that she may be fearful or passive around Mistress.)	Change to: Answer: Having Mistress at her desk with her account book, helps “set the stage” of her being the one in charge.
Publisher	Editorial Change	9780544973268	Teacher	149	Bottom, ENGLISH LEARNER SUPPORT	Move ENGLISH LEARNER SUPPORT box to page 148 and replace with CLOSE READ SCREENCAST box.	New box: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraphs 1–2 which include an address to the audience and stage directions. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraphs 81–85. Students can record their answers on the Close Read Practice PDF.
Publisher	Editorial Change	9781328476401	Teacher	149	Bottom, ENGLISH LEARNER SUPPORT	Move ENGLISH LEARNER SUPPORT box to page 148 and replace with CLOSE READ SCREENCAST box.	New box: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraphs 1–2 which include an address to the audience and stage directions. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraphs 81–85. Students can record their answers on the Close Read Practice PDF.

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Publisher	Editorial Change	9780544973268	Teacher	184	Bottom, LEARNING MINDSET	Revise text for clarity: Curiosity Remind students that a curiosity mindset means curiosity leads to learning, so ask questions. Explore new ideas and skills. Use reading to find out more about the things that interest you. Set a purpose for yourself in reading and writing.	Change to: Remind students that a curiosity mindset means that curiosity leads to learning. Encourage them to ask questions; to explore new ideas and skills; to use reading to find out more about their interests; and to set a purpose for themselves in reading and writing.
Publisher	Editorial Change	9781328476401	Teacher	184	Bottom, LEARNING MINDSET	Revise text for clarity: Curiosity Remind students that a curiosity mindset means curiosity leads to learning, so ask questions. Explore new ideas and skills. Use reading to find out more about the things that interest you. Set a purpose for yourself in reading and writing.	Change to: Remind students that a curiosity mindset means that curiosity leads to learning. Encourage them to ask questions; to explore new ideas and skills; to use reading to find out more about their interests; and to set a purpose for themselves in reading and writing.
Publisher	Editorial Change	9780544973268	Teacher	192	Bottom, LEARNING MINDSET	Revise text for clarity: Remind students that a try again mindset means learn from your mistakes and try again in a different way. It's okay to make mistakes. Everyone does. It's how we learn. With a partner, share a mistake you made and what you learned from it.	Change to: Remind students that a try again mindset means that we learn from our mistakes and then try again in a different way. Let them know that it's okay to make mistakes; mistakes are how we learn. Have them share with a partner a mistake they made and what they learned from it.
Publisher	Editorial Change	9781328476401	Teacher	192	Bottom, LEARNING MINDSET	Revise text for clarity: Remind students that a try again mindset means learn from your mistakes and try again in a different way. It's okay to make mistakes. Everyone does. It's how we learn. With a partner, share a mistake you made and what you learned from it.	Change to: Remind students that a try again mindset means that we learn from our mistakes and then try again in a different way. Let them know that it's okay to make mistakes; mistakes are how we learn. Have them share with a partner a mistake they made and what they learned from it.
Publisher	Editorial Change	9780544973268	Teacher	209	ANALYZE SONNET, second and third sentences	Revise text for clarity: Clarify that a sonnet is a type of poem if necessary. Tell students that the first step in identifying a sonnet is to check that it has 14 lines, then to read the poem to identify other elements of a sonnet to figure out which type of sonnet it might be.	Change to: Clarify that a sonnet is a type of poem. Tell students that the first step in identifying a sonnet is to confirm that the poem has 14 lines. Explain that they should then read the sonnet to identify other characteristics and to use them to identify which type of sonnet it might be.
Publisher	Editorial Change	9781328476401	Teacher	209	ANALYZE SONNET, second and third sentences	Revise text for clarity: Clarify that a sonnet is a type of poem if necessary. Tell students that the first step in identifying a sonnet is to check that it has 14 lines, then to read the poem to identify other elements of a sonnet to figure out which type of sonnet it might be.	Change to: Clarify that a sonnet is a type of poem. Tell students that the first step in identifying a sonnet is to confirm that the poem has 14 lines. Explain that they should then read the sonnet to identify other characteristics and to use them to identify which type of sonnet it might be.
Publisher	Editorial Change	9780544973268	Teacher	220	Side, LANGUAGE CONVENTIONS, answer	Revise answer for completeness: The complex sentence in paragraph 6 is the second sentence. The subordinate clause "When she and her mother wash lettuce, blueberries, peaches . . ."	Change to: The complex sentence in paragraph 6 is the second sentence. The compound subject "she and her mom" agrees with the verb "wash," and the subject "they" agrees with the verb "carry." The comma is placed at the end of the subordinate clause "When she and her mom wash lettuce, blueberries, peaches."
Publisher	Editorial Change	9781328476401	Teacher	220	Side, LANGUAGE CONVENTIONS, answer	Revise answer for completeness: The complex sentence in paragraph 6 is the second sentence. The subordinate clause "When she and her mother wash lettuce, blueberries, peaches . . ."	Change to: The complex sentence in paragraph 6 is the second sentence. The compound subject "she and her mom" agrees with the verb "wash," and the subject "they" agrees with the verb "carry." The comma is placed at the end of the subordinate clause "When she and her mom wash lettuce, blueberries, peaches."
Publisher	Editorial Change	9780544973268	Teacher	227	Side, Practice and Apply	Update answer, deleting numbers: Possible answers: 1. Before I started my garden, I planned the placement of flowers very carefully. 2. If a sun-loving flower is planted in the shade, it will not survive. 3. I chose this type because it grows well in the shade. 4. When the season is over, I will enjoy a break from gardening.	Possible answer: Before I started my garden, I planned the placement of flowers very carefully. If a sun-loving flower is planted in the shade, it will not survive. I chose this type of flower because it grows well in the shade and does not require much water.

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Publisher	Editorial Change	9781328476401	Teacher	227	Side, Practice and Apply	Update answer, deleting numbers: Possible answers: 1. Before I started my garden, I planned the placement of flowers very carefully. 2. If a sun-loving flower is planted in the shade, it will not survive. 3. I chose this type because it grows well in the shade. 4. When the season is over, I will enjoy a break from gardening.	Possible answer: Before I started my garden, I planned the placement of flowers very carefully. If a sun-loving flower is planted in the shade, it will not survive. I chose this type of flower because it grows well in the shade and does not require much water.
Publisher	Editorial Change	9780544973268	Teacher	236	Bottom, WHEN STUDENTS STRUGGLE . . .	Revise text for instructional relevance: Understand Figurative Language Review the basics of figurative language, using the following supports: • Give students a simple simile. Say, Her smile is like the sun. Use gestures/and or pantomime to explain the simile as needed. Ask, How could a smile and the sun be alike? (both bright; both make you happy) How are they different? (smile is an expression, sun is a huge ball of fiery gas, etc.) What do you think I meant when I said her smile is like the sun? (Her smile is bright and makes you happy.)	Change to: Understand Lyric Poetry Guide students in understanding the rhythm of the poem. Discuss how the line lengths vary and how the punctuation occurs within the lines. Reread lines 14–18 aloud. Point out how the different line breaks and punctuation affect the rhythm. Then rewrite the poem, changing the line breaks. Reread the lines again. Ask students how reading the poem in this way changes the rhythm. [add Reading Studio icon] For additional support, go to the Reading Studio and assign the following Level Up tutorial: Rhythm.
Publisher	Editorial Change	9781328476401	Teacher	236	Bottom, WHEN STUDENTS STRUGGLE . . .	Revise text for instructional relevance: Understand Figurative Language Review the basics of figurative language, using the following supports: • Give students a simple simile. Say, Her smile is like the sun. Use gestures/and or pantomime to explain the simile as needed. Ask, How could a smile and the sun be alike? (both bright; both make you happy) How are they different? (smile is an expression, sun is a huge ball of fiery gas, etc.) What do you think I meant when I said her smile is like the sun? (Her smile is bright and makes you happy.)	Change to: Understand Lyric Poetry Guide students in understanding the rhythm of the poem. Discuss how the line lengths vary and how the punctuation occurs within the lines. Reread lines 14–18 aloud. Point out how the different line breaks and punctuation affect the rhythm. Then rewrite the poem, changing the line breaks. Reread the lines again. Ask students how reading the poem in this way changes the rhythm. [add Reading Studio icon] For additional support, go to the Reading Studio and assign the following Level Up tutorial: Rhythm.
Publisher	Editorial Change	9780544973268	Teacher	242	Side	Revise COMPARE ACROSS MEDIA head.	Change to: COMPARE PERSUASIVE MEDIA
Publisher	Editorial Change	9781328476401	Teacher	242	Side	Revise COMPARE ACROSS MEDIA head.	Change to: COMPARE PERSUASIVE MEDIA
Publisher	Editorial Change	9780544973268	Teacher	254	Bottom, LEARNING MINDSET	Revise text for clarity: Sometimes writing down every detail, thought, and feeling of an experience so that you can use it later can seem difficult or even boring at first. You might only use one out of ten details in a story. But it might be a great detail! The reader may think, “That’s incredible. Now I really know what the author is writing about.”	Change to: Acknowledge that writing down details, thoughts, and feelings about an experience to use later in their writing may seem difficult or boring. Point out that while they may use only a few of the details in a story, those details will help the reader feel that he or she really knows what the story is about.
Publisher	Editorial Change	9781328476401	Teacher	254	Bottom, LEARNING MINDSET	Revise text for clarity: Sometimes writing down every detail, thought, and feeling of an experience so that you can use it later can seem difficult or even boring at first. You might only use one out of ten details in a story. But it might be a great detail! The reader may think, “That’s incredible. Now I really know what the author is writing about.”	Change to: Acknowledge that writing down details, thoughts, and feelings about an experience to use later in their writing may seem difficult or boring. Point out that while they may use only a few of the details in a story, those details will help the reader feel that he or she really knows what the story is about.
Publisher	Editorial Change	9780544973268	Teacher	277	Side, LANGUAGE CONVENTIONS, second and third sentences	Revise text for clarity: Explain that capitalization is often forgotten or ignored in informal communication, but it is important in that It helps us highlight someone’s or something’s importance. Furthermore, it’s a sign of respect for a person, place, or institution.	Change to: Note that capitalization is often forgotten or ignored in informal communication, but explain its importance. Capitalization of proper nouns helps us highlight the fact that someone or something is unique. Furthermore, capitalization can serve as a sign of respect for a person, place, or institution.
Publisher	Editorial Change	9781328476401	Teacher	277	Side, LANGUAGE CONVENTIONS, second and third sentences	Revise text for clarity: Explain that capitalization is often forgotten or ignored in informal communication, but it is important in that It helps us highlight someone’s or something’s importance. Furthermore, it’s a sign of respect for a person, place, or institution.	Change to: Note that capitalization is often forgotten or ignored in informal communication, but explain its importance. Capitalization of proper nouns helps us highlight the fact that someone or something is unique. Furthermore, capitalization can serve as a sign of respect for a person, place, or institution.

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Publisher	Editorial Change	9780544973268	Teacher	282	Side, CRITICAL VOCABULARY, Ask Students text	Revise text for clarity: given what they've learned so far about Harry Bittering, why do they think he has to force himself to be convivial? (He is forcing himself to be pleasant in front of his wife and children in their new, unearthly surroundings.)	Change to: why Harry Bittering forces himself to be convivial, given what they've learned about him. (He forces himself to be pleasant because he doesn't want to show his family that he's unhappy and wants to return home.)
Publisher	Editorial Change	9781328476401	Teacher	282	Side, CRITICAL VOCABULARY, Ask Students text	Revise text for clarity: given what they've learned so far about Harry Bittering, why do they think he has to force himself to be convivial? (He is forcing himself to be pleasant in front of his wife and children in their new, unearthly surroundings.)	Change to: why Harry Bittering forces himself to be convivial, given what they've learned about him. (He forces himself to be pleasant because he doesn't want to show his family that he's unhappy and wants to return home.)
Publisher	Editorial Change	9780544973268	Teacher	285	Side, English Learner Support, Understand Science Fiction	Revise text for instructional completeness: Have students reread paragraphs 53–63.	Change to: Review the characteristics of science fiction with students, and then have them reread paragraphs 53–63.
Publisher	Editorial Change	9781328476401	Teacher	285	Side, English Learner Support, Understand Science Fiction	Revise text for instructional completeness: Have students reread paragraphs 53–63.	Change to: Review the characteristics of science fiction with students, and then have them reread paragraphs 53–63.
Publisher	Editorial Change	9780544973268	Teacher	285	Bottom	Add CLOSE READ SCREENCAST box	Add: CLOSE READ SCREENCAST Modeled Discussion In their eBooks, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 40. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraphs 213-221. Students can record their answers on the Close Read Practice PDF.
Publisher	Editorial Change	9781328476401	Teacher	285	Bottom	Add CLOSE READ SCREENCAST box	Add: CLOSE READ SCREENCAST Modeled Discussion In their eBooks, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 40. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraphs 213-221. Students can record their answers on the Close Read Practice PDF.
Publisher	Editorial Change	9780544973268	Teacher	302	Side, CRITICAL VOCABULARY	Delete extraneous answer referents and update response to item 2: 1. b, a grandfather clock 2. a, a plane landing on a runway 3. c, a lonely child 4. b, striking workers with nothing to do 5. a, a person considering choices 6. b, a friendly crowd of people 7. c, a dimming light	Change to: 1. a grandfather clock 2. a plane flying off into the distance 3. a lonely child 4. striking workers with nothing to do 5. a person considering choices 6. a friendly crowd of people 7. a dimming light
Publisher	Editorial Change	9781328476401	Teacher	302	Side, CRITICAL VOCABULARY	Delete extraneous answer referents and update response to item 2: 1. b, a grandfather clock 2. a, a plane landing on a runway 3. c, a lonely child 4. b, striking workers with nothing to do 5. a, a person considering choices 6. b, a friendly crowd of people 7. c, a dimming light	Change to: 1. a grandfather clock 2. a plane flying off into the distance 3. a lonely child 4. striking workers with nothing to do 5. a person considering choices 6. a friendly crowd of people 7. a dimming light
Publisher	Editorial Change	9780544973268	Teacher	302	Side, VOCABULARY STRATEGY	Restore missing TEKS.	Add: TEKS 2C
Publisher	Editorial Change	9781328476401	Teacher	302	Side, VOCABULARY STRATEGY	Restore missing TEKS.	Add: TEKS 2C
Publisher	Editorial Change	9780544973268	Teacher	309	Bottom, ENGLISH LEARNER SUPPORT	Restore missing item and response.	Add: 3. Which answer choice repeats important words? (B) Which words are repeated? (could, we, go)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476401	Teacher	309	Bottom, ENGLISH LEARNER SUPPORT	Restore missing item and response.	Add: 3. Which answer choice repeats important words? (B) Which words are repeated? (could, we, go)
Publisher	Editorial Change	9780544973268	Teacher	317	Bottom, ENGLISH LEARNER SUPPORT	Move ENGLISH LEARNER SUPPORT box to page 318.	Move ENGLISH LEARNER SUPPORT box to page 318.
Publisher	Editorial Change	9781328476401	Teacher	317	Bottom, ENGLISH LEARNER SUPPORT	Move ENGLISH LEARNER SUPPORT box to page 318.	Move ENGLISH LEARNER SUPPORT box to page 318.
Publisher	Editorial Change	9780544973268	Teacher	318	Bottom, ENGLISH LEARNER SUPPORT	To improve proximity to Student content, add ENGLISH LEARNER SUPPORT BOX to bottom of page.	To improve proximity to Student content, add ENGLISH LEARNER SUPPORT BOX to bottom of page.
Publisher	Editorial Change	9781328476401	Teacher	318	Bottom, ENGLISH LEARNER SUPPORT	To improve proximity to Student content, add ENGLISH LEARNER SUPPORT BOX to bottom of page.	To improve proximity to Student content, add ENGLISH LEARNER SUPPORT BOX to bottom of page.
Publisher	Editorial Change	9780544973268	Teacher	319	Bottom, ENGLISH LEARNER SUPPORT, items	Revise Oral Assessment items to better suit Student Edition content: <ul style="list-style-type: none"> Does the poem say that we are we alone, or not alone? (not alone) BEGINNING Does the poet say that there is "something beyond"? (yes) What are glittering points of light? (stars) INTERMEDIATE Is being "connected" to nature one of the main themes? How do you know? (Answers will vary.) ADVANCED Discuss what the poet means by: "Look—it is out there, a hint of whether we are everything." (Answers will vary.) ADVANCED/ADVANCED HIGH 	Change to: <ol style="list-style-type: none"> What do the questions at the beginning of the poem help to describe? (An empty universe, without stars, leaving us entirely alone.) How does the poem's speaker feel about the stars? (They may be terribly far away and across "cold space," but it's comforting to know that they're out there, that they provide us with "company.") What sound is described in the third stanza? (The sound of water rushing into and over objects in a river.) INTERMEDIATE / ADVANCED
Publisher	Editorial Change	9781328476401	Teacher	319	Bottom, ENGLISH LEARNER SUPPORT, items	Revise Oral Assessment items to better suit Student Edition content: <ul style="list-style-type: none"> Does the poem say that we are we alone, or not alone? (not alone) BEGINNING Does the poet say that there is "something beyond"? (yes) What are glittering points of light? (stars) INTERMEDIATE Is being "connected" to nature one of the main themes? How do you know? (Answers will vary.) ADVANCED Discuss what the poet means by: "Look—it is out there, a hint of whether we are everything." (Answers will vary.) ADVANCED/ADVANCED HIGH 	Change to: <ol style="list-style-type: none"> What do the questions at the beginning of the poem help to describe? (An empty universe, without stars, leaving us entirely alone.) How does the poem's speaker feel about the stars? (They may be terribly far away and across "cold space," but it's comforting to know that they're out there, that they provide us with "company.") What sound is described in the third stanza? (The sound of water rushing into and over objects in a river.) INTERMEDIATE / ADVANCED
Publisher	Editorial Change	9780544973268	Teacher	330	Bottom, CRITICAL VOCABULARY, Ask Students	Revise text to specify relevant dates: ASK STUDENTS which administration is presently in office in the White House and which was the previous administration. (The current president is Donald J. Trump and the previous was Barack Obama.)	Change to: ASK STUDENTS to name another context in which the term administration can be used. (Students might mention the administration at their school.)
Publisher	Editorial Change	9781328476401	Teacher	330	Bottom, CRITICAL VOCABULARY, Ask Students	Revise text to specify relevant dates: ASK STUDENTS which administration is presently in office in the White House and which was the previous administration. (The current president is Donald J. Trump and the previous was Barack Obama.)	Change to: ASK STUDENTS to name another context in which the term administration can be used. (Students might mention the administration at their school.)
Publisher	Editorial Change	9780544973268	Teacher	333	Side, TEXT IN FOCUS	Restore missing TEXT IN FOCUS content.	Add: TEXT IN FOCUS Identifying Main Ideas Have students view the Text in Focus video in their eBooks to learn how to identify implied main ideas. Then have them use the Text in Focus Practice PDF to apply what they have learned.
Publisher	Editorial Change	9781328476401	Teacher	333	Side, TEXT IN FOCUS	Restore missing TEXT IN FOCUS content.	Add: TEXT IN FOCUS Identifying Main Ideas Have students view the Text in Focus video in their eBooks to learn how to identify implied main ideas. Then have them use the Text in Focus Practice PDF to apply what they have learned.

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Publisher	Editorial Change	9780544973268	Teacher	333	Bottom, ENGLISH LEARNER SUPPORT, items	Revise items to more closely align with Student Edition content: 1. Put students into pairs and have them ask each other yes-or-no questions. Ask: Should humans explore space? Is it dangerous for humans to be in space? 2. Point out to students the rhetorical questions that begin the article. Have them read the questions aloud to each other and discuss what they mean. 3. Pair students and have them test each other with simple questions about the article topic. For instance, they can ask: Who wrote this article? (Claudia Alarcon) What is it about? (space exploration).	Change to: 1. Have students read aloud the three questions that open the text. Then, ask them to explain why the author begins with these questions. (To remind us that there is much we don't know) 2. Point out that the author, in paragraph 2, writes that today's motivation for exploring space differs from that of the 1960s. Ask students to discuss and explain the difference. (Students should note that scientists from across the world now collaborate, rather than compete.) 3. Have students work together to identify the author's claim. Ask: What does the author want you to believe? (We should explore space for the sake of knowledge, resources, and the possibility of finding a new home.)
Publisher	Editorial Change	9781328476401	Teacher	333	Bottom, ENGLISH LEARNER SUPPORT, items	Revise items to more closely align with Student Edition content: 1. Put students into pairs and have them ask each other yes-or-no questions. Ask: Should humans explore space? Is it dangerous for humans to be in space? 2. Point out to students the rhetorical questions that begin the article. Have them read the questions aloud to each other and discuss what they mean. 3. Pair students and have them test each other with simple questions about the article topic. For instance, they can ask: Who wrote this article? (Claudia Alarcon) What is it about? (space exploration).	Change to: 1. Have students read aloud the three questions that open the text. Then, ask them to explain why the author begins with these questions. (To remind us that there is much we don't know) 2. Point out that the author, in paragraph 2, writes that today's motivation for exploring space differs from that of the 1960s. Ask students to discuss and explain the difference. (Students should note that scientists from across the world now collaborate, rather than compete.) 3. Have students work together to identify the author's claim. Ask: What does the author want you to believe? (We should explore space for the sake of knowledge, resources, and the possibility of finding a new home.)
Publisher	Editorial Change	9780544973268	Teacher	371	Side, TOUGH QUESTIONS, Answer, first sentence	Revise answer for additional specificity: The lines show that Mitchell cares about playing baseball.	Change to: Mitchell's complaints show that he considers himself a terrible baseball player, but the lines also reveal that he cares.
Publisher	Editorial Change	9781328476401	Teacher	371	Side, TOUGH QUESTIONS, Answer, first sentence	Revise answer for additional specificity: The lines show that Mitchell cares about playing baseball.	Change to: Mitchell's complaints show that he considers himself a terrible baseball player, but the lines also reveal that he cares.
Publisher	Editorial Change	9780544973268	Teacher	371	Side, LANGUAGE CONVENTIONS, TEKS	Restore missing TEKS.	Restore missing TEKS: TEKS 10Dix
Publisher	Editorial Change	9781328476401	Teacher	371	Side, LANGUAGE CONVENTIONS, TEKS	Restore missing TEKS.	Restore missing TEKS: TEKS 10Dix
Publisher	Editorial Change	9780544973268	Teacher	385	Side, LANGUAGE CONVENTIONS	Delete extraneous LANGUAGE CONVENTIONS annotation.	Delete extraneous LANGUAGE CONVENTIONS annotation.
Publisher	Editorial Change	9781328476401	Teacher	385	Side, LANGUAGE CONVENTIONS	Delete extraneous LANGUAGE CONVENTIONS annotation.	Delete extraneous LANGUAGE CONVENTIONS annotation.
Publisher	Editorial Change	9780544973268	Teacher	385	Side, PREDICT	To better align with Student Edition annotation, move Predict content to top of right column.	Move PREDICT content to top of right column: PREDICT TEKS 5C Remind students that predicting content will prepare them to understand the text more easily. (Answer: Students should recognize that this section will present information about how video games challenge people's abilities and why this is an important psychological element.)
Publisher	Editorial Change	9781328476401	Teacher	385	Side, PREDICT	To better align with Student Edition annotation, move Predict content to top of right column.	Move PREDICT content to top of right column: PREDICT TEKS 5C Remind students that predicting content will prepare them to understand the text more easily. (Answer: Students should recognize that this section will present information about how video games challenge people's abilities and why this is an important psychological element.)
Publisher	Editorial Change	9780544973268	Teacher	391	Side, LANGUAGE CONVENTIONS, heading	Restore correct heading: Semicolons	Change to: Comma Splices and Run-On Sentences
Publisher	Editorial Change	9781328476401	Teacher	391	Side, LANGUAGE CONVENTIONS, heading	Restore correct heading: Semicolons	Change to: Comma Splices and Run-On Sentences

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Publisher	Editorial Change	9780544973268	Teacher	396	Bottom	Add WHEN STUDENTS STRUGGLE annotation.	<p>Add: WHEN STUDENTS STRUGGLE . . . Using Graphic Organizers Have students read paragraph 5. Ask them to draw a circle and put the words “Benefits of Play” inside it. Tell them to draw smaller circles around the center circle. In each smaller circle, have them write one of the benefits of play mentioned in the paragraph. Have students share their graphic organizers with each other and add any points that they have missed.</p> <p>For additional support, go to the Reading Studio and assign the following Level Up tutorial: Reading for Details.</p>
Publisher	Editorial Change	9781328476401	Teacher	396	Bottom	Add WHEN STUDENTS STRUGGLE annotation.	<p>Add: WHEN STUDENTS STRUGGLE . . . Using Graphic Organizers Have students read paragraph 5. Ask them to draw a circle and put the words “Benefits of Play” inside it. Tell them to draw smaller circles around the center circle. In each smaller circle, have them write one of the benefits of play mentioned in the paragraph. Have students share their graphic organizers with each other and add any points that they have missed.</p> <p>For additional support, go to the Reading Studio and assign the following Level Up tutorial: Reading for Details.</p>
Publisher	Editorial Change	9780544973268	Teacher	398	Bottom	Add CLOSE READ SCREENCAST annotation.	<p>Add: Modeled Discussion In their eBooks, have students view the Close Read Screencast in which readers discuss and annotate paragraphs 8 and 9 of the text.</p> <p>As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 14. Students can record their answers on the Close Read Practice PDF.</p>
Publisher	Editorial Change	9781328476401	Teacher	398	Bottom	Add CLOSE READ SCREENCAST annotation.	<p>Add: Modeled Discussion In their eBooks, have students view the Close Read Screencast in which readers discuss and annotate paragraphs 8 and 9 of the text.</p> <p>As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 14. Students can record their answers on the Close Read Practice PDF.</p>
Publisher	Editorial Change	9780544973268	Teacher	400	Bottom, LEARNING MINDSET, third through fifth sentences	Revise text to suit audience: You need courage to ask questions; never fear being embarrassed. And remember to ask your question again, in a different way, if you don’t understand the answer. Don’t give up!	Change to: Tell students that it takes courage to ask questions, and explain that they should never feel embarrassed to ask for clarification. Remind them that if they don’t understand an answer, they should ask the question again, in a different way. Encourage them not to give up.
Publisher	Editorial Change	9781328476401	Teacher	400	Bottom, LEARNING MINDSET, third through fifth sentences	Revise text to suit audience: You need courage to ask questions; never fear being embarrassed. And remember to ask your question again, in a different way, if you don’t understand the answer. Don’t give up!	Change to: Tell students that it takes courage to ask questions, and explain that they should never feel embarrassed to ask for clarification. Remind them that if they don’t understand an answer, they should ask the question again, in a different way. Encourage them not to give up.
Publisher	Editorial Change	9780544973268	Teacher	407	Side: Text in Focus	To better align with Student Edition content, move Text in Focus annotation to p. 408: Interpreting Graphic Elements Have students view the Text in Focus video on this page of their ebook to learn how to use graphic elements to aid their understanding of a story. Then have students use Text in Focus Practice to apply what they have learned.	Remove Text in Focus annotation.

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Publisher	Editorial Change	9781328476401	Teacher	407	Side: Text in Focus	To better align with Student Edition content, move Text in Focus annotation to p. 408: Interpreting Graphic Elements Have students view the Text in Focus video on this page of their ebook to learn how to use graphic elements to aid their understanding of a story. Then have students use Text in Focus Practice to apply what they have learned.	Remove Text in Focus annotation.
Publisher	Editorial Change	9780544973268	Teacher	408	Side: Text in Focus	To better align with Student Edition content, insert Text in Focus annotation from p. 207.	Insert Text in Focus annotation: Interpreting Graphic Elements Have students view the Text in Focus video on this page of their ebook to learn how to use graphic elements to aid their understanding of a story. Then have students use Text in Focus Practice to apply what they have learned.
Publisher	Editorial Change	9781328476401	Teacher	408	Side: Text in Focus	To better align with Student Edition content, insert Text in Focus annotation from p. 207.	Insert Text in Focus annotation: Interpreting Graphic Elements Have students view the Text in Focus video on this page of their ebook to learn how to use graphic elements to aid their understanding of a story. Then have students use Text in Focus Practice to apply what they have learned.
Publisher	Editorial Change	9780544973268	Teacher	416	Side, MAKE INFERENCES, second through final sentences	Revise instruction for clarity: Tell them that the author of "Double Doubles" could have had the character say "My name is Venus." That would be explicit and direct. Instead, the author chose an indirect way of saying this, allowing the name to find its own way into the reader's mind and, at the same time, leading to the imagery of the next lines.	Change to: Point out that the author of "Double Doubles" could have had the first speaker say, "My name is Venus." Instead, however, the author chose an indirect way of expressing the same idea, requiring readers to use details from the poem and their own knowledge about the planets to infer the speaker's meaning.
Publisher	Editorial Change	9781328476401	Teacher	416	Side, MAKE INFERENCES, second through final sentences	Revise instruction for clarity: Tell them that the author of "Double Doubles" could have had the character say "My name is Venus." That would be explicit and direct. Instead, the author chose an indirect way of saying this, allowing the name to find its own way into the reader's mind and, at the same time, leading to the imagery of the next lines.	Change to: Point out that the author of "Double Doubles" could have had the first speaker say, "My name is Venus." Instead, however, the author chose an indirect way of expressing the same idea, requiring readers to use details from the poem and their own knowledge about the planets to infer the speaker's meaning.
Publisher	Editorial Change	9780544973268	Teacher	458	ANALYZE REALISTIC FICTION, text	Revise text for clarity: Instruct students that modern usually means within the last 20 years, but can mean as long ago as a century. Contemporary would mean very recent, within the past few years. Some of the details, such as Chris's father reading a newspaper, not a tablet or smartphone, may not seem contemporary to readers. (Answer: Chris uses words that a real young person would use, and he describes modern wheelchairs. These realistic details make the story seem as though it could happen, allowing the reader to engage with the story and relate to the characters and their problems.)	Change text to: Explain to students that descriptions of a modern setting may include aspects that seem unfamiliar or even archaic today. Remind them to consider details, even those that are unfamiliar, that add specific information about the time and place of the story. (Answer: Chris uses words that a young person would use, and he describes modern wheelchairs. These details make the story seem as though it could happen, allowing the reader to engage with the story and relate to its characters.)
Publisher	Editorial Change	9781328476401	Teacher	458	ANALYZE REALISTIC FICTION, text	Revise text for clarity: Instruct students that modern usually means within the last 20 years, but can mean as long ago as a century. Contemporary would mean very recent, within the past few years. Some of the details, such as Chris's father reading a newspaper, not a tablet or smartphone, may not seem contemporary to readers. (Answer: Chris uses words that a real young person would use, and he describes modern wheelchairs. These realistic details make the story seem as though it could happen, allowing the reader to engage with the story and relate to the characters and their problems.)	Change text to: Explain to students that descriptions of a modern setting may include aspects that seem unfamiliar or even archaic today. Remind them to consider details, even those that are unfamiliar, that add specific information about the time and place of the story. (Answer: Chris uses words that a young person would use, and he describes modern wheelchairs. These details make the story seem as though it could happen, allowing the reader to engage with the story and relate to its characters.)
Publisher	Editorial Change	9780544973268	Teacher	458	ENGLISH LEARNER SUPPORT, Understand Idioms	Revise text for clarity: Explain that idioms are phrases or sayings that have a different meaning than their literal meaning.	Change to: Explain that an idiom is a common phrase or saying that has a meaning different from the literal meaning of its individual words.
Publisher	Editorial Change	9781328476401	Teacher	458	ENGLISH LEARNER SUPPORT, Understand Idioms	Revise text for clarity: Explain that idioms are phrases or sayings that have a different meaning than their literal meaning.	Change to: Explain that an idiom is a common phrase or saying that has a meaning different from the literal meaning of its individual words.

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Publisher	Editorial Change	9780544973268	Teacher	124D	SPEAKING, column two	<p>Revise instruction for clarity:</p> <ul style="list-style-type: none"> • Have two of the most advanced students read the argument between Goha and the Wife aloud (paragraphs 7–17). Have them focus on lines 8–14: make sure the readers emphasize the rhythmic quality of this exchange. • Have the students taking the parts of Goha and the Wife reread the exchange. This time, split the rest of the class in half and have half of them chorally repeat Goha’s lines, and the other half chorally repeat the Wife’s lines. Repeat. Stress the humor in the “One-Two” exchange. • Extract the lines of dialogue from paragraphs 20–23, and distribute them among three groups according to difficulty. Point to each group when they should say their lines. • Have small groups discuss how the folktale uses an illusion to teach a lesson. 	<p>Revise instruction for clarity:</p> <ul style="list-style-type: none"> • Read aloud the argument between Goha and the Wife (paragraphs 7–14), emphasizing the rhythmic quality of this exchange. Then reread the argument, having students do an echo reading of each line. • Ask one student to read Goha’s lines and a second student to read the Wife’s lines aloud in paragraphs 7–17. Split the rest of the class in half and have half of them chorally repeat Goha’s lines, and the other half chorally repeat the Wife’s lines. Repeat. Discuss the humor in the “One-Two” exchange. • Extract the lines of dialogue from paragraphs 20–23 and distribute them among three groups according to difficulty. Point to each group when they should say their lines. • Have small groups discuss how the folk tale uses humor to teach a lesson.
Publisher	Editorial Change	9781328476401	Teacher	124D	SPEAKING, second column	<p>Revise instruction for clarity:</p> <ul style="list-style-type: none"> • Have two of the most advanced students read the argument between Goha and the Wife aloud (paragraphs 7–17). Have them focus on lines 8–14: make sure the readers emphasize the rhythmic quality of this exchange. • Have the students taking the parts of Goha and the Wife reread the exchange. This time, split the rest of the class in half and have half of them chorally repeat Goha’s lines, and the other half chorally repeat the Wife’s lines. Repeat. Stress the humor in the “One-Two” exchange. • Extract the lines of dialogue from paragraphs 20–23, and distribute them among three groups according to difficulty. Point to each group when they should say their lines. • Have small groups discuss how the folktale uses an illusion to teach a lesson. 	<p>Revise instruction for clarity:</p> <ul style="list-style-type: none"> • Read aloud the argument between Goha and the Wife (paragraphs 7–14), emphasizing the rhythmic quality of this exchange. Then reread the argument, having students do an echo reading of each line. • Ask one student to read Goha’s lines and a second student to read the Wife’s lines aloud in paragraphs 7–17. Split the rest of the class in half and have half of them chorally repeat Goha’s lines, and the other half chorally repeat the Wife’s lines. Repeat. Discuss the humor in the “One-Two” exchange. • Extract the lines of dialogue from paragraphs 20–23 and distribute them among three groups according to difficulty. Point to each group when they should say their lines. • Have small groups discuss how the folk tale uses humor to teach a lesson.
Publisher	Editorial Change	9780544973268	Teacher	124D	READING, second column, bullet 2	<p>Revise instruction for appropriateness to proficiency level:</p> <ul style="list-style-type: none"> • Ask: What is Goha pretending to do? (be dead) Is he doing this to fool everyone, but mostly his wife? (his wife) What does he want to win? (the argument) An argument is when we agree? (no) Model the argument by having students read lines 7-17 aloud again. Is this an argument? (yes) 	<p>Change to:</p> <ul style="list-style-type: none"> • Ask: What is Goha pretending to do? (be dead) Who is he mostly trying to fool? (his wife) What does he want to win? (the argument)
Publisher	Editorial Change	9781328476401	Teacher	124D	READING, second column, bullet 2	<p>Revise instruction for appropriateness to proficiency level:</p> <ul style="list-style-type: none"> • Ask: What is Goha pretending to do? (be dead) Is he doing this to fool everyone, but mostly his wife? (his wife) What does he want to win? (the argument) An argument is when we agree? (no) Model the argument by having students read lines 7-17 aloud again. Is this an argument? (yes) 	<p>Change to:</p> <ul style="list-style-type: none"> • Ask: What is Goha pretending to do? (be dead) Who is he mostly trying to fool? (his wife) What does he want to win? (the argument)
Publisher	Editorial Change	9780544973268	Teacher	134D	SPEAKING, first bullet	<p>Revise instruction to suit proficiency level:</p> <ul style="list-style-type: none"> • Tell students that you will ask questions about what you just read aloud. Use images of peaceful and wild places as necessary. Ask: Is the mood of the first stanza peaceful or wild? (peaceful) 	<p>Change to:</p> <ul style="list-style-type: none"> • For lines 1-8, pantomime the action as you speak or invite students to do so. Then have students echo read each line.
Publisher	Editorial Change	9781328476401	Teacher	134D	SPEAKING, first bullet	<p>Revise instruction to suit proficiency level:</p> <ul style="list-style-type: none"> • Tell students that you will ask questions about what you just read aloud. Use images of peaceful and wild places as necessary. Ask: Is the mood of the first stanza peaceful or wild? (peaceful) 	<p>Change to:</p> <ul style="list-style-type: none"> • For lines 1-8, pantomime the action as you speak or invite students to do so. Then have students echo read each line.
Publisher	Editorial Change	9780544973268	Teacher	134D	READING, fourth bullet, second sentence	<p>Revise instruction to suit proficiency level:</p> <ul style="list-style-type: none"> • Have partners list at least three moods they feel the stanza creates. 	<p>Change to:</p> <ul style="list-style-type: none"> • Have partners discuss how these features create the mood of the stanza.
Publisher	Editorial Change	9781328476401	Teacher	134D	READING, fourth bullet, second sentence	<p>Revise instruction to suit proficiency level:</p> <ul style="list-style-type: none"> • Have partners list at least three moods they feel the stanza creates. 	<p>Change to:</p> <ul style="list-style-type: none"> • Have partners discuss how these features create the mood of the stanza.

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Publisher	Editorial Change	9780544973268	Teacher	134D	WRITING, first column	Revise instruction for clarity: Draw students' attention to the elements of poetry on 135. Remind them that they should include these elements in their own poems.	Change to: Draw students' attention to the elements of poetry on page 135 and the writing assignment on page 143. Remind them that they should include some of these elements in their own poems.
Publisher	Editorial Change	9781328476401	Teacher	134D	WRITING, first column	Revise instruction for clarity: Draw students' attention to the elements of poetry on 135. Remind them that they should include these elements in their own poems.	Change to: Draw students' attention to the elements of poetry on page 135 and the writing assignment on page 143. Remind them that they should include some of these elements in their own poems.
Publisher	Editorial Change	9780544973268	Teacher	146D	READING, left column final sentence	Revise sentence for clarity: The script provides the blueprints for a theater company to then make and produce a play.	Change to: These elements take the form of a script, which is used to produce a play.
Publisher	Editorial Change	9781328476401	Teacher	146D	READING, left column final sentence	Revise sentence for clarity: The script provides the blueprints for a theater company to then make and produce a play.	Change to: These elements take the form of a script, which is used to produce a play.
Publisher	Editorial Change	9780544973268	Teacher	162A	LEARNING OBJECTIVES	Revise objectives for accuracy: <ul style="list-style-type: none"> Analyze drama, including cast of characters, dialogue, and stagecraft. Research the role of the governess in 19th-century Europe. Write a personal narrative about the experience of someone underestimating your abilities. Direct and stage a scene. Compare stagecraft to the written text from which it was adapted. Write and share a critique. Language Write dialogue. 	Change to <ul style="list-style-type: none"> Analyze stagecraft. Research the role of the governess in 19th-century Europe. Write a dialogue between characters in "The Governess." Direct and stage a scene. Language Discuss production using the key word character.
Publisher	Editorial Change	9781328476401	Teacher	162A	LEARNING OBJECTIVES	Revise objectives for accuracy: <ul style="list-style-type: none"> Analyze drama, including cast of characters, dialogue, and stagecraft. Research the role of the governess in 19th-century Europe. Write a personal narrative about the experience of someone underestimating your abilities. Direct and stage a scene. Compare stagecraft to the written text from which it was adapted. Write and share a critique. Language Write dialogue. 	Change to <ul style="list-style-type: none"> Analyze stagecraft. Research the role of the governess in 19th-century Europe. Write a dialogue between characters in "The Governess." Direct and stage a scene. Language Discuss production using the key word character.
Publisher	Editorial Change	9780544973268	Teacher	162C	CULTURAL REFERENCES	Update instruction for accuracy The following words and phrases may be unfamiliar to students: <ul style="list-style-type: none"> well-to-do (the Writer): wealthy coming along (Mistress): how something is going he gets that from his mother (Mistress): implying the quality of a child is inherited from the parent wouldn't you say? (Mistress): common idiom, asking someone if they believe the same thing you believe (usually with the implication they are expected to agree with you). The actors' mannerisms are characteristic of 19th Century European society—they were much more formal and guarded than we are today. 	Change to: The following may be unfamiliar to students: <ul style="list-style-type: none"> The actors' mannerisms are characteristic of 19th Century European society—they were much more formal and guarded than we are today.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476401	Teacher	162C	CULTURAL REFERENCES	Update instruction for accuracy The following words and phrases may be unfamiliar to students: <ul style="list-style-type: none"> • well-to-do (the Writer): wealthy • coming along (Mistress): how something is going • he gets that from his mother (Mistress): implying the quality of a child is inherited from the parent • wouldn't you say? (Mistress): common idiom, asking someone if they believe the same thing you believe (usually with the implication they are expected to agree with you). • The actors' mannerisms are characteristic of 19th Century European society—they were much more formal and guarded than we are today. 	Change to: The following may be unfamiliar to students: <ul style="list-style-type: none"> • The actors' mannerisms are characteristic of 19th Century European society—they were much more formal and guarded than we are today.
Publisher	Editorial Change	9780544973268	Teacher	304B	SUMMARIES, Spanish	Restore correct Spanish summary.	Restore correct Spanish summary.
Publisher	Editorial Change	9781328476401	Teacher	304B	SUMMARIES, Spanish	Restore correct Spanish summary.	Restore correct Spanish summary.
Publisher	Editorial Change	9780544973268	Teacher	36A	GENRE ELEMENTS, second sentence	Restore missing text: "Related genres like song lyrics work in a similar way, but poems are not regularly put to music; the "rhythm" of a poem has to do with the sound of its language, not music.	Change to "Related genres like song lyrics work in a similar way, but poems are not regularly put to music; the "rhythm" of a poem has to do with the sound of its language and the pauses and pacing suggested by its punctuation marks and line breaks—not music."
Publisher	Editorial Change	9781328476401	Teacher	36A	GENRE ELEMENTS, second sentence	Restore missing text: "Related genres like song lyrics work in a similar way, but poems are not regularly put to music; the "rhythm" of a poem has to do with the sound of its language, not music.	Change to "Related genres like song lyrics work in a similar way, but poems are not regularly put to music; the "rhythm" of a poem has to do with the sound of its language and the pauses and pacing suggested by its punctuation marks and line breaks—not music."
Publisher	Editorial Change	9780544973268	Teacher	36D	WRITING, first bullet, second sentence, ADVANCED and INTERMEDIATE labels	Revise text for clarity: "Put students in pairs, and ask them to match the rhyming words and put them in separate piles or lists." Correct placement of labels.	Revise text for clarity: "Put students in pairs, and ask them to match the rhyming words and put each set of rhyming words into its own pile or add it to a separate list." Transpose ADVANCED and INTERMEDIATE labels.
Publisher	Editorial Change	9781328476401	Teacher	36D	WRITING, first bullet, second sentence, ADVANCED and INTERMEDIATE labels	Revise text for clarity: "Put students in pairs, and ask them to match the rhyming words and put them in separate piles or lists." Correct placement of labels.	Revise text for clarity: "Put students in pairs, and ask them to match the rhyming words and put each set of rhyming words into its own pile or add it to a separate list." Transpose ADVANCED and INTERMEDIATE labels.
Publisher	Editorial Change	9780544973268	Teacher	436C	Bottom, LISTENING, second and third bullets	Revise instruction for clarity: <ul style="list-style-type: none"> • Have students identify subjective and objective statements by raising their left hands for objective and their right hands for subjective. Say: People spend millions of dollars on cosmetics. That is a bad thing. Peace must begin with children. (left, right, right) • Review the meanings of subjective and objective. Pair students to read the paragraph to each other and identify two subjective and two objective statements. 	Change to: <ul style="list-style-type: none"> • Review the meanings of subjective and objective. Then have students raise their left hands when they hear an objective statement and their right hands when they hear a subjective statement. Say: People spend millions of dollars on cosmetics. That is a bad thing. Peace must begin with children. (left, right, right) • Pair students and have them read paragraph 8 to each other, working together to identify two subjective and two objective statements.
Publisher	Editorial Change	9781328476401	Teacher	436C	Bottom, LISTENING, second and third bullets	Revise instruction for clarity: <ul style="list-style-type: none"> • Have students identify subjective and objective statements by raising their left hands for objective and their right hands for subjective. Say: People spend millions of dollars on cosmetics. That is a bad thing. Peace must begin with children. (left, right, right) • Review the meanings of subjective and objective. Pair students to read the paragraph to each other and identify two subjective and two objective statements. 	Change to: <ul style="list-style-type: none"> • Review the meanings of subjective and objective. Then have students raise their left hands when they hear an objective statement and their right hands when they hear a subjective statement. Say: People spend millions of dollars on cosmetics. That is a bad thing. Peace must begin with children. (left, right, right) • Pair students and have them read paragraph 8 to each other, working together to identify two subjective and two objective statements.
Publisher	Editorial Change	9780544973268	Teacher	468D	SPEAKING, second bullet	Revise text for clarity: Point out that on lines 13-15, there is a list of jazz musicians. Why might Ella Fitzgerald have a short line all to herself? (She is special to the speaker.) Why might the next line also have just one musician, but be a long line? (Sarah Vaughn has a different sound than the others.)	Change to: Point out that on lines 13-14, there is a list of jazz musicians. Which of these two lines is longer? (line 13) Why might the author write about Sarah Vaughn on a separate line? (To draw attention to this particular singer; to slow the poem down.)

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Publisher	Editorial Change	9781328476401	Teacher	468D	SPEAKING, second bullet	Revise text for clarity: Point out that on lines 13-15, there is a list of jazz musicians. Why might Ella Fitzgerald have a short line all to herself? (She is special to the speaker.) Why might the next line also have just one musician, but be a long line? (Sarah Vaughn has a different sound than the others.)	Change to: Point out that on lines 13-14, there is a list of jazz musicians. Which of these two lines is longer? (line 13) Why might the author write about Sarah Vaughn on a separate line? (To draw attention to this particular singer; to slow the poem down.)
Publisher	Editorial Change	9780544973268	Teacher	468D	READING, third bullet	Revise text for clarity: Have students circle three examples of incorrect punctuation and three of incorrect capitalization.	Change to: Have students circle places in lines 8-16 where they think punctuation is missing.
Publisher	Editorial Change	9781328476401	Teacher	468D	READING, third bullet	Revise text for clarity: Have students circle three examples of incorrect punctuation and three of incorrect capitalization.	Change to: Have students circle places in lines 8-16 where they think punctuation is missing.
Publisher	Editorial Change	9780544973268	Teacher	NA	throughout	Reduced facsimiles of the Student Edition may contain editorial corrections or editorial changes.	Update Student Edition reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328476401	Teacher	NA	throughout	Reduced facsimiles of the Student Edition may contain editorial corrections or editorial changes.	Update Student Edition reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9780544973268	Teacher	T17	Page title	Revise title to add "Blended": Grow Your Practice with Personalized Professional Learning"	Change to "Grow Your Practice with Personalized Blended Professional Learning."
Publisher	Editorial Change	9781328476401	Teacher	T17	Page title	Revise title to add "Blended": Grow Your Practice with Personalized Professional Learning"	Change to "Grow Your Practice with Personalized Blended Professional Learning."
Publisher	Editorial Change	9780544973268	Teacher	T17	Second bullet	Revise for clarity: Follow-Up Modules: Take a deeper dive into the program's instructional practices and key topics including digital tools and resources, assessments, data, and reports to enhance your practice.	Change to: Follow Up: Choose from relevant instructional topics to create a personalized in-person or online Follow-Up experience to deepen program mastery and enhance teaching practices.
Publisher	Editorial Change	9781328476401	Teacher	T17	Second bullet	Revise for clarity: Follow-Up Modules: Take a deeper dive into the program's instructional practices and key topics including digital tools and resources, assessments, data, and reports to enhance your practice.	Change to: Follow Up: Choose from relevant instructional topics to create a personalized in-person or online Follow-Up experience to deepen program mastery and enhance teaching practices.
Publisher	Editorial Change	9780544973268	Teacher	T17	Third bullet	Change "shoulder-to-shoulder" to "just-in-time": Experience shoulder-to-shoulder support to ensure continuous professional learning that is student-centered and grounded in data.	Change to: Experience just-in-time support to ensure continuous professional learning that is student-centered and grounded in data.
Publisher	Editorial Change	9781328476401	Teacher	T17	Third bullet	Change "shoulder-to-shoulder" to "just-in-time": Experience shoulder-to-shoulder support to ensure continuous professional learning that is student-centered and grounded in data.	Change to: Experience just-in-time support to ensure continuous professional learning that is student-centered and grounded in data.
Publisher	Editorial Change	9780544973268	Teacher	T17	Fourth bullet	Delete "pedagogical and digital": Get on-demand access to program experts who will answer pedagogical and digital questions and provide personalized conferencing and digital demonstrations to support implementation.	Change to: Get on-demand access to program experts who will answer questions and provide personalized conferencing and digital demonstrations to support implementation.
Publisher	Editorial Change	9781328476401	Teacher	T17	Fourth bullet	Delete "pedagogical and digital": Get on-demand access to program experts who will answer pedagogical and digital questions and provide personalized conferencing and digital demonstrations to support implementation.	Change to: Get on-demand access to program experts who will answer questions and provide personalized conferencing and digital demonstrations to support implementation.
Publisher	Editorial Change	9780544973268	Teacher	T17	New fifth bullet	Add new fifth bullet.	Add: Technical Services: Plan, prepare, implement, and operate technology with ease.
Publisher	Editorial Change	9781328476401	Teacher	T17	New fifth bullet	Add new fifth bullet.	Add: Technical Services: Plan, prepare, implement, and operate technology with ease.
Publisher	Editorial Change	9780544973268	Teacher	T19	Additional Novel Connections	Replace title and author for: Flowers for Algernon by Daniel Keyes	Change to: The Crossover by Kwame Alexander
Publisher	Editorial Change	9781328476401	Teacher	T19	Additional Novel Connections	Replace title and author for: Flowers for Algernon by Daniel Keyes	Change to: The Crossover by Kwame Alexander

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Publisher	Editorial Change	9780544973268	Teacher	T19	Additional Novel Connections	Replace title and author for: A Northern Light by Jennifer Donnelly	Change to: Kira-Kira by Cynthia Kadohata
Publisher	Editorial Change	9781328476401	Teacher	T29	Additional Novel Connections	Replace title and author for: A Northern Light by Jennifer Donnelly	Change to: Kira-Kira by Cynthia Kadohata
Publisher	Editorial Change	9780544973268	Teacher	T29	Additional Novel Connections, author's name	Author's last name is missing tilde.	Add tilde to first n in Manana
Publisher	Editorial Change	9781328476401	Teacher	T29	Additional Novel Connections, author's name	Author's last name is missing tilde.	Add tilde to first n in Manana
English Language Arts and Reading, Grade 7 <i>Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 7 (ISBN 9781328554932)</i>							
Publisher	Editorial Change	9781328476401	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328476401	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328476401	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328476401	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328476401	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328476401	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
English Language Arts and Reading, Grade 8 <i>Texas Houghton Mifflin Harcourt Into Literature Hybrid Classroom Package Grade 8 (ISBN 9781328556134) and Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 8 (ISBN 9781328554949)</i>							
Publisher	Editorial Change	9780544973244	Student	14	Critical Vocabulary, item 1	Revise word pair for accuracy: 1. diagnostics/problem	Change to: 1. diagnostics/methods
Publisher	Editorial Change	9780544973244	Student	22	Side	Revise Analyze Organization, Annotate: Underline the questions in the last four paragraphs of the article, and circle the call to action.	Change to: Underline the questions in paragraphs 14, 15, and 17, and circle the call to action.

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Publisher	Editorial Change	9780544973244	Student	62	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9780544973244	Student	88	Vocabulary Strategy, chart, 2nd column, last row	Revise text for clarity: If the verb ends in a vowel + consonant, the consonant is doubled, then <i>-ed</i> is added.	Change to: If the verb ends in a vowel + consonant and has more than one syllable, the consonant is doubled only if the verb is accented on the last syllable, then <i>-ed</i> is added.
Publisher	Editorial Change	9780544973244	Student	111	Side	Missing Studio reference	Add: [icon] Go to Giving a Presentation in the Speaking and Listening Studio for help.
Publisher	Editorial Change	9780544973244	Student	129	Side	Delete Studio reference	Delete from side margin: [icon] Go to the Writing Studio for help writing a response to literature.
Publisher	Editorial Change	9780544973244	Student	140	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9780544973244	Student	148	Rubric, column 3, last 2 rows	Revise bullet 2 in each cell for clarity: Row 3: Source(s) are not correctly cited. Row 4: No source(s) are not mentioned.	Change to: Row 3: Sources are not correctly cited. Row 4: No sources are mentioned.
Publisher	Editorial Change	9780544973244	Student	212	Side, Analyze Text Elements	Revise "Infer" question: Infer: Based on this subheading, what can you infer about the overall structure of the article?	Change to: Predict: Based on this subheading, what can you predict about the overall structure of the article?
Publisher	Editorial Change	9780544973244	Student	228	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9780544973244	Student	230	TEKS, top of page	Add "10E" to TEKS	Change TEKS to: TEKS 10A, 10B, 10C, 10D, 10Diii, 10E, 11A
Publisher	Editorial Change	9780544973244	Student	253	Practice and Apply, item 3	Revise for clarity: I want to acquire another book by Douglass for your library.	Change to: The library acquired another book by Douglass for their history collection.
Publisher	Editorial Change	9780544973244	Student	285	Side	Delete Studio reference	Delete from side margin: [icon] Go to the Speaking and Listening Studio for help with performing a scene.
Publisher	Editorial Change	9780544973244	Student	295	Side	Delete Studio reference	Delete from side margin: [icon] Go to the Speaking and Listening Studio for more on presenting a choral reading.
Publisher	Editorial Change	9780544973244	Student	309	Choose a Position, 2nd line	Add missing word: "...which treatment of Fortune's"	Change to: "...which treatment of Fortune's bones..."
Publisher	Editorial Change	9780544973244	Student	310	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9780544973244	Student	312	TEKS, top of page	Revise TEKS list to add "10E"	Change TEKS to: TEKS 10A–10E, 12A–12J
Publisher	Editorial Change	9780544973244	Student	392	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9780544973244	Student	418	Paragraph 76, 1st line	Revise character name for accuracy: "Mrs."	Change to: "Mr."
Publisher	Editorial Change	9780544973244	Student	520	Question 4	Revise for accuracy: The sentence <i>Yitgadel veyitkadash, Shmay Rabba</i> is repeated three times in the speech. Is Wiesel's use of this prayer as a rhetorical device effective?	Change to: The sentence <i>Yitgadel veyitkadash, Shmay Rabba</i> is stated four times in the speech. Is Wiesel's repetition of this prayer as a rhetorical device effective?

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Publisher	Editorial Change	9780544973244	Student	530	Research	Revise for accuracy: Wisława Szymborska survived the Holocaust, but millions of people did not. In what ways do people..."	Change to: Wisława Szymborska lived through the Nazi invasion of Poland. Like other poets of her generation, she grappled with the Holocaust in her work. In what other ways do people...
Publisher	Editorial Change	9780544973244	Student	534	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9780544973244	Student	458–461	Throughout	Revise paragraph numbers	Change paragraph numbering beginning with paragraph 742 (" <i>Margot goes to her mother.</i> ") to the end of the play, paragraph 785 (" <i>The Curtain Falls.</i> ")
Publisher	Editorial Change	9780544973244	Student	FM11	Top of page, TOC	Missing page number	Add page number "228" next to Independent Reading head
Publisher	Editorial Change	9780544973244	Student	FM13	Top of page, TOC	Missing page number	Add page number "310" next to Independent Reading head
Publisher	Editorial Change	9780544973244	Student	FM15	Top of page, TOC; Suggested Novel Connection	Missing page number; Replace Suggested Novel Connection: NOVEL Cold Sassy Tree by Olive Ann Burns	Add page number "392" next to Independent Reading head; Change to: MEMOIR Reaching Out by Francisco Jiménez
Publisher	Editorial Change	9780544973244	Student	FM17	Top of page, TOC	Missing page number	Add page number "534" next to Independent Reading head
Publisher	Editorial Change	9780544973244	Student	FM7	Top of page, TOC	Missing page number	Add page number "62" next to Independent Reading head
Publisher	Editorial Change	9780544973244	Student	FM9	Top of page, TOC	Missing page number	Add page number "140" next to Independent Reading head
Publisher	Editorial Change	9781328476388	Student	N/A	Top of page, TOC	Missing page number	Add page number "62" next to Independent Reading head
Publisher	Editorial Change	9781328476388	Student	N/A	Top of page, TOC	Missing page number	Add page number "140" next to Independent Reading head
Publisher	Editorial Change	9781328476388	Student	N/A	Top of page, TOC	Missing page number	Add page number "228" next to Independent Reading head
Publisher	Editorial Change	9781328476388	Student	N/A	Top of page, TOC	Missing page number	Add page number "310" next to Independent Reading head
Publisher	Editorial Change	9781328476388	Student	N/A	Top of page, TOC	Missing page number; Replace Suggested Novel Connection: NOVEL Cold Sassy Tree by Olive Ann Burns	Add page number "392" next to Independent Reading head; Change Suggested Novel Connection to: MEMOIR Reaching Out by Francisco Jiménez
Publisher	Editorial Change	9781328476388	Student	N/A	Top of page, TOC	Missing page number	Add page number "534" next to Independent Reading head
Publisher	Editorial Change	9781328476388	Student	N/A	Critical Vocabulary, item 1	Revise word pair for accuracy: 1. diagnostics/problem	Change to: 1. diagnostics/methods
Publisher	Editorial Change	9781328476388	Student	N/A	Side	Revise Analyze Organization, Annotate: Underline the questions in the last four paragraphs of the article, and circle the call to action.	Change to: Underline the questions in paragraphs 14, 15, and 17, and circle the call to action.
Publisher	Editorial Change	9781328476388	Student	N/A	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9781328476388	Student	N/A	Vocabulary Strategy, chart, 2nd column, last row	Revise text for clarity: If the verb ends in a vowel + consonant, the consonant is doubled, then <i>-ed</i> is added.	Change to: If the verb ends in a vowel + consonant and has more than one syllable, the consonant is doubled only if the verb is accented on the last syllable, then <i>-ed</i> is added.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476388	Student	N/A	Side	Missing Studio reference	Add: [icon] Go to Giving a Presentation in the Speaking and Listening Studio for help.
Publisher	Editorial Change	9781328476388	Student	N/A	Side	Delete Studio reference	Delete from side margin: [icon] Go to the Writing Studio for help writing a response to literature.
Publisher	Editorial Change	9781328476388	Student	N/A	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9781328476388	Student	N/A	Rubric, column 3, last 2 rows	Revise bullet 2 in each cell for clarity: Row 3: Source(s) are not correctly cited. Row 4: No source(s) are not mentioned.	Change to: Row 3: Sources are not correctly cited. Row 4: No sources are mentioned.
Publisher	Editorial Change	9781328476388	Student	N/A	Side, Analyze Text Elements	Revise "Infer" question: Infer: Based on this subheading, what can you infer about the overall structure of the article?	Change to: Predict: Based on this subheading, what can you predict about the overall structure of the article?
Publisher	Editorial Change	9781328476388	Student	N/A	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9781328476388	Student	N/A	TEKS, top of page	Add "10E" to TEKS	Change TEKS to: TEKS 10A, 10B, 10C, 10D, 10Diii, 10E, 11A
Publisher	Editorial Change	9781328476388	Student	N/A	Practice and Apply, item 3	Revise for clarity: I want to acquire another book by Douglass for your library.	Change to: The library acquired another book by Douglass for their history collection.
Publisher	Editorial Change	9781328476388	Student	N/A	Side	Delete Studio reference	Delete from side margin: [icon] Go to the Speaking and Listening Studio for help with performing a scene.
Publisher	Editorial Change	9781328476388	Student	N/A	Side	Delete Studio reference	Delete from side margin: [icon] Go to the Speaking and Listening Studio for more on presenting a choral reading.
Publisher	Editorial Change	9781328476388	Student	N/A	Choose a Position, 2nd line	Add missing word: "...which treatment of Fortune's"	Change to: "...which treatment of Fortune's bones..."
Publisher	Editorial Change	9781328476388	Student	N/A	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9781328476388	Student	N/A	TEKS, top of page	Revise TEKS list to add "10E"	Change TEKS to: TEKS 10A–10E, 12A–12J
Publisher	Editorial Change	9781328476388	Student	N/A	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?
Publisher	Editorial Change	9781328476388	Student	N/A	Paragraph 76, 1st line	Revise character name for accuracy: "Mrs."	Change to: "Mr."
Publisher	Editorial Change	9781328476388	Student	N/A	Throughout	Revise paragraph numbers	Change paragraph numbering beginning with paragraph 742 ("(Margot goes to her mother. ") to the end of the play, paragraph 785 ("The Curtain Falls. ")
Publisher	Editorial Change	9781328476388	Student	N/A	Question 4	Revise for accuracy: The sentence <i>Yitgadel veytkadash, Shmay Rabba</i> is repeated three times in the speech. Is Wiesel's use of this prayer as a rhetorical device effective?	Change to: The sentence <i>Yitgadel veytkadash, Shmay Rabba</i> is stated four times in the speech. Is Wiesel's repetition of this prayer as a rhetorical device effective?
Publisher	Editorial Change	9781328476388	Student	N/A	Research	Revise for accuracy: Wisława Szymborska survived the Holocaust, but millions of people did not. In what ways do people..."	Change to: Wisława Szymborska lived through the Nazi invasion of Poland. Like other poets of her generation, she grappled with the Holocaust in her work. In what other ways do people....
Publisher	Editorial Change	9781328476388	Student	N/A	Chart, rows 5, 9, and 12	Revise Anchor Questions to match Notice & Note lessons: What's the lesson for the character? What did the author think I already knew? Why did the author use these numbers or amounts?"	Change to: What's the life lesson, and how might it affect the character? What does the author think I already know? Do these numbers help prove a point?

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Publisher	Editorial Change	9780544973275	Teacher	17	Bottom: English Learner Support	Revise to refer to a 2-row chart: The top row, left column introduces the first text feature—headings or subheadings. After reading this definition, students should track to the right to see the example of a heading. Then they should move on to the middle row, left column.	Change to: The top row, left column introduces the first type of organization—main-idea-and-details organization. After reading this definition, students should track to the right to see the example. Then they should move on to the bottom row, left column.
Publisher	Editorial Change	9781328476418	Teacher	17	Bottom: English Learner Support	Revise to refer to a 2-row chart: The top row, left column introduces the first text feature—headings or subheadings. After reading this definition, students should track to the right to see the example of a heading. Then they should move on to the middle row, left column.	Change to: The top row, left column introduces the first type of organization—main-idea-and-details organization. After reading this definition, students should track to the right to see the example. Then they should move on to the bottom row, left column.
Publisher	Editorial Change	9780544973275	Teacher	17	Side: Identify Main Idea and Details	Add missing TEKS	Add TEKS: 5B
Publisher	Editorial Change	9781328476418	Teacher	17	Side: Identify Main Idea and Details	Add missing TEKS	Add TEKS: 5B
Publisher	Editorial Change	9780544973275	Teacher	17	Side: Analyze Organization	Add missing TEKS	Add TEKS: 5C, 8Di
Publisher	Editorial Change	9781328476418	Teacher	17	Side: Analyze Organization	Add missing TEKS	Add TEKS: 5C, 8Di
Publisher	Editorial Change	9780544973275	Teacher	29	Side: Analyze Structure, second and third paragraphs	Revise instruction: Display this representation of iambic pentameter: iAMB iAMB iAMB iAMB iAMB. Illustrate the rhythm by thumping your chest while saying the line aloud. Repeat the line and have students thump the rhythm with you. Point out that iambic pentameter sounds like a beating heart, which is part of its appeal. Explain that a poet may occasionally reverse the unstressed-stressed pattern in an iamb, however, to create an effect or to add emphasis. Have students look at the first line of the “Sonnet 43” excerpt while you read the line aloud. Discuss how each one-syllable word forms an iamb with a syllable/word next to it. After students mark the meter in the remaining lines, ask them to share their ideas about how the rhythm and rhyme in these lines are similar to those in a song.	Change to: Read aloud the first line of the “Sonnet 43” excerpt. Illustrate the rhythm by thumping your chest while saying the line aloud. Repeat the line and have students thump the rhythm with you. Point out that iambic pentameter sounds like a beating heart, which is part of its appeal. Explain that a poet may occasionally reverse the unstressed-stressed pattern in an iamb, however, to create an effect or to add emphasis. Then have students mark the next three lines of the “Sonnet 43” excerpt while you read the line aloud. Discuss how each one-syllable word forms an iamb with a syllable/word next to it. After students mark the meter in the remaining lines, ask them to share their ideas about how the rhythm and rhyme in these lines are similar to those in a song.
Publisher	Editorial Change	9781328476418	Teacher	29	Side: Analyze Structure, second and third paragraphs	Revise instruction: Display this representation of iambic pentameter: iAMB iAMB iAMB iAMB iAMB. Illustrate the rhythm by thumping your chest while saying the line aloud. Repeat the line and have students thump the rhythm with you. Point out that iambic pentameter sounds like a beating heart, which is part of its appeal. Explain that a poet may occasionally reverse the unstressed-stressed pattern in an iamb, however, to create an effect or to add emphasis. Have students look at the first line of the “Sonnet 43” excerpt while you read the line aloud. Discuss how each one-syllable word forms an iamb with a syllable/word next to it. After students mark the meter in the remaining lines, ask them to share their ideas about how the rhythm and rhyme in these lines are similar to those in a song.	Change to: Read aloud the first line of the “Sonnet 43” excerpt. Illustrate the rhythm by thumping your chest while saying the line aloud. Repeat the line and have students thump the rhythm with you. Point out that iambic pentameter sounds like a beating heart, which is part of its appeal. Explain that a poet may occasionally reverse the unstressed-stressed pattern in an iamb, however, to create an effect or to add emphasis. Then have students mark the next three lines of the “Sonnet 43” excerpt while you read the line aloud. Discuss how each one-syllable word forms an iamb with a syllable/word next to it. After students mark the meter in the remaining lines, ask them to share their ideas about how the rhythm and rhyme in these lines are similar to those in a song.
Publisher	Editorial Change	9780544973275	Teacher	36	Side: Compare and Contrast Arguments	Revise to match SE: COMPARE AND CONTRAST ARGUMENTS	Change to: COMPARE ARGUMENTS
Publisher	Editorial Change	9781328476418	Teacher	36	Side: Compare and Contrast Arguments	Revise to match SE: COMPARE AND CONTRAST ARGUMENTS	Change to: COMPARE ARGUMENTS
Publisher	Editorial Change	9780544973275	Teacher	37	Side: Analyze Claim and Evidence	Revise for correctness: Be sure students understand that one reason may have more than one piece of evidence to support it, as shown on the bottom left part of the graphic at the bottom of the page.	Change to: Be sure students understand that one reason may have more than one piece of evidence to support it, as shown on the bottom part of the graphic.
Publisher	Editorial Change	9781328476418	Teacher	37	Side: Analyze Claim and Evidence	Revise for correctness: Be sure students understand that one reason may have more than one piece of evidence to support it, as shown on the bottom left part of the graphic at the bottom of the page.	Change to: Be sure students understand that one reason may have more than one piece of evidence to support it, as shown on the bottom part of the graphic.

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Publisher	Editorial Change	9780544973275	Teacher	37	Side: Analyze Claim and Evidence	Add missing TEKS	Add TEKS: 6J
Publisher	Editorial Change	9781328476418	Teacher	37	Side: Analyze Claim and Evidence	Add missing TEKS	Add TEKS: 6J
Publisher	Editorial Change	9780544973275	Teacher	40	Bottom of side: Critical Vocabulary	Revise for clarity: ASK STUDENTS to provide examples from their own life of something or a state of being, such as opportunities that have grown robustly.	Change to: ASK STUDENTS to provide examples from their own life of something that has grown robustly.
Publisher	Editorial Change	9781328476418	Teacher	40	Bottom of side: Critical Vocabulary	Revise for clarity: ASK STUDENTS to provide examples from their own life of something or a state of being, such as opportunities that have grown robustly.	Change to: ASK STUDENTS to provide examples from their own life of something that has grown robustly.
Publisher	Editorial Change	9780544973275	Teacher	48	Side: Compare and Contrast Arguments	Revise to match SE: COMPARE AND CONTRAST ARGUMENTS	Change to: COMPARE ARGUMENTS
Publisher	Editorial Change	9781328476418	Teacher	48	Side: Compare and Contrast Arguments	Revise to match SE: COMPARE AND CONTRAST ARGUMENTS	Change to: COMPARE ARGUMENTS
Publisher	Editorial Change	9780544973275	Teacher	53	Bottom of side: Critical Vocabulary (last word)	Revise to delete Critical Vocabulary entry: perspective: The word perspective derives from the Latin word specere, which means “to look”; so one’s perspective is his or her way of looking at a subject or issue. ASK STUDENTS Why might Jerry Kaplan’s perspective be important to consider? (He is a recognized expert in the field of artificial intelligence and has written on that subject.)	Delete entire reference. It is not a vocabulary word.
Publisher	Editorial Change	9781328476418	Teacher	53	Bottom of side: Critical Vocabulary (last word)	Revise to delete Critical Vocabulary entry: perspective: The word perspective derives from the Latin word specere, which means “to look”; so one’s perspective is his or her way of looking at a subject or issue. ASK STUDENTS Why might Jerry Kaplan’s perspective be important to consider? (He is a recognized expert in the field of artificial intelligence and has written on that subject.)	Delete entire reference. It is not a vocabulary word.
Publisher	Editorial Change	9780544973275	Teacher	53	Bottom: English Learner Support	Revise heading: Examining Writer’s Evidence	Change to: Confirm Understanding
Publisher	Editorial Change	9781328476418	Teacher	53	Bottom: English Learner Support	Revise heading: Examining Writer’s Evidence	Change to: Confirm Understanding
Publisher	Editorial Change	9780544973275	Teacher	53	Bottom: English Learner Support	Add missing ELPS	Add ELPS: 4F
Publisher	Editorial Change	9781328476418	Teacher	53	Bottom: English Learner Support	Add missing ELPS	Add ELPS: 4F

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973275	Teacher	56	Side: Analyze the Text	<p>Revise to realign, renumber, and revise DOK references:</p> <p>DOK 4: The writer uses emotional and ethical appeals to address a young audience of future workers. Phrases such as frightening scenario, future on the line, and bleak future in paragraph 11 convey anxiety about the future. The statement that the audience is “part of the generation that will arguably be most affected [by automation]” appeals to the audience’s values of civic duty.</p> <p>1. DOK 4: The answers to the questions in paragraph 4 are so obvious that a response is not stated, suggesting that the writer’s claim that in the future many people will lose their jobs to advanced technology is beyond dispute.</p> <p>2. DOK 2: The expert opinions expressed by Jerry Kaplan and Stephen Hawking strengthen and add credibility to the writer’s argument. Kaplan is an artificial intelligence expert who wrote a book on the topic, and Stephen Hawking is a renowned British theoretical physicist who has earned international acclaim.</p> <p>3. DOK 3: The author argues that in the last 200 years automation in the job market has not resulted in a net loss of jobs. In contrast, Kaplan argues that the “new era” of automation on the horizon will lead to a significant decrease in employment.</p> <p>4. DOK 4: The data in paragraph 4 identifies the number of drivers who might someday lose their jobs because of the proliferation of self-driving vehicles. Because the number of drivers represents only a small portion of the job market, the evidence falls short of illustrating that a significant number of people could be left jobless because of automation.</p>	<p>Change to:</p> <p>1. DOK 4: The writer uses emotional and ethical appeals to address a young audience of future workers. Phrases such as frightening scenario, future on the line, and bleak future in paragraph 11 convey anxiety about the future. The statement that the audience is “part of the generation that will arguably be most affected [by automation]” appeals to the audience’s values of civic duty.</p> <p>2. DOK 4: The answers to the questions in paragraph 4 are so obvious that a response is not stated, suggesting that the writer’s claim that in the future many people will lose their jobs to advanced technology is beyond dispute.</p> <p>3. DOK 3: The expert opinions expressed by Jerry Kaplan and Stephen Hawking strengthen and add credibility to the writer’s argument. Kaplan is an artificial intelligence expert who wrote a book on the topic, and Stephen Hawking is a renowned British theoretical physicist who has earned international acclaim.</p> <p>4. DOK 2: The author argues that in the last 200 years automation in the job market has not resulted in a net loss of jobs. In contrast, Kaplan argues that the “new era” of automation on the horizon will lead to a significant decrease in employment.</p> <p>5. DOK 4: The data in paragraph 4 identifies the number of drivers who might someday lose their jobs because of the proliferation of self-driving vehicles. Because the number of drivers represents only a small portion of the job market, the evidence falls short of illustrating that a significant number of people could be left jobless because of automation.</p>
Publisher	Editorial Change	9781328476418	Teacher	56	Side: Analyze the Text	<p>Revise to realign, renumber, and revise DOK references:</p> <p>DOK 4: The writer uses emotional and ethical appeals to address a young audience of future workers. Phrases such as frightening scenario, future on the line, and bleak future in paragraph 11 convey anxiety about the future. The statement that the audience is “part of the generation that will arguably be most affected [by automation]” appeals to the audience’s values of civic duty.</p> <p>1. DOK 4: The answers to the questions in paragraph 4 are so obvious that a response is not stated, suggesting that the writer’s claim that in the future many people will lose their jobs to advanced technology is beyond dispute.</p> <p>2. DOK 2: The expert opinions expressed by Jerry Kaplan and Stephen Hawking strengthen and add credibility to the writer’s argument. Kaplan is an artificial intelligence expert who wrote a book on the topic, and Stephen Hawking is a renowned British theoretical physicist who has earned international acclaim.</p> <p>3. DOK 3: The author argues that in the last 200 years automation in the job market has not resulted in a net loss of jobs. In contrast, Kaplan argues that the “new era” of automation on the horizon will lead to a significant decrease in employment.</p> <p>4. DOK 4: The data in paragraph 4 identifies the number of drivers who might someday lose their jobs because of the proliferation of self-driving vehicles. Because the number of drivers represents only a small portion of the job market, the evidence falls short of illustrating that a significant number of people could be left jobless because of automation.</p>	<p>Change to:</p> <p>1. DOK 4: The writer uses emotional and ethical appeals to address a young audience of future workers. Phrases such as frightening scenario, future on the line, and bleak future in paragraph 11 convey anxiety about the future. The statement that the audience is “part of the generation that will arguably be most affected [by automation]” appeals to the audience’s values of civic duty.</p> <p>2. DOK 4: The answers to the questions in paragraph 4 are so obvious that a response is not stated, suggesting that the writer’s claim that in the future many people will lose their jobs to advanced technology is beyond dispute.</p> <p>3. DOK 3: The expert opinions expressed by Jerry Kaplan and Stephen Hawking strengthen and add credibility to the writer’s argument. Kaplan is an artificial intelligence expert who wrote a book on the topic, and Stephen Hawking is a renowned British theoretical physicist who has earned international acclaim.</p> <p>4. DOK 2: The author argues that in the last 200 years automation in the job market has not resulted in a net loss of jobs. In contrast, Kaplan argues that the “new era” of automation on the horizon will lead to a significant decrease in employment.</p> <p>5. DOK 4: The data in paragraph 4 identifies the number of drivers who might someday lose their jobs because of the proliferation of self-driving vehicles. Because the number of drivers represents only a small portion of the job market, the evidence falls short of illustrating that a significant number of people could be left jobless because of automation.</p>
Publisher	Editorial Change	9780544973275	Teacher	82	Bottom: Improve Reading Fluency	<p>Revise for conciseness and clarity:</p> <p>Have students work with partners to read from line 26 “In Salem’s Lot . . . ” to the end of the paragraph. Have them pay close attention to the punctuation and ask students how they would pronounce the ellipses (...).</p>	<p>Change to:</p> <p>Have students work with partners to read the following sentence from paragraph 2: “In Salem’s Lot . . . ” to the end of the paragraph. Have them pay close attention to the punctuation.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476418	Teacher	82	Bottom: Improve Reading Fluency	Revise for conciseness and clarity: Have students work with partners to read from line 26 “In Salem’s Lot . . . ” to the end of the paragraph. Have them pay close attention to the punctuation and ask students how they would pronounce the ellipses (...).	Change to Have students work with partners to read the following sentence from paragraph 2: “In Salem’s Lot . . . ” to the end of the paragraph. Have them pay close attention to the punctuation.
Publisher	Editorial Change	9780544973275	Teacher	84	Side: Language Conventions	Revise for clarity: Point out that the three sentences on this page that use a comma, do so with a conjunction (and; and; but).	Change to: Point out that the three sentences in paragraph 5 that use a comma, do so with a conjunction (and; and; but).
Publisher	Editorial Change	9781328476418	Teacher	84	Side: Language Conventions	Revise for clarity: Point out that the three sentences on this page that use a comma, do so with a conjunction (and; and; but).	Change to: Point out that the three sentences in paragraph 5 that use a comma, do so with a conjunction (and; and; but).
Publisher	Editorial Change	9780544973275	Teacher	84	Side: Paraphrase and Summarize	Revise heading and instruction: PARAPHRASE AND SUMMARIZE Guide students through the sentences of paragraph 6 on page 85. Ask students to define “a challenging sentence.” Ask volunteers: Which parts of the sentence would challenge them as readers? (words whose definitions they are unsure of or they may not know) The sentences students select will depend on the vocabulary they do not understand. Work through examples, showing students how to paraphrase the meaning of unknown words with synonyms as they summarize that sentence. (Answer: A character’s search can help us think about how we feel about knowledge in general.)	Change to: PARAPHRASE AND SUMMARIZE TEXT Guide students through the sentences of paragraph 6 on page 85. Ask students to define “a challenging sentence.” Ask volunteers: Which parts of the sentence would challenge them as readers? (words whose definitions they are unsure of or they may not know) The sentences students select will depend on the vocabulary they do not understand. Work through examples, showing students how to replace unknown words with synonyms as they paraphrase that sentence. (Possible answer: A character’s search can help us think about how we feel about knowledge in general.)
Publisher	Editorial Change	9781328476418	Teacher	84	Side: Paraphrase and Summarize	Revise heading and instruction: PARAPHRASE AND SUMMARIZE Guide students through the sentences of paragraph 6 on page 85. Ask students to define “a challenging sentence.” Ask volunteers: Which parts of the sentence would challenge them as readers? (words whose definitions they are unsure of or they may not know) The sentences students select will depend on the vocabulary they do not understand. Work through examples, showing students how to paraphrase the meaning of unknown words with synonyms as they summarize that sentence. (Answer: A character’s search can help us think about how we feel about knowledge in general.)	Change to: PARAPHRASE AND SUMMARIZE TEXT Guide students through the sentences of paragraph 6 on page 85. Ask students to define “a challenging sentence.” Ask volunteers: Which parts of the sentence would challenge them as readers? (words whose definitions they are unsure of or they may not know) The sentences students select will depend on the vocabulary they do not understand. Work through examples, showing students how to replace unknown words with synonyms as they paraphrase that sentence. (Possible answer: A character’s search can help us think about how we feel about knowledge in general.)
Publisher	Editorial Change	9780544973275	Teacher	86	Side: Analyze the Text	Revise and reorder answers: 1. DOK 2: The author’s purpose is to define a genre by subjects and organization. In the first paragraph, the author discusses “the clearest way to define genre.” 2. DOK 4: Readers know that awful things happen to characters in horror stories, like when characters go to forbidding places, so when that happens, the readers’ tension starts to mount. 3. DOK 2: Humans are not expected to have “forbidden knowledge,” such as how to control life and death like Dr. Frankenstein. The author suggests that “forbidden knowledge” involves evil, as with Dr. Jekyll. 4. DOK 2: The horror genre refers to scary stories that use certain conventions to increase readers’ suspense. The source of the horror may come from either within or outside of the character, and supernatural elements often, but not always, play a role. 5. DOK 4: The author assumes readers are familiar with the story of the Wizard of Oz and with the idea that garlic keeps vampires away. She is justified in this assumption because the people reading her essay would likely be interested in fantasy and horror literature, and also because these are common examples.	Change to: 1. DOK 2: The author’s purpose is to define a genre by subjects and organization. In the first paragraph, the author discusses “the clearest way to define this genre.” 2. DOK 4: Readers know that awful things happen to characters in horror stories, like when characters go to forbidding places, so when that happens, the readers’ tension starts to mount. 3. DOK 2: The horror genre refers to scary stories that use certain conventions to increase readers’ suspense. The source of the horror may come from either within or outside of the character, and supernatural elements often, but not always, play a role. 4. DOK 4: The author begins by defining what horror stories do not have to include. (“not all horror deals with monsters.”) In subsequent paragraphs, she defines different characteristics of horror stories and provides examples from familiar books, movies, and everyday experiences to support her controlling idea. 5. DOK 4: The author assumes readers are familiar with the story of The Wizard of Oz and with the idea that garlic keeps vampires away. She is justified in this assumption because the people reading her essay would likely be interested in fantasy and horror literature, and also because these are common examples.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476418	Teacher	86	Side: Analyze the Text	Revise and reorder answers: 1. DOK 2: The author’s purpose is to define a genre by subjects and organization. In the first paragraph, the author discusses “the clearest way to define genre.” 2. DOK 4: Readers know that awful things happen to characters in horror stories, like when characters go to forbidding places, so when that happens, the readers’ tension starts to mount. 3. DOK 2: Humans are not expected to have “forbidden knowledge,” such as how to control life and death like Dr. Frankenstein. The author suggests that “forbidden knowledge” involves evil, as with Dr. Jekyll. 4. DOK 2: The horror genre refers to scary stories that use certain conventions to increase readers’ suspense. The source of the horror may come from either within or outside of the character, and supernatural elements often, but not always, play a role. 5. DOK 4: The author assumes readers are familiar with the story of the Wizard of Oz and with the idea that garlic keeps vampires away. She is justified in this assumption because the people reading her essay would likely be interested in fantasy and horror literature, and also because these are common examples.	Change to: 1. DOK 2: The author’s purpose is to define a genre by subjects and organization. In the first paragraph, the author discusses “the clearest way to define this genre.” 2. DOK 4: Readers know that awful things happen to characters in horror stories, like when characters go to forbidding places, so when that happens, the readers’ tension starts to mount. 3. DOK 2: The horror genre refers to scary stories that use certain conventions to increase readers’ suspense. The source of the horror may come from either within or outside of the character, and supernatural elements often, but not always, play a role. 4. DOK 4: The author begins by defining what horror stories do not have to include. (“not all horror deals with monsters.”) In subsequent paragraphs, she defines different characteristics of horror stories and provides examples from familiar books, movies, and everyday experiences to support her controlling idea. 5. DOK 4: The author assumes readers are familiar with the story of The Wizard of Oz and with the idea that garlic keeps vampires away. She is justified in this assumption because the people reading her essay would likely be interested in fantasy and horror literature, and also because these are common examples.
Publisher	Editorial Change	9780544973275	Teacher	93	Bottom of side wrap	Add critical vocabulary reference from page 94.	Move reference from page 94 to bottom of page 93 side wrap: conceive: To conceive an idea is to think of it. ASK STUDENTS whether the narrator is proud of conceiving a single idea or a group of them. (The narrator is taking pride in conceiving or thinking up a single idea.)
Publisher	Editorial Change	9781328476418	Teacher	93	Bottom of side wrap	Add critical vocabulary reference from page 94.	Move reference from page 94 to bottom of page 93 side wrap: conceive: To conceive an idea is to think of it. ASK STUDENTS whether the narrator is proud of conceiving a single idea or a group of them. (The narrator is taking pride in conceiving or thinking up a single idea.)
Publisher	Editorial Change	9780544973275	Teacher	94	Bottom of side wrap	Move Critical Vocabulary reference: conceive: To conceive an idea is to think of it. ASK STUDENTS whether the narrator is proud of conceiving a single idea or a group of them. (The narrator is taking pride in conceiving or thinking up a single idea.)	Move annotation to bottom of page 93 side wrap
Publisher	Editorial Change	9781328476418	Teacher	94	Bottom of side wrap	Move Critical Vocabulary reference: conceive: To conceive an idea is to think of it. ASK STUDENTS whether the narrator is proud of conceiving a single idea or a group of them. (The narrator is taking pride in conceiving or thinking up a single idea.)	Move annotation to bottom of page 93 side wrap
Publisher	Editorial Change	9780544973275	Teacher	110	Side: Analyze the Text, question 4	Revise answer 4: DOK 4: The last four lines of the poem surprised me. The rest of the poem makes the nighttime walk sound mysterious and scary. In contrast, the last four lines make the speaker sound calm and confident as he or she states, “there are no ghosts, of course.”	Change to: DOK 4: The first four stanzas of the poem make the nighttime walk sound mysterious and scary. In contrast, the last four lines make the speaker sound calm and confident as he or she states, “there are no ghosts, of course.”
Publisher	Editorial Change	9781328476418	Teacher	110	Side: Analyze the Text, question 4	Revise answer 4: DOK 4: The last four lines of the poem surprised me. The rest of the poem makes the nighttime walk sound mysterious and scary. In contrast, the last four lines make the speaker sound calm and confident as he or she states, “there are no ghosts, of course.”	Change to: DOK 4: The first four stanzas of the poem make the nighttime walk sound mysterious and scary. In contrast, the last four lines make the speaker sound calm and confident as he or she states, “there are no ghosts, of course.”
Publisher	Editorial Change	9780544973275	Teacher	123	Side: Analyze Foreshadowing	Remove sentence from answer: Ask volunteers to share the details they marked in paragraphs 96–100 to describe the White’s feelings and discuss how to summarize their feelings. (They are devastated, especially Mrs. White.)	Change to: Ask volunteers to share the details they marked in paragraphs 96–100 to describe the White’s feelings and discuss how to summarize their feelings.

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Publisher	Editorial Change	9781328476418	Teacher	123	Side: Analyze Foreshadowing	Remove sentence from answer: Ask volunteers to share the details they marked in paragraphs 96–100 to describe the White’s feelings and discuss how to summarize their feelings. (They are devastated, especially Mrs. White.)	Change to: Ask volunteers to share the details they marked in paragraphs 96–100 to describe the White’s feelings and discuss how to summarize their feelings.
Publisher	Editorial Change	9780544973275	Teacher	133	Side: Quickstart	Revise questions to be in second person: Provide a checklist of questions to guide their responses: Did their heart rate speed up or slow down? Did they feel tension in their bodies? If so, where?	Change to: Provide a checklist of questions to guide their responses: Did your heart rate speed up or slow down? Did you feel tension in your body? If so, where?
Publisher	Editorial Change	9781328476418	Teacher	133	Side: Quickstart	Revise questions to be in second person: Provide a checklist of questions to guide their responses: Did their heart rate speed up or slow down? Did they feel tension in their bodies? If so, where?	Change to: Provide a checklist of questions to guide their responses: Did your heart rate speed up or slow down? Did you feel tension in your body? If so, where?
Publisher	Editorial Change	9780544973275	Teacher	154	Bottom: Learning Mindset, third sentence	Revise for clarity: Often, things can be interesting when facing a new situation. Have students think about new situations they may have faced and what they might have been curious to learn about.	Change to: For example, a new situation or challenge often grabs a person's interest and sparks his or her curiosity to learn more about it. Have students think about new situations they may have faced and what they might have been curious to learn about.
Publisher	Editorial Change	9781328476418	Teacher	154	Bottom: Learning Mindset, third sentence	Revise for clarity: Often, things can be interesting when facing a new situation. Have students think about new situations they may have faced and what they might have been curious to learn about.	Change to: For example, a new situation or challenge often grabs a person's interest and sparks his or her curiosity to learn more about it. Have students think about new situations they may have faced and what they might have been curious to learn about.
Publisher	Editorial Change	9780544973275	Teacher	162	Side: English Learner Support	Move English Learner Support annotation to page 162: Tough Questions Pair students of different abilities to read the passage and to make a list of the tough questions Maya asks. Then have partners discuss why Maya asks the questions and to speculate on possible answers.	Move annotation from page 162 to side wrap of page 163
Publisher	Editorial Change	9781328476418	Teacher	162	Side: English Learner Support	Move English Learner Support annotation to page 162: Tough Questions Pair students of different abilities to read the passage and to make a list of the tough questions Maya asks. Then have partners discuss why Maya asks the questions and to speculate on possible answers.	Move annotation from page 162 to side wrap of page 163
Publisher	Editorial Change	9780544973275	Teacher	163	Side wrap	Add English Learner Support annotation from page 162	Add English Learner Support annotation: Tough Questions Pair students of different abilities to read the passage and to make a list of the tough questions Maya asks. Then have partners discuss why Maya asks the questions and to speculate on possible answers.
Publisher	Editorial Change	9781328476418	Teacher	163	Side wrap	Add English Learner Support annotation from page 162	Add English Learner Support annotation: Tough Questions Pair students of different abilities to read the passage and to make a list of the tough questions Maya asks. Then have partners discuss why Maya asks the questions and to speculate on possible answers.
Publisher	Editorial Change	9780544973275	Teacher	190	Side: Analyze Theme, second paragraph	Revise for clarity: Review that details such as characters’ thoughts, actions, words, and tone are clues to how they are feeling. Tell students to use the details they mark in paragraph 9 to help explain what Celia’s feelings suggest about the trip and Panama.	Change to: Review that details such as characters’ thoughts, actions, words, and tone are clues to how they are feeling. Tell students to use the details they mark in paragraph 9 to help explain what the upcoming trip reveals about Celia.
Publisher	Editorial Change	9781328476418	Teacher	190	Side: Analyze Theme, second paragraph	Revise for clarity: Review that details such as characters’ thoughts, actions, words, and tone are clues to how they are feeling. Tell students to use the details they mark in paragraph 9 to help explain what Celia’s feelings suggest about the trip and Panama.	Change to: Review that details such as characters’ thoughts, actions, words, and tone are clues to how they are feeling. Tell students to use the details they mark in paragraph 9 to help explain what the upcoming trip reveals about Celia.

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Publisher	Editorial Change	9780544973275	Teacher	194	Side: English Learner Support	Revise for clarity: Make Inferences Have students mark all uses of the pronoun we in the paragraphs. Ask: Who is “we”? (the whole family) Does everyone in the family feel depressed, or sad, at Christmas?(yes) Tell students that the way Celia acts and her personality help explain why the whole family feels this way every Christmas. BEGINNING Call students’ attention to Rafael’s question, “You want Panama?” Ask them to discuss why Rafael thinks going to the beach is a good idea for both Celia and the rest of them. INTERMEDIATE	Change to: Make Inferences Have students mark all uses of the pronoun we in paragraphs 26–27. Ask: Who is “we”? (the whole family) Does everyone in the family feel depressed, or sad, at Christmas?(yes) Tell students that the way Celia acts and her personality help explain why the whole family feels this way every Christmas. BEGINNING Call students’ attention to Rafael’s question, “You want Panama?” Ask them to discuss why Rafael thinks going to the beach is a good idea for both Celia and the whole family. INTERMEDIATE
Publisher	Editorial Change	9781328476418	Teacher	194	Side: English Learner Support	Revise for clarity: Make Inferences Have students mark all uses of the pronoun we in the paragraphs. Ask: Who is “we”? (the whole family) Does everyone in the family feel depressed, or sad, at Christmas?(yes) Tell students that the way Celia acts and her personality help explain why the whole family feels this way every Christmas. BEGINNING Call students’ attention to Rafael’s question, “You want Panama?” Ask them to discuss why Rafael thinks going to the beach is a good idea for both Celia and the rest of them. INTERMEDIATE	Change to: Make Inferences Have students mark all uses of the pronoun we in paragraphs 26–27. Ask: Who is “we”? (the whole family) Does everyone in the family feel depressed, or sad, at Christmas?(yes) Tell students that the way Celia acts and her personality help explain why the whole family feels this way every Christmas. BEGINNING Call students’ attention to Rafael’s question, “You want Panama?” Ask them to discuss why Rafael thinks going to the beach is a good idea for both Celia and the whole family. INTERMEDIATE
Publisher	Editorial Change	9780544973275	Teacher	196	Side: Analyze the Text, question 1	Revise answer for clarity: One theme is that people cannot feel like they belong if they are not accepted or do not feel safe. This is developed through the title, the narrator’s stated confusion about his identity, Rafael reconsidering whether he really is Panamanian, and the trip to the beach to reassure Celia after 9/11 that makes them all feel like they are far from home.	Change to: One theme is that people cannot feel that they belong if they are not accepted or do not feel safe. This theme is developed through the title, the narrator’s stated confusion about his identity, and Rafael reconsidering whether he really is Panamanian. Also, the trip to the beach to reassure Celia after 9/11 makes them all feel as if they are far from home.
Publisher	Editorial Change	9781328476418	Teacher	196	Side: Analyze the Text, question 1	Revise answer for clarity: One theme is that people cannot feel like they belong if they are not accepted or do not feel safe. This is developed through the title, the narrator’s stated confusion about his identity, Rafael reconsidering whether he really is Panamanian, and the trip to the beach to reassure Celia after 9/11 that makes them all feel like they are far from home.	Change to: One theme is that people cannot feel that they belong if they are not accepted or do not feel safe. This theme is developed through the title, the narrator’s stated confusion about his identity, and Rafael reconsidering whether he really is Panamanian. Also, the trip to the beach to reassure Celia after 9/11 makes them all feel as if they are far from home.
Publisher	Editorial Change	9780544973275	Teacher	199	Side: Language Conventions	Revise instruction for clarity: Review the information about personal pronouns with students. Point out that whether the subject of a sentence is a single pronoun or a compound subject consisting of a pronoun and one or more nouns, the job of the pronoun is the same—to replace a noun as a subject—so a subject pronoun should be used. The same is true in the case of pronouns in compound objects.	Change to: Review the information about personal pronouns with students. Point out that whether the subject of a sentence is a single pronoun or a compound subject consisting of a pronoun and one or more nouns, the job of the pronoun is the same—to replace a noun as a subject—so a subject pronoun should be used. Similarly, pronouns in compound objects replace nouns as objects, so an object pronoun should be used.
Publisher	Editorial Change	9781328476418	Teacher	199	Side: Language Conventions	Revise instruction for clarity: Review the information about personal pronouns with students. Point out that whether the subject of a sentence is a single pronoun or a compound subject consisting of a pronoun and one or more nouns, the job of the pronoun is the same—to replace a noun as a subject—so a subject pronoun should be used. The same is true in the case of pronouns in compound objects.	Change to: Review the information about personal pronouns with students. Point out that whether the subject of a sentence is a single pronoun or a compound subject consisting of a pronoun and one or more nouns, the job of the pronoun is the same—to replace a noun as a subject—so a subject pronoun should be used. Similarly, pronouns in compound objects replace nouns as objects, so an object pronoun should be used.
Publisher	Editorial Change	9780544973275	Teacher	210	Side: Language Conventions	Replace to align with SE content: Have students look at the two sentences in the Language Conventions information. Ask: Do these two sentences have restrictive or nonrestrictive clauses? (They both have nonrestrictive clauses.) Ask: Should punctuation be used with restrictive and/or nonrestrictive clauses and what punctuation? (A comma should be used with nonrestrictive clauses.)	Change to: Review the information about semicolons, colons, and parentheses. Explain that each punctuation serves a different purpose in organizing thoughts and clarifying sentence meaning. Ask students to locate an example of one of the punctuation types in the selection and explain its purpose. (Answers will vary.)

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Publisher	Editorial Change	9781328476418	Teacher	210	Side: Language Conventions	Replace to align with SE content: Have students look at the two sentences in the Language Conventions information. Ask: Do these two sentences have restrictive or nonrestrictive clauses? (They both have nonrestrictive clauses.) Ask: Should punctuation be used with restrictive and/or nonrestrictive clauses and what punctuation? (A comma should be used with nonrestrictive clauses.)	Change to: Review the information about semicolons, colons, and parentheses. Explain that each punctuation serves a different purpose in organizing thoughts and clarifying sentence meaning. Ask students to locate an example of one of the punctuation types in the selection and explain its purpose. (Answers will vary.)
Publisher	Editorial Change	9780544973275	Teacher	214	Bottom: When Students Struggle	Delete When Students Struggle annotation. Content is not applicable to this page.	Delete "When Students Struggle" annotation.
Publisher	Editorial Change	9781328476418	Teacher	214	Bottom: When Students Struggle	Delete When Students Struggle annotation. Content is not applicable to this page.	Delete "When Students Struggle" annotation.
Publisher	Editorial Change	9780544973275	Teacher	215	Side: Quoted Words, first annotation	Revise for clarity: Have students reread paragraph 7. Ask: How do they make the school a welcoming place? (They develop relationships with them.) Discuss that quotations are only meaningful if readers understand who is being quoted and why. Then have students answer the question to address the effect of including the principal's exact words. (Answer: Using the principal's exact words makes the paragraph both more interesting and more credible.)	Change to: Have students reread paragraph 7. Ask: How do the teachers make the school a welcoming place? (They develop relationships with the students.) Quotations are only meaningful if readers understand who is being quoted and why. In this case, the principal is a trustworthy source of information. (Answer: Using the principal's exact words makes the paragraph both more interesting and more credible.)
Publisher	Editorial Change	9781328476418	Teacher	215	Side: Quoted Words, first annotation	Revise for clarity: Have students reread paragraph 7. Ask: How do they make the school a welcoming place? (They develop relationships with them.) Discuss that quotations are only meaningful if readers understand who is being quoted and why. Then have students answer the question to address the effect of including the principal's exact words. (Answer: Using the principal's exact words makes the paragraph both more interesting and more credible.)	Change to: Have students reread paragraph 7. Ask: How do the teachers make the school a welcoming place? (They develop relationships with the students.) Quotations are only meaningful if readers understand who is being quoted and why. In this case, the principal is a trustworthy source of information. (Answer: Using the principal's exact words makes the paragraph both more interesting and more credible.)
Publisher	Editorial Change	9780544973275	Teacher	217	Side: Language Conventions	Replace to align with new content: If some students choose the first sentence, which has the word that in it, explain that the word that is used as a simple preposition in that situation. Remind students that they do not place a comma before a restrictive clause. Add that the word which begins a nonrestrictive phrase and that a comma is needed before a nonrestrictive phrase. (Answer: If that clause weren't present, the sentence would convey the incorrect notion that their identities didn't even begin to form until they arrived in the United States. Its absence would also fail to make clear that the author is referring to a reshaping of identity that happens when U.S. experiences blend with earlier ones.)	Change to: Remind students that ELL is the abbreviation for English language learner. In informational text, abbreviations are often added in parentheses to help the reader remember the connection as in paragraph 17. (Answer: The sentence makes sense without the parenthetical information; the author included it as a helpful reminder.)
Publisher	Editorial Change	9781328476418	Teacher	217	Side: Language Conventions	Replace to align with new content: If some students choose the first sentence, which has the word that in it, explain that the word that is used as a simple preposition in that situation. Remind students that they do not place a comma before a restrictive clause. Add that the word which begins a nonrestrictive phrase and that a comma is needed before a nonrestrictive phrase. (Answer: If that clause weren't present, the sentence would convey the incorrect notion that their identities didn't even begin to form until they arrived in the United States. Its absence would also fail to make clear that the author is referring to a reshaping of identity that happens when U.S. experiences blend with earlier ones.)	Change to: Remind students that ELL is the abbreviation for English language learner. In informational text, abbreviations are often added in parentheses to help the reader remember the connection as in paragraph 17. (Answer: The sentence makes sense without the parenthetical information; the author included it as a helpful reminder.)
Publisher	Editorial Change	9780544973275	Teacher	219	Side: Big Questions	Revise for clarity: Discuss that most people have some prior knowledge and previous ideas about many topics. Explain that, when exposed to some information, it sometimes helps to sort things out if you summarize both your prior knowledge/ideas and new information. (Possible answer: I would have thought that ELLs would have a below-average graduation rate simply because of the challenge of learning English. The graph shows that with effective support, they graduate at a slightly above-average rate compared to the general student population.)	Change to: Most people have some prior knowledge and previous ideas about many topics. To evaluate new information, it can help to summarize prior knowledge and previous ideas and then do the same for the new input. (Possible answer: I would have thought that ELLs would have a below-average graduation rate simply because of the challenge of learning English. The graph shows that with effective support, they graduate at a slightly above-average rate compared to the general student population.)

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Publisher	Editorial Change	9781328476418	Teacher	219	Side: Big Questions	Revise for clarity: Discuss that most people have some prior knowledge and previous ideas about many topics. Explain that, when exposed to some information, it sometimes helps to sort things out if you summarize both your prior knowledge/ideas and new information. (Possible answer: I would have thought that ELLs would have a below-average graduation rate simply because of the challenge of learning English. The graph shows that with effective support, they graduate at a slightly above-average rate compared to the general student population.)	Change to: Most people have some prior knowledge and previous ideas about many topics. To evaluate new information, it can help to summarize prior knowledge and previous ideas and then do the same for the new input. (Possible answer: I would have thought that ELLs would have a below-average graduation rate simply because of the challenge of learning English. The graph shows that with effective support, they graduate at a slightly above-average rate compared to the general student population.)
Publisher	Editorial Change	9780544973275	Teacher	225	Side: Language Conventions	Replace to align with SE content.	Replace with: Semicolons, Colons, and Parentheses Review the information about semicolons, colons, and parentheses with students. Point out that correct punctuation can help writers separate complete thoughts and ideas. Display the following sample letter and work with students to determine the correct punctuation. Dear Sir or Madam_(:) While on vacation this summer, I visited the following states_(;) Washington, Oregon, and California. We especially enjoyed our stay in California_(;) we learned a lot and are planning to return soon. What we liked best was visiting the Spanish missions in the Los Angeles area. They gave us a real sense of history. The Old Plaza Church_(()built in 1822_()) was especially wonderful. Yours truly, Angel Rivera Practice and Apply Have partners share and discuss areas which could be improved through the use of semicolons, colons, and parentheses.
Publisher	Editorial Change	9781328476418	Teacher	225	Side: Language Conventions	Replace to align with SE content.	Replace with: Semicolons, Colons, and Parentheses Review the information about semicolons, colons, and parentheses with students. Point out that correct punctuation can help writers separate complete thoughts and ideas. Display the following sample letter and work with students to determine the correct punctuation. Dear Sir or Madam_(:) While on vacation this summer, I visited the following states_(;) Washington, Oregon, and California. We especially enjoyed our stay in California_(;) we learned a lot and are planning to return soon. What we liked best was visiting the Spanish missions in the Los Angeles area. They gave us a real sense of history. The Old Plaza Church_(()built in 1822_()) was especially wonderful. Yours truly, Angel Rivera Practice and Apply Have partners share and discuss areas which could be improved through the use of semicolons, colons, and parentheses.

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Publisher	Editorial Change	9780544973275	Teacher	225	Bottom: English Learner Support	Replace to align with SE content.	<p>Replace with: Semicolons, Colons, and Parentheses Help students understand how proper punctuation can help clarify the meaning of a sentence. Write these two sentences on the board:</p> <ul style="list-style-type: none"> •International High School a school for new-immigrant students boasts students from many countries Tibet, West Africa, and Haiti to name a few. •International High School (a school for new-immigrant students) boasts students from many countries: Tibet, West Africa, and Haiti to name a few. <p>Explain to students that without the punctuation in the second sentence, the ideas in the sentences would be confusing. Tell students that the parentheses contains additional information about the school, and the colon introduces a list. This is not immediately clear in the first sentence.</p> <p>Have students work with a partner to write a sentence using a semicolon, a colon, or set of parentheses correctly. INTERMEDIATE</p>
Publisher	Editorial Change	9781328476418	Teacher	225	Bottom: English Learner Support	Replace to align with SE content.	<p>Replace with: Semicolons, Colons, and Parentheses Help students understand how proper punctuation can help clarify the meaning of a sentence. Write these two sentences on the board:</p> <ul style="list-style-type: none"> •International High School a school for new-immigrant students boasts students from many countries Tibet, West Africa, and Haiti to name a few. •International High School (a school for new-immigrant students) boasts students from many countries: Tibet, West Africa, and Haiti to name a few. <p>Explain to students that without the punctuation in the second sentence, the ideas in the sentences would be confusing. Tell students that the parentheses contains additional information about the school, and the colon introduces a list. This is not immediately clear in the first sentence.</p> <p>Have students work with a partner to write a sentence using a semicolon, a colon, or set of parentheses correctly. INTERMEDIATE</p>
Publisher	Editorial Change	9780544973275	Teacher	227	Bottom: When Students Struggle	Delete When Students Struggle annotation. Content is not applicable to this page.	Delete "When Students Struggle" annotation.
Publisher	Editorial Change	9781328476418	Teacher	227	Bottom: When Students Struggle	Delete When Students Struggle annotation. Content is not applicable to this page.	Delete "When Students Struggle" annotation.
Publisher	Editorial Change	9780544973275	Teacher	250	Side: Analyze the Text	Add missing TEKS	Add TEKS 9B to align with SE
Publisher	Editorial Change	9781328476418	Teacher	250	Side: Analyze the Text	Add missing TEKS	Add TEKS 9B to align with SE
Publisher	Editorial Change	9780544973275	Teacher	250	Side: Analyze the Text, question 5	Revise for clarity: DOK 4: Possible response: He thinks that if he were an animal, he wouldn't have the ability to think and worry about his circumstances. Now that he can read, Douglass is tormented by his constant thoughts about being enslaved and the impossibility of freedom.	Change to: DOK 4: In other contexts, beast can mean monster or animal. He thinks that if he were an animal, he wouldn't have the ability to think and worry about his circumstances. Now that he can read, Douglass is tormented by his constant thoughts about being enslaved and the impossibility of freedom.
Publisher	Editorial Change	9781328476418	Teacher	250	Side: Analyze the Text, question 5	Revise for clarity: DOK 4: Possible response: He thinks that if he were an animal, he wouldn't have the ability to think and worry about his circumstances. Now that he can read, Douglass is tormented by his constant thoughts about being enslaved and the impossibility of freedom.	Change to: DOK 4: In other contexts, beast can mean monster or animal. He thinks that if he were an animal, he wouldn't have the ability to think and worry about his circumstances. Now that he can read, Douglass is tormented by his constant thoughts about being enslaved and the impossibility of freedom.
Publisher	Editorial Change	9780544973275	Teacher	261	Bottom: Improve Reading Fluency	Add Reading Studio annotation.	Add new annotation: Go to the Reading Studio for additional support in developing fluency.
Publisher	Editorial Change	9781328476418	Teacher	261	Bottom: Improve Reading Fluency	Add Reading Studio annotation.	Add new annotation: Go to the Reading Studio for additional support in developing fluency.

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Publisher	Editorial Change	9780544973275	Teacher	278	Bottom wrap	Add Close Read Screencast annotation.	Move annotation from page 281 to bottom wrap of page 278: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 12, a passage from the section in which the unarmed drummer boy compares himself to the armed soldiers. As a class, view and discuss the video. Then have students pair up to do an independent close read of these paragraphs. Students can record their answers on the Close Read Practice PDF.
Publisher	Editorial Change	9781328476418	Teacher	278	Bottom wrap	Add Close Read Screencast annotation.	Move annotation from page 281 to bottom wrap of page 278: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 12, a passage from the section in which the unarmed drummer boy compares himself to the armed soldiers. As a class, view and discuss the video. Then have students pair up to do an independent close read of these paragraphs. Students can record their answers on the Close Read Practice PDF.
Publisher	Editorial Change	9780544973275	Teacher	281	Bottom: Close Read Screencast	Remove Close Read Screencast annotation: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 12, a passage from the section in which the unarmed drummer boy compares himself to the armed soldiers. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 47, sentences 1–4. Students can record their answers on the Close Read Practice PDF.	Move Close Read Screencast annotation from bottom wrap to bottom of page 278.
Publisher	Editorial Change	9781328476418	Teacher	281	Bottom: Close Read Screencast	Remove Close Read Screencast annotation: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 12, a passage from the section in which the unarmed drummer boy compares himself to the armed soldiers. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 47, sentences 1–4. Students can record their answers on the Close Read Practice PDF.	Move Close Read Screencast annotation from bottom wrap to bottom of page 278.
Publisher	Editorial Change	9780544973275	Teacher	283	Bottom: English Learner Support	Revise for clarity: 1. In paragraph 7, the author writes that Joby hears a “vast wind.” What does this image tell the reader? (That the two armies are camped very close to one another, and each can be heard from the other’s camp.) 2. The General says that Joby is “the heart of the army.” What does he mean when he says this? (That Joby’s drumbeat sets the pace for the army in the battle.) 3. At the start of the story, Joby is lonely and frightened. How does he feel at the end of the story? (He is feeling ready to face the challenges of the next day.)	Change to: 1. In paragraph 7, why does Joby hear a "vast wind"? (The two armies are camped very close to one another, and each can be heard from the other’s camp.) 2. Why does the General call Joby "the heart of the army"? (Joby’s drumbeat sets the pace for the army in the battle.) 3. At the start of the story, Joby is lonely and frightened. How does he feel at the end of the story? (He is feeling ready to face the challenges of the next day.)

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Publisher	Editorial Change	9781328476418	Teacher	283	Bottom: English Learner Support	Revise for clarity: 1. In paragraph 7, the author writes that Joby hears a “vast wind.” What does this image tell the reader? (That the two armies are camped very close to one another, and each can be heard from the other’s camp.) 2. The General says that Joby is “the heart of the army.” What does he mean when he says this? (That Joby’s drumbeat sets the pace for the army in the battle.) 3. At the start of the story, Joby is lonely and frightened. How does he feel at the end of the story? (He is feeling ready to face the challenges of the next day.)	Change to: 1. In paragraph 7, why does Joby hear a "vast wind"? (The two armies are camped very close to one another, and each can be heard from the other’s camp.) 2. Why does the General call Joby "the heart of the army"? (Joby’s drumbeat sets the pace for the army in the battle.) 3. At the start of the story, Joby is lonely and frightened. How does he feel at the end of the story? (He is feeling ready to face the challenges of the next day.)
Publisher	Editorial Change	9780544973275	Teacher	289	Bottom: Improve Reading Fluency	Add Reading Studio annotation.	Add new annotation: Go to the Reading Studio for additional support in developing fluency.
Publisher	Editorial Change	9781328476418	Teacher	289	Bottom: Improve Reading Fluency	Add Reading Studio annotation.	Add new annotation: Go to the Reading Studio for additional support in developing fluency.
Publisher	Editorial Change	9780544973275	Teacher	319	Side: 1. Plan the conference	Revise heading to match SE heading: PLAN THE CONFERENCE	Change to: MAKE A PLAN
Publisher	Editorial Change	9781328476418	Teacher	319	Side: 1. Plan the conference	Revise heading to match SE heading: PLAN THE CONFERENCE	Change to: MAKE A PLAN
Publisher	Editorial Change	9780544973275	Teacher	320	Side: 2. Prepare for Your Panel Discussion	Revise heading to match SE heading: PREPARE FOR YOUR PANEL DISCUSSION	Change to: PREPARE TO PRESENT
Publisher	Editorial Change	9781328476418	Teacher	320	Side: 2. Prepare for Your Panel Discussion	Revise heading to match SE heading: PREPARE FOR YOUR PANEL DISCUSSION	Change to: PREPARE TO PRESENT
Publisher	Editorial Change	9780544973275	Teacher	320	Side: 3. Hold the Conference	Revise heading to match SE heading: HOLD THE CONFERENCE	Change to: PRESENT THE UNIT
Publisher	Editorial Change	9781328476418	Teacher	320	Side: 3. Hold the Conference	Revise heading to match SE heading: HOLD THE CONFERENCE	Change to: PRESENT THE UNIT
Publisher	Editorial Change	9780544973275	Teacher	330	Bottom: Critical Vocabulary	Revise for clarity: insulate: to protect with a layer of extra material, especially against cold, sound, or electricity.	Change to: insulate: The myelin is protecting the nerve fibers from damage.
Publisher	Editorial Change	9781328476418	Teacher	330	Bottom: Critical Vocabulary	Revise for clarity: insulate: to protect with a layer of extra material, especially against cold, sound, or electricity.	Change to: insulate: The myelin is protecting the nerve fibers from damage.
Publisher	Editorial Change	9780544973275	Teacher	330	Bottom: Improve Reading Fluency	Add Reading Studio annotation.	Add new annotation: Go to the Reading Studio for additional support in developing fluency.
Publisher	Editorial Change	9781328476418	Teacher	330	Bottom: Improve Reading Fluency	Add Reading Studio annotation.	Add new annotation: Go to the Reading Studio for additional support in developing fluency.
Publisher	Editorial Change	9780544973275	Teacher	331	Bottom: Critical Vocabulary	Revise for clarity: deplete: to reduce a resource to a very small amount or to eliminate it	Change to: deplete: If you never left home, then you would use up your parents’ resources.
Publisher	Editorial Change	9781328476418	Teacher	331	Bottom: Critical Vocabulary	Revise for clarity: deplete: to reduce a resource to a very small amount or to eliminate it	Change to: deplete: If you never left home, then you would use up your parents’ resources.
Publisher	Editorial Change	9780544973275	Teacher	332	Side: Analyze Author's Purpose	Revise answer for clarity: Answer: The heading refers to types of risk-taking that teenagers often engage in today. Underscores for pay off, lethal, innovation and creativity, reckless driving, dangerous behaviors opportunities, and potential for mastering new skills. Just as in hunter-gatherer societies, teenage risk-taking today still involves danger but has great potential for rewards.	Change to: Answer: Just as in hunter-gatherer societies, teenage risk-taking today still involves danger but has great potential for rewards.
Publisher	Editorial Change	9781328476418	Teacher	332	Side: Analyze Author's Purpose	Revise answer for clarity: Answer: The heading refers to types of risk-taking that teenagers often engage in today. Underscores for pay off, lethal, innovation and creativity, reckless driving, dangerous behaviors opportunities, and potential for mastering new skills. Just as in hunter-gatherer societies, teenage risk-taking today still involves danger but has great potential for rewards.	Change to: Answer: Just as in hunter-gatherer societies, teenage risk-taking today still involves danger but has great potential for rewards.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973275	Teacher	333	Bottom: English Learner Support, question 2	Revise for clarity: Reread paragraph 9. Look for the evidence given in this paragraph. This evidence supports an idea. What is the idea?	Change to: In paragraph 9, teenagers showed an increased response in the brain scans described. What does this prove?
Publisher	Editorial Change	9781328476418	Teacher	333	Bottom: English Learner Support, question 3	Revise for clarity: Reread paragraph 9. Look for the evidence given in this paragraph. This evidence supports an idea. What is the idea?	Change to: In paragraph 9, teenagers showed an increased response in the brain scans described. What does this prove?
Publisher	Editorial Change	9780544973275	Teacher	334	Side: Analyze the Text, answer 4	Revise answer to match question in SE: The author relies on quotations from experts to support the idea that adolescence is crucial for development.	Change to: The author uses a compare-and-contrast order when comparing humans to mammals. She writes, "By contrast, humans, under the protection of their families, take many years to develop and grow into adulthood." She uses this pattern to emphasize the difference between adolescence in humans and mammals. The author also uses a cause-and-effect order when describing the adolescent brain. She writes, "We get more and more myelin, which speeds up the communication between nerve cells, as we go through adolescence,'. . . But the price we pay is that, as myelin is laid down, flexibility diminishes." She uses this pattern to show that changes in adolescents' bodies come with both good and bad effects.
Publisher	Editorial Change	9781328476418	Teacher	334	Side: Analyze the Text, answer 4	Revise answer to match question in SE: The author relies on quotations from experts to support the idea that adolescence is crucial for development.	Change to: The author uses a compare-and-contrast order when comparing humans to mammals. She writes, "By contrast, humans, under the protection of their families, take many years to develop and grow into adulthood." She uses this pattern to emphasize the difference between adolescence in humans and mammals. The author also uses a cause-and-effect order when describing the adolescent brain. She writes, "We get more and more myelin, which speeds up the communication between nerve cells, as we go through adolescence,'. . . But the price we pay is that, as myelin is laid down, flexibility diminishes." She uses this pattern to show that changes in adolescents' bodies come with both good and bad effects.
Publisher	Editorial Change	9780544973275	Teacher	342	Bottom wrap	Move Close Read Screencast annotation from page 346.	Move annotation from page 346 to bottom wrap of 342: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 2, from "If you look close. . ." to the end of the paragraph, a passage from the section where Diondra Jordan speaks. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 15. Students can record their answers on the Close Read Practice PDF.
Publisher	Editorial Change	9781328476418	Teacher	342	Bottom wrap	Move Close Read Screencast annotation from page 346.	Move annotation from page 346 to bottom wrap of 342: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 2, from "If you look close. . ." to the end of the paragraph, a passage from the section where Diondra Jordan speaks. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 15. Students can record their answers on the Close Read Practice PDF.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973275	Teacher	346	Bottom: Close Read Screencast	Remove Close Read annotation: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 2, from "If you look close. . ." to the end of the paragraph, a passage from the section where Diondra Jordan speaks. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 15. Students can record their answers on the Close Read Practice PDF.	Move annotation from page 346 to bottom wrap of 342.
Publisher	Editorial Change	9781328476418	Teacher	346	Bottom: Close Read Screencast	Remove Close Read annotation: CLOSE READ SCREENCAST Modeled Discussion In their eBook, have students view the Close Read Screencast, in which readers discuss and annotate paragraph 2, from "If you look close. . ." to the end of the paragraph, a passage from the section where Diondra Jordan speaks. As a class, view and discuss the video. Then have students pair up to do an independent close read of paragraph 15. Students can record their answers on the Close Read Practice PDF.	Move annotation from page 346 to bottom wrap of 342.
Publisher	Editorial Change	9780544973275	Teacher	356	Bottom: To Challenge Students	Switch "To Challenge Students" annotation with "When Students Struggle" annotation from page 360: Analyze Multiple Viewpoints Discuss perspectives and opinions on any issue. Discuss how the research questions could lead to conflicting answers. Then discuss the benefits of examining an issue from different viewpoints. ASK STUDENTS to use multiple sources to answer the questions and to find at least two viewpoints for each answer. Have students share their research with the class and explain whether they agree more with one viewpoint than another.	Change to: Take Notes Some students may find it challenging to keep track of text clues. Provide a simple chart for students to jot down notes about clues and then a space for what a student knows. Finally, include a space for students to make an inference. Provide guiding questions if needed to focus student notes: Who is the speaker? What is the speaker like? What does the speaker talk about? What is important to the speaker? For additional support, go to the Reading Studio and assign the following LEVEL Up Tutorial: Making Inferences about Characters.
Publisher	Editorial Change	9781328476418	Teacher	356	Bottom: To Challenge Students	Switch "To Challenge Students" annotation with "When Students Struggle" annotation from page 360: Analyze Multiple Viewpoints Discuss perspectives and opinions on any issue. Discuss how the research questions could lead to conflicting answers. Then discuss the benefits of examining an issue from different viewpoints. ASK STUDENTS to use multiple sources to answer the questions and to find at least two viewpoints for each answer. Have students share their research with the class and explain whether they agree more with one viewpoint than another.	Change to: Take Notes Some students may find it challenging to keep track of text clues. Provide a simple chart for students to jot down notes about clues and then a space for what a student knows. Finally, include a space for students to make an inference. Provide guiding questions if needed to focus student notes: Who is the speaker? What is the speaker like? What does the speaker talk about? What is important to the speaker? For additional support, go to the Reading Studio and assign the following LEVEL Up Tutorial: Making Inferences about Characters.
Publisher	Editorial Change	9780544973275	Teacher	360	Bottom: When Students Struggle	Switch "When Students Struggle" annotation with "To Challenge Students" annotation from page 356: Take Notes Some students may find it challenging to keep track of text clues. Provide a simple chart for students to jot down notes about clues and then a space for what a student knows. Finally, include a space for students to make an inference. Provide guiding questions if needed to focus student notes: Who is the speaker? What is the speaker like? What does the speaker talk about? What is important to the speaker? For additional support, go to the Reading Studio and assign the following LEVEL Up Tutorial: Making Inferences about Characters.	Change to: Analyze Multiple Viewpoints Discuss perspectives and opinions on any issue. Discuss how the research questions could lead to conflicting answers. Then discuss the benefits of examining an issue from different viewpoints. ASK STUDENTS to use multiple sources to answer the questions and to find at least two viewpoints for each answer. Have students share their research with the class and explain whether they agree more with one viewpoint than another.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476418	Teacher	360	Bottom: When Students Struggle	Switch "When Students Struggle" annotation with "To Challenge Students" annotation from page 356: Take Notes Some students may find it challenging to keep track of text clues. Provide a simple chart for students to jot down notes about clues and then a space for what a student knows. Finally, include a space for students to make an inference. Provide guiding questions if needed to focus student notes: Who is the speaker? What is the speaker like? What does the speaker talk about? What is important to the speaker? For additional support, go to the Reading Studio and assign the following LEVEL Up Tutorial: Making Inferences about Characters.	Change to: Analyze Multiple Viewpoints Discuss perspectives and opinions on any issue. Discuss how the research questions could lead to conflicting answers. Then discuss the benefits of examining an issue from different viewpoints. ASK STUDENTS to use multiple sources to answer the questions and to find at least two viewpoints for each answer. Have students share their research with the class and explain whether they agree more with one viewpoint than another.
Publisher	Editorial Change	9780544973275	Teacher	385	Bottom: English Learner Support	Revise for clarity: 1. What is the author's main claim in "Outsmart Your Smartphone"? In your response, use the words in the text that state the main idea the author is trying to prove. (Social media "poses unique risks to adolescent well-being.") 2. What does the author suggest with the statistics, or research data, in paragraph 4? (The author suggests that almost all teens use social media in their daily lives, so they are affected by it.) 3. In paragraph 18, what does the author suggest is the difference between watching TV and going online? (Watching TV is not as stimulating as being online, and online is more social.)	Change to: 1. Which sentence from "Outsmart Your Smartphone" contains the main claim of the article? (I can say without hesitation that though social media is a useful and enticing tool, it poses unique risks to adolescent well-being.) 2. What does the author suggest with the statistics, or research data, in paragraph 4? (The author suggests that almost all teens use social media in their daily lives, so they are affected by it.) 3. Considering what the author says in paragraph 18, how is watching TV different from going online? (Watching TV is not as stimulating as being online, and online is more social.)
Publisher	Editorial Change	9781328476418	Teacher	385	Bottom: English Learner Support	Revise for clarity: 1. What is the author's main claim in "Outsmart Your Smartphone"? In your response, use the words in the text that state the main idea the author is trying to prove. (Social media "poses unique risks to adolescent well-being.") 2. What does the author suggest with the statistics, or research data, in paragraph 4? (The author suggests that almost all teens use social media in their daily lives, so they are affected by it.) 3. In paragraph 18, what does the author suggest is the difference between watching TV and going online? (Watching TV is not as stimulating as being online, and online is more social.)	Change to: 1. Which sentence from "Outsmart Your Smartphone" contains the main claim of the article? (I can say without hesitation that though social media is a useful and enticing tool, it poses unique risks to adolescent well-being.) 2. What does the author suggest with the statistics, or research data, in paragraph 4? (The author suggests that almost all teens use social media in their daily lives, so they are affected by it.) 3. Considering what the author says in paragraph 18, how is watching TV different from going online? (Watching TV is not as stimulating as being online, and online is more social.)
Publisher	Editorial Change	9780544973275	Teacher	463	Bottom: Learning Mindset	Revise for clarity: Persistence Remind students that they will grow as learners if they have a "stick to it" attitude and don't give up on challenging tasks. They should find enough stamina to complete even the most difficult assignment, and they shouldn't quit until they have finished the assignment.	Change to: Persistence Remind students that they will grow as learners if they have a "stick to it" attitude and don't give up on challenging tasks. Tell students that persistence is key to building stamina, which can allow them to finish even the most difficult assignments.
Publisher	Editorial Change	9781328476418	Teacher	463	Bottom: Learning Mindset	Revise for clarity: Persistence Remind students that they will grow as learners if they have a "stick to it" attitude and don't give up on challenging tasks. They should find enough stamina to complete even the most difficult assignment, and they shouldn't quit until they have finished the assignment.	Change to: Persistence Remind students that they will grow as learners if they have a "stick to it" attitude and don't give up on challenging tasks. Tell students that persistence is key to building stamina, which can allow them to finish even the most difficult assignments.
Publisher	Editorial Change	9780544973275	Teacher	504	Bottom: Critical Vocabulary	Revise for clarity: implore: To implore implies asking for something, but with a feeling of desperation. People implore one another when what they want seems extremely important.	Change to: implore: Anne is begging for relief from her fear.
Publisher	Editorial Change	9781328476418	Teacher	504	Bottom: Critical Vocabulary	Revise for clarity: implore: To implore implies asking for something, but with a feeling of desperation. People implore one another when what they want seems extremely important.	Change to: implore: Anne is begging for relief from her fear.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973275	Teacher	505	Bottom: Critical Vocabulary	Revise for clarity: CRITICAL VOCABULARY splendid: This is a strongly positive word which suggests that someone or something is marvelous or outstanding. ASK STUDENTS what they have done lately that others might call a splendid achievement.	Change to: CRITICAL VOCABULARY splendid: Anne loves her fountain pen and thinks it is great. ASK STUDENTS what they have done lately that others might call a splendid achievement. (Answers will vary. Receiving a perfect score on a test might be considered a splendid achievement.)
Publisher	Editorial Change	9781328476418	Teacher	505	Bottom: Critical Vocabulary	Revise for clarity: CRITICAL VOCABULARY splendid: This is a strongly positive word which suggests that someone or something is marvelous or outstanding. ASK STUDENTS what they have done lately that others might call a splendid achievement.	Change to: CRITICAL VOCABULARY splendid: Anne loves her fountain pen and thinks it is great. ASK STUDENTS what they have done lately that others might call a splendid achievement. (Answers will vary. Receiving a perfect score on a test might be considered a splendid achievement.)
Publisher	Editorial Change	9780544973275	Teacher	506	Bottom: Critical Vocabulary	Revise for clarity: conjecture: To conjecture is to guess, usually based on some evidence. In some disciplines, such as mathematics, the noun conjecture is used in much the same way as hypothesis or theory.	Change to: conjecture: Mr. Frank infers that Anne's pen was melted in the stove after finding only the pen clip.
Publisher	Editorial Change	9781328476418	Teacher	506	Bottom: Critical Vocabulary	Revise for clarity: conjecture: To conjecture is to guess, usually based on some evidence. In some disciplines, such as mathematics, the noun conjecture is used in much the same way as hypothesis or theory.	Change to: conjecture: Mr. Frank infers that Anne's pen was melted in the stove after finding only the pen clip.
Publisher	Editorial Change	9780544973275	Teacher	511	Side: Language Conventions, third paragraph	Revise to add answers: Have students complete the Practice and Apply task on their own.	Change to: Practice and Apply Have students complete the task on their own. Answers: 1. (I think his last name is Jackson) 2. (often called the City of lights) 3. (on Harris Street) 4. (48–42)
Publisher	Editorial Change	9781328476418	Teacher	511	Side: Language Conventions, third paragraph	Revise to add answers: Have students complete the Practice and Apply task on their own.	Change to: Practice and Apply Have students complete the task on their own. Answers: 1. (I think his last name is Jackson) 2. (often called the City of lights) 3. (on Harris Street) 4. (48–42)
Publisher	Editorial Change	9780544973275	Teacher	512	Side: Connect to the Essential Question	Revise for clarity: “After Auschwitz” provides an overview of concentration camps as well as a plea for people worldwide to learn from the horrific situation that we will neither perpetuate nor tolerate either religious fanaticism or racial hatred.	Change to: “After Auschwitz” provides an overview of concentration camps as well as a plea for people worldwide to learn from the horrors of the Holocaust. It stresses the importance of not tolerating religious fanaticism or racial hatred.
Publisher	Editorial Change	9781328476418	Teacher	512	Side: Connect to the Essential Question	Revise for clarity: “After Auschwitz” provides an overview of concentration camps as well as a plea for people worldwide to learn from the horrific situation that we will neither perpetuate nor tolerate either religious fanaticism or racial hatred.	Change to: “After Auschwitz” provides an overview of concentration camps as well as a plea for people worldwide to learn from the horrors of the Holocaust. It stresses the importance of not tolerating religious fanaticism or racial hatred.
Publisher	Editorial Change	9780544973275	Teacher	514	Side: Annotation Model	Revise for clarity: Point out that annotating the text has many benefits, including these four: • It is a good way to respond to questions. • It allows readers to easily re-find key information. • It serves as a form of notetaking. • It lets readers actually use the text rather than only talk about the text.	Change to: Point out that annotating the text has many benefits, including these four: • It is an effective way to respond to questions. • It allows readers to easily re-find key information. • It serves as a form of notetaking. • It lets readers actually explore the text in multiple ways in addition to discussing it collaboratively.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328476418	Teacher	514	Side: Annotation Model	Revise for clarity: Point out that annotating the text has many benefits, including these four: <ul style="list-style-type: none"> • It is a good way to respond to questions. • It allows readers to easily re-find key information. • It serves as a form of notetaking. • It lets readers actually use the text rather than only talk about the text. 	Change to: Point out that annotating the text has many benefits, including these four: <ul style="list-style-type: none"> • It is an effective way to respond to questions. • It allows readers to easily re-find key information. • It serves as a form of notetaking. • It lets readers actually explore the text in multiple ways in addition to discussing it collaboratively.
Publisher	Editorial Change	9780544973275	Teacher	517	Bottom: Applying Academic Vocabulary, second bullet	Replace question: When did the liberation of Auschwitz take place?	Change to: What was an effect of the liberation of Auschwitz?
Publisher	Editorial Change	9781328476418	Teacher	517	Bottom: Applying Academic Vocabulary, second bullet	Replace question: When did the liberation of Auschwitz take place?	Change to: What was an effect of the liberation of Auschwitz?
Publisher	Editorial Change	9780544973275	Teacher	530	Side: Research	Revise to add instruction: Remind students to include full citations for all sources and images they use in their research.	Change to: Remind students to include full citations for all sources and images they use in their research. Also remind students to be conscious of not only how they cite, but the credibility of the source they are citing. Extend Invite students to research local history if they need ideas for a new memorial. If students have answers to questions others want to continue to explore, they should respectfully share their thoughts.
Publisher	Editorial Change	9781328476418	Teacher	530	Side: Research	Revise to add instruction: Remind students to include full citations for all sources and images they use in their research.	Change to: Remind students to include full citations for all sources and images they use in their research. Also remind students to be conscious of not only how they cite, but the credibility of the source they are citing. Extend Invite students to research local history if they need ideas for a new memorial. If students have answers to questions others want to continue to explore, they should respectfully share their thoughts.
Publisher	Editorial Change	9780544973275	Teacher	533	Side: Analyze and Share	Revise for clarity: 1. Identify Connections The Diary of Anne Frank: The poem is about people who escaped; the play is about people who did not. In both, each day could bring about a huge change. The Diary of a Young Girl: Both are reactions to terrible events. The diary and poem each include reflections about life. "After Auschwitz": Both are by people who experienced the Holocaust. Both emphasize the fragility and preciousness of life.	Change to: 1. Identify Connections The Diary of Anne Frank: "There But for the Grace" is about people who escaped; the play is about people who did not. In the play and "Days", each day could bring about a huge change. The Diary of a Young Girl: The diary and "There But for the Grace" are both reactions to terrible events. The diary and "Days" each include reflections about life. "After Auschwitz": "After Auschwitz" and "There But for he Grace" are by people who experienced the Holocaust. "After Auschwitz" and "Days" both emphasize the fragility and preciousness of life.
Publisher	Editorial Change	9781328476418	Teacher	533	Side: Analyze and Share	Revise for clarity: 1. Identify Connections The Diary of Anne Frank: The poem is about people who escaped; the play is about people who did not. In both, each day could bring about a huge change. The Diary of a Young Girl: Both are reactions to terrible events. The diary and poem each include reflections about life. "After Auschwitz": Both are by people who experienced the Holocaust. Both emphasize the fragility and preciousness of life.	Change to: 1. Identify Connections The Diary of Anne Frank: "There But for the Grace" is about people who escaped; the play is about people who did not. In the play and "Days", each day could bring about a huge change. The Diary of a Young Girl: The diary and "There But for the Grace" are both reactions to terrible events. The diary and "Days" each include reflections about life. "After Auschwitz": "After Auschwitz" and "There But for he Grace" are by people who experienced the Holocaust. "After Auschwitz" and "Days" both emphasize the fragility and preciousness of life.

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Publisher	Editorial Change	9780544973275	Teacher	537	Side: Notice & Note	Revise to align with SE: From Reading to Writing Remind students that they can use Quoted Words to include the opinions or conclusions of someone who is an expert on the topic. Students can also use Quoted Words to provide support for a point they are trying to make. Remind students to format direct quotations correctly and to give credit to the source.	Change to: From Reading to Writing Remind students that they can use Memory Moments to introduce important information through the memories of a character. Students can also use Memory Moments to provide context for their narrative, provide background related to situations in the narrative, reveal details about characters' lives, or show motivation for a character.
Publisher	Editorial Change	9781328476418	Teacher	537	Side: Notice & Note	Revise to align with SE: From Reading to Writing Remind students that they can use Quoted Words to include the opinions or conclusions of someone who is an expert on the topic. Students can also use Quoted Words to provide support for a point they are trying to make. Remind students to format direct quotations correctly and to give credit to the source.	Change to: From Reading to Writing Remind students that they can use Memory Moments to introduce important information through the memories of a character. Students can also use Memory Moments to provide context for their narrative, provide background related to situations in the narrative, reveal details about characters' lives, or show motivation for a character.
Publisher	Editorial Change	9780544973275	Teacher	208C	Introduce the Selection	Revise to simplify prompt: In this lesson, students will need to explore how a home-like school setting can help shape the lives of children who are new immigrants to the United States. Read paragraph 6 with students and then have students individually complete each of the following sentences. Ask volunteers who are new immigrants to share their personal experiences related to these questions. <ul style="list-style-type: none"> • The hardest part about not speaking the language of the country in which I live would be _____. • When trying to learn a new language, I think I would _____. • A part of my culture that I would want to keep even if I were living in a different country would be _____. • If I had to suddenly move to a new country and leave my extended family and friends, one thing I would try to do to handle it all would be to _____. • One priority of mine that would probably change if I was suddenly forced to move for my family's safety would be _____. • When I see someone who is clearly from another culture, I _____. 	Change to: In this lesson, students will need to explore how a home-like school setting can help shape the lives of children who are new immigrants to the United States. However, every immigrant experience is different. Ask students who feel comfortable sharing about some adaptations they have needed to make while attending school in the United States. Then ask them to consider adaptations their American classmates would have to make if they were to immigrate to another country.
Publisher	Editorial Change	9781328476418	Teacher	208C	Introduce the Selection	Revise to simplify prompt: In this lesson, students will need to explore how a home-like school setting can help shape the lives of children who are new immigrants to the United States. Read paragraph 6 with students and then have students individually complete each of the following sentences. Ask volunteers who are new immigrants to share their personal experiences related to these questions. <ul style="list-style-type: none"> • The hardest part about not speaking the language of the country in which I live would be _____. • When trying to learn a new language, I think I would _____. • A part of my culture that I would want to keep even if I were living in a different country would be _____. • If I had to suddenly move to a new country and leave my extended family and friends, one thing I would try to do to handle it all would be to _____. • One priority of mine that would probably change if I was suddenly forced to move for my family's safety would be _____. • When I see someone who is clearly from another culture, I _____. 	Change to: In this lesson, students will need to explore how a home-like school setting can help shape the lives of children who are new immigrants to the United States. However, every immigrant experience is different. Ask students who feel comfortable sharing about some adaptations they have needed to make while attending school in the United States. Then ask them to consider adaptations their American classmates would have to make if they were to immigrate to another country.
Publisher	Editorial Change	9780544973275	Teacher	274D	Speaking, fourth bullet	Revise to address correct topic: Ask students to summarize the paragraphs, mentioning at least three events and describing them in time order with words such as first, then, and last.	Change to: Have students construct character outlines of Joby and the General by listing their traits then writing a paragraph describing each of them.
Publisher	Editorial Change	9781328476418	Teacher	274D	Speaking, fourth bullet	Revise to address correct topic: Ask students to summarize the paragraphs, mentioning at least three events and describing them in time order with words such as first, then, and last.	Change to: Have students construct character outlines of Joby and the General by listing their traits then writing a paragraph describing each of them.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780544973275	Teacher	512B	Bottom: Small-Group Options, Reciprocal Teaching	Revise to add a question: Have students read the speech manuscript. Then, have them use these question stems to each write three to five questions about the speech: <ul style="list-style-type: none"> • Why does Elie Wiesel . . . ? • What does Wiesel mean by . . . ? • What is his purpose in talking about . . . ? • What did listeners . . . ? 	Change to: Have students read the speech manuscript. Then, have them use these question stems to each write three to five questions about the speech: <ul style="list-style-type: none"> • Why does Elie Wiesel . . . ? • What does Wiesel mean by . . . ? • What is his purpose in talking about . . . ? • What did listeners . . . ? • Why is the speech important to . . . ?
Publisher	Editorial Change	9781328476418	Teacher	512B	Bottom: Small-Group Options, Reciprocal Teaching	Revise to add a question: Have students read the speech manuscript. Then, have them use these question stems to each write three to five questions about the speech: <ul style="list-style-type: none"> • Why does Elie Wiesel . . . ? • What does Wiesel mean by . . . ? • What is his purpose in talking about . . . ? • What did listeners . . . ? 	Change to: Have students read the speech manuscript. Then, have them use these question stems to each write three to five questions about the speech: <ul style="list-style-type: none"> • Why does Elie Wiesel . . . ? • What does Wiesel mean by . . . ? • What is his purpose in talking about . . . ? • What did listeners . . . ? • Why is the speech important to . . . ?
Publisher	Editorial Change	9780544973275	Teacher	76D	Reading, first bullet	Replace instruction: Work with students to have them identify how the author organizes her ideas. Ask: Why is Oz a different world where Dorothy goes in The Wizard of Oz? [It is different from our world.]	Change to: Work with students to understand paragraph 4. Ask questions that can be answered yes or no. For example, ask: Horror stories are scary when readers believe the events are possible. (yes)
Publisher	Editorial Change	9781328476418	Teacher	76D	Reading, first bullet	Replace instruction: Work with students to have them identify how the author organizes her ideas. Ask: Why is Oz a different world where Dorothy goes in The Wizard of Oz? [It is different from our world.]	Change to: Work with students to understand paragraph 4. Ask questions that can be answered yes or no. For example, ask: Horror stories are scary when readers believe the events are possible. (yes)
Publisher	Editorial Change	9780544973275	Teacher	90B	Summaries: English	Revise English Summary for accuracy: “The Tell-Tale Heart” is narrated by an unbalanced man who kills his neighbor for reasons that seem to make sense to him—but which likely make no sense at all to the reader. After murdering the neighbor, the narrator conceals his work and calmly greets police officers who have been sent to the scene by reports of screams.	Change to: “The Tell-Tale Heart” is narrated by an unbalanced man who kills an old man for reasons that seem to make sense to him—but which likely make no sense at all to the reader. After murdering the old man , the narrator conceals his work and calmly greets police officers who have been sent to the scene by reports of screams.
Publisher	Editorial Change	9781328476418	Teacher	90B	Summaries: English	Revise English Summary for accuracy: “The Tell-Tale Heart” is narrated by an unbalanced man who kills his neighbor for reasons that seem to make sense to him—but which likely make no sense at all to the reader. After murdering the neighbor, the narrator conceals his work and calmly greets police officers who have been sent to the scene by reports of screams.	Change to: “The Tell-Tale Heart” is narrated by an unbalanced man who kills an old man for reasons that seem to make sense to him—but which likely make no sense at all to the reader. After murdering the old man , the narrator conceals his work and calmly greets police officers who have been sent to the scene by reports of screams.
Publisher	Editorial Change	9780544973275	Teacher	90B	Summaries: Spanish	Spanish summary is incorrect.	Replace Spanish summary.
Publisher	Editorial Change	9781328476418	Teacher	90B	Summaries: Spanish	Spanish summary is incorrect.	Replace Spanish summary.
Publisher	Editorial Change	9780544973275	Teacher	NA	throughout	Reduced facsimiles of the Student Edition may contain editorial corrections or editorial changes.	Update Student Edition reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9781328476418	Teacher	NA	throughout	Reduced facsimiles of the Student Edition may contain editorial corrections or editorial changes.	Update Student Edition reduced facsimiles with corrected versions throughout.
Publisher	Editorial Change	9780544973275	Teacher	T17	Page title	Revise title to add "Blended": Grow Your Practice with Personalized Professional Learning	Change to "Grow Your Practice with Personalized Blended Professional Learning."
Publisher	Editorial Change	9781328476418	Teacher	T17	Page title	Revise title to add "Blended": Grow Your Practice with Personalized Professional Learning	Change to "Grow Your Practice with Personalized Blended Professional Learning."
Publisher	Editorial Change	9780544973275	Teacher	T17	Second bullet	Revise for clarity: Follow-Up Modules: Take a deeper dive into the program’s instructional practices and key topics including digital tools and resources, assessments, data, and reports to enhance your practice.	Change to: Follow-Up: Choose from relevant instructional topics to create a personalized in-person or online Follow-Up experience to deepen program mastery and enhance teaching practices.

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Publisher	Editorial Change	9781328476418	Teacher	T17	Second bullet	Revise for clarity: Follow-Up Modules: Take a deeper dive into the program’s instructional practices and key topics including digital tools and resources, assessments, data, and reports to enhance your practice.	Change to: Follow-Up: Choose from relevant instructional topics to create a personalized in-person or online Follow-Up experience to deepen program mastery and enhance teaching practices.
Publisher	Editorial Change	9780544973275	Teacher	T17	Third bullet	Change "shoulder-to-shoulder" to "just-in-time": Experience shoulder-to-shoulder support to ensure continuous professional learning that is student-centered and grounded in data.	Change to: Experience just-in-time support to ensure continuous professional learning that is student-centered and grounded in data.
Publisher	Editorial Change	9781328476418	Teacher	T17	Third bullet	Change "shoulder-to-shoulder" to "just-in-time": Experience shoulder-to-shoulder support to ensure continuous professional learning that is student-centered and grounded in data.	Change to: Experience just-in-time support to ensure continuous professional learning that is student-centered and grounded in data.
Publisher	Editorial Change	9780544973275	Teacher	T17	Fourth bullet	Delete "pedagogical and digital": Get on-demand access to program experts who will answer pedagogical and digital questions and provide personalized conferencing and digital demonstrations to support implementation.	Change to: Get on-demand access to program experts who will answer questions and provide personalized conferencing and digital demonstrations to support implementation.
Publisher	Editorial Change	9781328476418	Teacher	T17	Fourth bullet	Delete "pedagogical and digital": Get on-demand access to program experts who will answer pedagogical and digital questions and provide personalized conferencing and digital demonstrations to support implementation.	Change to: Get on-demand access to program experts who will answer questions and provide personalized conferencing and digital demonstrations to support implementation.
Publisher	Editorial Change	9780544973275	Teacher	T17	New fifth bullet	Add new fifth bullet.	Add: • Technical Services: Plan, prepare, implement, and operate technology with ease.
Publisher	Editorial Change	9781328476418	Teacher	T17	New fifth bullet	Add new fifth bullet.	Add: • Technical Services: Plan, prepare, implement, and operate technology with ease.
Publisher	Editorial Change	9780544973275	Teacher	T19	Side: Additional Novel Connections	Replace novel connection: Brave New World by Aldous Huxley	Change to: I, Robot by Isaac Asimov
Publisher	Editorial Change	9781328476418	Teacher	T19	Side: Additional Novel Connections	Replace novel connection: Brave New World by Aldous Huxley	Change to: I, Robot by Isaac Asimov
Publisher	Editorial Change	9780544973275	Teacher	T21	Side: Additional Novel Connections	Revise novel connections: Frankenstein by Mary Shelley The Strange Case of Dr. Jekyll and Mr. Hyde	Change to: Coraline by Neil Gaiman The Strange Case of Dr. Jekyll and Mr. Hyde
Publisher	Editorial Change	9781328476418	Teacher	T21	Side: Additional Novel Connections	Revise novel connections: Frankenstein by Mary Shelley The Strange Case of Dr. Jekyll and Mr. Hyde	Change to: Coraline by Neil Gaiman The Strange Case of Dr. Jekyll and Mr. Hyde
Publisher	Editorial Change	9780544973275	Teacher	T23	Side: Additional Novel Connections	Replace novel connection: The Bean Trees by Barbara Kingsolver	Change to: Out of the Dust by Karen Hesse
Publisher	Editorial Change	9781328476418	Teacher	T23	Side: Additional Novel Connections	Replace novel connection: The Bean Trees by Barbara Kingsolver	Change to: Out of the Dust by Karen Hesse
Publisher	Editorial Change	9780544973275	Teacher	T27	Side: Additional Novel Connections	Replace novel connection: Reaching Out by Francisco Jimenez	Change to: Criss Cross by Lynne Rae Perkins
Publisher	Editorial Change	9781328476418	Teacher	T27	Side: Additional Novel Connections	Replace novel connection: Reaching Out by Francisco Jimenez	Change to: Criss Cross by Lynne Rae Perkins

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780544973275	Teacher	85	Side wrap	Add missing "Analyze Literary Criticism" reference	Insert: [pencil icon] ANALYZE LITERARY CRITICISM Remind students that the controlling idea is the opinion around which the writing is organized. If needed, work with students to identify the evidence and examples the author cites in each paragraph to support her opinion.. (Answer: The author's controlling idea is that not all horror stories are about monsters. The structure and organization of a horror story is its core. And the source of the horror can come from within or without. She supports her ideas by citing familiar horror stories and common experiences.)
Publisher	New Content	9781328476418	Teacher	85	Side wrap	Add missing "Analyze Literary Criticism" reference	Insert: [pencil icon] ANALYZE LITERARY CRITICISM Remind students that the controlling idea is the opinion around which the writing is organized. If needed, work with students to identify the evidence and examples the author cites in each paragraph to support her opinion.. (Answer: The author's controlling idea is that not all horror stories are about monsters. The structure and organization of a horror story is its core. And the source of the horror can come from within or without. She supports her ideas by citing familiar horror stories and common experiences.)
English Language Arts and Reading, Grade 8 <i>Texas Houghton Mifflin Harcourt Into Literature Digital Classroom Package Grade 8 (ISBN 9781328554949)</i>							
Publisher	Editorial Change	9781328476418	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328476418	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328476418	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328476418	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328476418	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328476418	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
Spanish Language Arts and Reading, Kindergarten <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Hybrid Classroom Package Grade K (ISBN 9781328560223) and Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade K (ISBN 9781328560186)</i>							

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State Review Panel	Error Correction	9781328490865	Student	19	Top of page, main head and lines 1-3	TEMA Y TEMA PRINCIPAL El tema es de lo que se trata un texto en una o dos palabras. El tema principal es el mensaje o la lección que el autor quiere que el lector aprenda.	TEMA Y MENSAJE BÁSICO El tema es de lo que se trata un texto en una o dos palabras. El mensaje básico es la lección que el autor quiere que el lector aprenda.
State Review Panel	Error Correction	9781328490865	Student	19	Line 5, below blank line	Escribe el tema principal o mensaje de <i>¡Me gusta cómo soy!</i>	Escribe el mensaje básico de <i>¡Me gusta cómo soy!</i>
State Review Panel	Error Correction	9781328553355	Student	19	Top of page, main head and lines 1-3	TEMA Y TEMA PRINCIPAL El tema es de lo que se trata un texto en una o dos palabras. El tema principal es el mensaje o la lección que el autor quiere que el lector aprenda.	TEMA Y MENSAJE BÁSICO El tema es de lo que se trata un texto en una o dos palabras. El mensaje básico es la lección que el autor quiere que el lector aprenda.
State Review Panel	Error Correction	9781328553355	Student	19	Line 5, below blank line	Escribe el tema principal o mensaje de <i>¡Me gusta cómo soy!</i>	Escribe el mensaje básico de <i>¡Me gusta cómo soy!</i>
State Review Panel	Error Correction	9781328522832	Student	110	Bullet 2	(caminan / caminaron)	(caminan / caminaban)
State Review Panel	Error Correction	9781328522832	Student	110	Bullet 3	(cocina / cocinó)	(cocina / cocinaba)
State Review Panel	Error Correction	9781328553355	Student	110	Bullet 2	(caminan / caminaron)	(caminan / caminaban)
State Review Panel	Error Correction	9781328553355	Student	110	Bullet 3	(cocina / cocinó)	(cocina / cocinaba)
State Review Panel	Error Correction	9781328490865		25	Top of page, main head and lines 1-4	TEMA PRINCIPAL El tema principal de una fábula es el mensaje o lección que el autor quiere que el lector aprenda. Escribe el tema principal de <i>El gran deseo del conejito pequeño</i> .	MENSAJE BÁSICO El mensaje básico de una fábula es la lección que el autor quiere que el lector aprenda. Escribe el mensaje básico de <i>El gran deseo del conejito pequeño</i> .
State Review Panel	Error Correction	9781328553355		25	Top of page, main head and lines 1-4	TEMA PRINCIPAL El tema principal de una fábula es el mensaje o lección que el autor quiere que el lector aprenda. Escribe el tema principal de <i>El gran deseo del conejito pequeño</i> .	MENSAJE BÁSICO El mensaje básico de una fábula es la lección que el autor quiere que el lector aprenda. Escribe el mensaje básico de <i>El gran deseo del conejito pequeño</i> .
Publisher	Editorial Change	9781328484680	Student	23	Lines 1-2	Rafa está sentado en un carrito.	Rafa está sentado.
Publisher	Editorial Change	9781328553355	Student	23	Lines 1-2	Rafa está sentado en un carrito.	Rafa está sentado.
Publisher	Editorial Change	9781328484680	Student	27	Rr box on top half of page	Non decodable word included in activity	Remove "carrito" from box.
Publisher	Editorial Change	9781328553355	Student	27	Rr box on top half of page	Non decodable word included in activity	Remove "carrito" from box.
Publisher	Editorial Change	9781328490865	Student	34	First paragraph, first line	es el mensaje o la lección	es la lección
Publisher	Editorial Change	9781328553355	Student	34	First paragraph, first line	es el mensaje o la lección	es la lección
Publisher	Editorial Change	9781328484680	Student	65	Lines 1-2	No te equivoques de camino.	¿Qué camino tomarás?
Publisher	Editorial Change	9781328553355	Student	65	Lines 1-2	No te equivoques de camino.	¿Qué camino tomarás?
Publisher	Editorial Change	9781328522580	Student	77	Left column, items 2-3	2. Vuelve arriba. Dibuja un círculo hacia delante. 3. Dibuja otro círculo hacia delante.	2. Vuelve arriba. Dibuja medio círculo hacia delante. 3. Dibuja otro medio círculo hacia delante.
Publisher	Editorial Change	9781328522580	Student	77	Right column, item 2	2. Párate en el medio y dibuja un círculo hacia delante.	2. Párate en el medio y dibuja medio círculo hacia delante.
Publisher	Editorial Change	9781328553355	Student	77	Left column, items 2-3	2. Vuelve arriba. Dibuja un círculo hacia delante. 3. Dibuja otro círculo hacia delante.	2. Vuelve arriba. Dibuja medio círculo hacia delante. 3. Dibuja otro medio círculo hacia delante.
Publisher	Editorial Change	9781328553355	Student	77	Right column, item 2	2. Párate en el medio y dibuja un círculo hacia delante.	2. Párate en el medio y dibuja medio círculo hacia delante.
Publisher	Editorial Change	9781328522580	Student	83	Left column, item 2	2. Vuelve arriba. Dibuja un círculo hacia delante.	2. Vuelve arriba. Dibuja medio círculo hacia delante.

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Publisher	Editorial Change	9781328553355	Student	83	Left column, item 2	2. Vuelve arriba. Dibuja un círculo hacia delante.	2. Vuelve arriba. Dibuja medio círculo hacia delante.
Publisher	Editorial Change	9781328490865	Student	112	Right column, atónito entry, last sentence	<i>Me quedé atónito cuando vi lo que me mostraron mis amigos.</i>	<i>Nos quedamos atónitos al leer lo que sucedió en el cuento.</i>
Publisher	Editorial Change	9781328490865	Student	112	Right column, ayudar entry, last sentence	<i>Me gusta ayudar a mi mamá con la ropa para lavar.</i>	<i>Kayla siempre ayuda con la ropa lavada.</i>
Publisher	Editorial Change	9781328553355	Student	112	Right column, atónito entry, last sentence	<i>Me quedé atónito cuando vi lo que me mostraron mis amigos.</i>	<i>Nos quedamos atónitos al leer lo que sucedió en el cuento.</i>
Publisher	Editorial Change	9781328553355	Student	112	Right column, ayudar entry, last sentence	<i>Me gusta ayudar a mi mamá con la ropa para lavar.</i>	<i>Kayla siempre ayuda con la ropa lavada.</i>
Publisher	Editorial Change	9781328490865	Student	113	Left column, brindar entry, last sentence	<i>La mamá ave atrapa un gusano para brindar alimento al ave bebé.</i>	<i>La mamá ave brinda alimento al ave bebé.</i>
Publisher	Editorial Change	9781328490865	Student	113	Left column, buscar entry, last sentence	<i>¡ Busqué mi conejito de peluche que faltaba toda la mañana hasta que lo encontré!</i>	<i>La niña busca su conejito de peluche debajo de la cama.</i>
Publisher	Editorial Change	9781328553355	Student	113	Left column, brindar entry, last sentence	<i>La mamá ave atrapa un gusano para brindar alimento al ave bebé.</i>	<i>La mamá ave brinda alimento al ave bebé.</i>
Publisher	Editorial Change	9781328553355	Student	113	Left column, buscar entry, last sentence	<i>¡ Busqué mi conejito de peluche que faltaba toda la mañana hasta que lo encontré!</i>	<i>La niña busca su conejito de peluche debajo de la cama.</i>
Publisher	Editorial Change	9781328490865	Student	114	Right column, creer entry, last sentence	<i>Creo que las personas deben ser amables con los demás.</i>	<i>El niño creyó que su hermana necesitaba ayuda.</i>
Publisher	Editorial Change	9781328553355	Student	114	Right column, creer entry, last sentence	<i>Creo que las personas deben ser amables con los demás.</i>	<i>El niño creyó que su hermana necesitaba ayuda.</i>
Publisher	Editorial Change	9781328490865	Student	115	Right column, demasiado entry, sentences 1-2	Quando tienes demasiado , tienes una cantidad excesiva: más de lo que necesitas. <i>La niña comió demasiado y ahora le duele la barriga.</i>	Quando alguien hace algo demasiado rápido, lo hace a una velocidad excesiva. <i>La niña comió demasiado rápido y ahora le duele la barriga.</i>
Publisher	Editorial Change	9781328553355	Student	115	Right column, demasiado entry, sentences 1-2	Quando tienes demasiado , tienes una cantidad excesiva: más de lo que necesitas. <i>La niña comió demasiado y ahora le duele la barriga.</i>	Quando alguien hace algo demasiado rápido, lo hace a una velocidad excesiva. <i>La niña comió demasiado rápido y ahora le duele la barriga.</i>
Publisher	Editorial Change	9781328490865	Student	116	Right column, encontrarse entry, last sentence	<i>La familia se sorprendió cuando se encontró con algunos venados mientras caminaban.</i>	<i>Al caminar cerca del lago, ellos se encuentran con algunas venados.</i>
Publisher	Editorial Change	9781328490865	Student	116	Left column, emocionante entry last sentence	<i>Es emocionante anotar y llevar a tu equipo a la victoria.</i>	<i>Ser parte de un equipo es emocionante.</i>
Publisher	Editorial Change	9781328553355	Student	116	Right column, encontrarse entry, last sentence	<i>La familia se sorprendió cuando se encontró con algunos venados mientras caminaban.</i>	<i>Al caminar cerca del lago, ellos se encuentran con algunas venados.</i>
Publisher	Editorial Change	9781328553355	Student	116	Left column, emocionante entry last sentence	<i>Es emocionante anotar y llevar a tu equipo a la victoria.</i>	<i>Ser parte de un equipo es emocionante.</i>
Publisher	Editorial Change	9781328490865	Student	119	Right column, huerta entry, last sentence	<i>Él planta distintas flores y frutas en su huerta.</i>	<i>Plantamos especias y verduras en la huerta.</i>
Publisher	Editorial Change	9781328553355	Student	119	Right column, huerta entry, last sentence	<i>Él planta distintas flores y frutas en su huerta.</i>	<i>Plantamos especias y verduras en la huerta.</i>
Publisher	Editorial Change	9781328490865	Student	122	Left column, observar entry, last sentence	<i>La niña se para cerca para observar los patos.</i>	<i>Sami observó con detenimiento a los patos.</i>
Publisher	Editorial Change	9781328490865	Student	122	Right column, pelar entry, last sentence	<i>Pelamos las bananas antes de comerlas.</i>	<i>Debemos pelar los plátanos antes de comerlos.</i>
Publisher	Editorial Change	9781328553355	Student	122	Left column, observar entry, last sentence	<i>La niña se para cerca para observar los patos.</i>	<i>Sami observó con detenimiento a los patos.</i>
Publisher	Editorial Change	9781328553355	Student	122	Right column, pelar entry, last sentence	<i>Pelamos las bananas antes de comerlas.</i>	<i>Debemos pelar los plátanos antes de comerlos.</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328490865	Student	124	Left column, presa entry, sentence 1	Un animal que cazan otros animales es una presa .	Una presa es una animal que otros animales cazan.
Publisher	Editorial Change	9781328553355	Student	124	Left column, presa entry, sentence 1	Un animal que cazan otros animales es una presa .	Una presa es una animal que otros animales cazan.
Publisher	Editorial Change	9781328490865	Student	125	Right column, sorprendido entry, last sentence	<i>Los acontecimientos del cuento me dejaron sorprendida ; no esperaba algo así.</i>	<i>Valeria se mostró muy sorprendida al ver su pastel de cumpleaños.</i>
Publisher	Editorial Change	9781328553355	Student	125	Right column, sorprendido entry, last sentence	<i>Los acontecimientos del cuento me dejaron sorprendida ; no esperaba algo así.</i>	<i>Valeria se mostró muy sorprendida al ver su pastel de cumpleaños.</i>
Publisher	Editorial Change	9781328490865	Student	126	Right column, valle entry, last sentence	<i>Algunos bisontes comen hierba en el valle .</i>	<i>Algunas personas construyen sus casas en el valle .</i>
Publisher	Editorial Change	9781328553355	Student	126	Right column, valle entry, last sentence	<i>Algunos bisontes comen hierba en el valle .</i>	<i>Algunas personas construyen sus casas en el valle .</i>
Publisher	Editorial Change	9781328522832	Student	130	Bubble on bottom of page	Mi color preferido es el amarillo porque me gustan las bananas.	Mi color preferido es el amarillo porque me gustan los plátanos.
Publisher	Editorial Change	9781328553355	Student	130	Bubble on bottom of page	Mi color preferido es el amarillo porque me gustan las bananas.	Mi color preferido es el amarillo porque me gustan los plátanos.
Publisher	Editorial Change	9781328522832	Student	133	Text on paragraph 2	de lo que trata el texto principalmente	la idea más importante de un texto
Publisher	Editorial Change	9781328553355	Student	133	Text on paragraph 2	de lo que trata el texto principalmente	la idea más importante de un texto
Publisher	Editorial Change	9781328522580	Student	136	Left column, items 1-2	Baja en diagonal hacia la derecha. 2. Sube en diagonal hacia la derecha.	Baja en línea recta y dibuja una curva hacia la izquierda. 2. Vuelve arriba. Dibuja una línea hacia la derecha.
Publisher	Editorial Change	9781328522580	Student	136	Right column, items 1-2	Baja en diagonal hacia la derecha. 2. Sube en diagonal hacia la derecha.	Baja en línea recta pasando la base y dibuja una curva hacia la izquierda. 2. Sube y marca un punto.
Publisher	Editorial Change	9781328553355	Student	136	Left column, items 1-2	Baja en diagonal hacia la derecha. 2. Sube en diagonal hacia la derecha.	Baja en línea recta y dibuja una curva hacia la izquierda. 2. Vuelve arriba. Dibuja una línea hacia la derecha.
Publisher	Editorial Change	9781328553355	Student	136	Right column, items 1-2	Baja en diagonal hacia la derecha. 2. Sube en diagonal hacia la derecha.	Baja en línea recta pasando la base y dibuja una curva hacia la izquierda. 2. Sube y marca un punto.
Publisher	Editorial Change	9781328471024	Teacher	N/A	Throughout	tema principal	Change to “mensaje básico” to be consistent with the change requested by TEA Review Panel.
Publisher	Editorial Change	9781328485564	Teacher	N/A	Throughout	tema principal	Change to “mensaje básico” to be consistent with the change requested by TEA Review Panel.
Publisher	Editorial Change	9781328471062	Teacher	N17	Left column, lines 21-22 in story	Repeated text	Remove “—preguntó Gallinita Dorada.”
Publisher	Editorial Change	9781328471062	Teacher	N17	Left column, line 31 in story	Repeated text	Remove “—preguntó Gallinita Dorada.”
Publisher	Editorial Change	9781328485564	Teacher	N17	Left column, lines 21-22 in story	Repeated text	Remove “—preguntó Gallinita Dorada.”
Publisher	Editorial Change	9781328485564	Teacher	N17	Left column, line 31 in story	Repeated text	Remove “—preguntó Gallinita Dorada.”
Publisher	Editorial Change	9781328471055	Teacher	T101	Spanish column, Repasar las letras del abecedario section, last bulleted paragraph, end of last sentence	Missing text	Guíelos preguntando: <i>¿Cuáles son los sonidos de la letra c? (/s/ y /k/) ¿Qué dibujo empieza con c/k/?</i> (conejo) Pida a los niños que conecten con una línea la letra y el dibujo. Continúe con el resto de las palabras.
Publisher	Editorial Change	9781328485564	Teacher	T101	Spanish column, Repasar las letras del abecedario section, last bulleted paragraph, end of last sentence	Missing text	Guíelos preguntando: <i>¿Cuáles son los sonidos de la letra c? (/s/ y /k/) ¿Qué dibujo empieza con c/k/?</i> (conejo) Pida a los niños que conecten con una línea la letra y el dibujo. Continúe con el resto de las palabras.

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Publisher	Editorial Change	9781328470980	Teacher	T113	Main column, Identificar la vocal section	Missing bulleted paragraph between bulleted paragraphs 1 and 2	<bu> Pregunte: <i>¿Para qué creen que quiere la escalera?</i> (para llegar al cielo)
Publisher	Editorial Change	9781328485564	Teacher	T113	Main column, Identificar la vocal section	Missing bulleted paragraph between bulleted paragraphs 1 and 2	<bu> Pregunte: <i>¿Para qué creen que quiere la escalera?</i> (para llegar al cielo)
Publisher	Editorial Change	9781328471031	Teacher	T120	Middle column, space after current box	Missing text	<Add Vocabulario del lector box> <Book icon> Vocabulario del lector <blue>ritmo:</blue> compás o patrón de un poema o un texto <blue>rima:</blue> palabras que tienen los mismos sonidos al final
Publisher	Editorial Change	9781328485564	Teacher	T120	Middle column, space after current box	Missing text	<Add Vocabulario del lector box> <Book icon> Vocabulario del lector <blue>ritmo:</blue> compás o patrón de un poema o un texto <blue>rima:</blue> palabras que tienen los mismos sonidos al final
Publisher	Editorial Change	9781328470980	Teacher	T121	Main column, middle of the page, reduction and entry for page 18	Página 18: ¿Cuántas palabras? <bu> Pida a los niños que escuchen cada palabra mientras lee la primera oración de la página. Pídeles que aplaudan una vez por cada palabra. <i>¿Cuántas palabras hay en la oración?</i> (cinco) <bu> Repita el procedimiento con la segunda oración de la página. Pregunte: <i>¿Cuántas palabras hay en la oración?</i> (cuatro)	Delete and close up.
Publisher	Editorial Change	9781328470980	Teacher	T121	Right column, middle of the page, entry for page 18	Page 18: How Many Words? <bu> Tell children to listen for each word as you read the first sentence on the page. Have them clap once for each word. <i>How many words are in the sentence?</i> (five) <bu> Repeat the procedure with the second sentence on the page. Ask: <i>How many words are in the sentence?</i> (four)	Delete and close up space.
Publisher	Editorial Change	9781328470980	Teacher	T121	Main column, bottom of the page	Missing reduction, new subheading and the two bulleted paragraphs	Página 28: A no perderse los carteles <bu> Señale los rótulos y letreros de la pág. 28. <i>¡Hay palabras a nuestro alrededor en la vida cotidiana! Esa es una de las razones por las que necesitamos convertirnos en buenos lectores.</i> <bu> Use la rutina de LECTURA EN ECO para leer cada cartel. Luego, cuenten a coro el número de palabras que hay en cada uno.
Publisher	Editorial Change	9781328470980	Teacher	T121	Right column, bottom of the column	Missing new subheading and the two bulleted paragraphs	Page 28: Don't Miss the Signs! <bu> Notice the environmental print on p. 28. <i>There are words all around us in our everyday life! That's one of the reasons why we need to become good readers.</i> <bu> Use ECHO READING to read each sign. Then chorally count the number of words in each one.
Publisher	Editorial Change	9781328485564	Teacher	T121	Main column, middle of the page, reduction and entry for page 18	Página 18: ¿Cuántas palabras? <bu> Pida a los niños que escuchen cada palabra mientras lee la primera oración de la página. Pídeles que aplaudan una vez por cada palabra. <i>¿Cuántas palabras hay en la oración?</i> (cinco) <bu> Repita el procedimiento con la segunda oración de la página. Pregunte: <i>¿Cuántas palabras hay en la oración?</i> (cuatro)	Delete and close up.
Publisher	Editorial Change	9781328485564	Teacher	T121	Right column, middle of the page, entry for page 18	Page 18: How Many Words? <bu> Tell children to listen for each word as you read the first sentence on the page. Have them clap once for each word. <i>How many words are in the sentence?</i> (five) <bu> Repeat the procedure with the second sentence on the page. Ask: <i>How many words are in the sentence?</i> (four)	Delete and close up space.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485564	Teacher	T121	Main column, bottom of the page	Missing reduction, new subheading and the two bulleted paragraphs	Página 28: A no perderse los carteles <bu> Señale los rótulos y letreros de la pág. 28. <i>¡Hay palabras a nuestro alrededor en la vida cotidiana! Esa es una de las razones por las que necesitamos convertirnos en buenos lectores.</i> <bu> Use la rutina de LECTURA EN ECO para leer cada cartel. Luego, cuenten a coro el número de palabras que hay en cada uno.
Publisher	Editorial Change	9781328485564	Teacher	T121	Right column, bottom of the column	Missing new subheading and the two bulleted paragraphs	Page 28: Don't Miss the Signs! <bu> Notice the environmental print on p. 28. <i>There are words all around us in our everyday life! That's one of the reasons why we need to become good readers.</i> <bu> Use ECHO READING to read each sign. Then chorally count the number of words in each one.
Publisher	Editorial Change	9781328470980	Teacher	T139	Top box, left column, paragraph 2, lines 6 and 7	Dé a los niños algunos libros en inglés y pídale que traten de averiguar el significado de las palabras que no conocen usando el contexto.	Pida a los niños que, en parejas, traten de averiguar el significado de la palabra <i>reader</i> usando el contexto: <i>A good reader thinks about the story and looks at the pictures.</i>
Publisher	Editorial Change	9781328485564	Teacher	T139	Top box, left column, paragraph 2, lines 6 and 7	Dé a los niños algunos libros en inglés y pídale que traten de averiguar el significado de las palabras que no conocen usando el contexto.	Pida a los niños que, en parejas, traten de averiguar el significado de la palabra <i>reader</i> usando el contexto: <i>A good reader thinks about the story and looks at the pictures.</i>
Publisher	Editorial Change	9781328471055	Teacher	T142	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario
Publisher	Editorial Change	9781328485564	Teacher	T142	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario
Publisher	Editorial Change	9781328470980	Teacher	T149	Table on main column, column 1, row 2	10	"Rompecabezas"
Publisher	Editorial Change	9781328470980	Teacher	T149	Table on main column, column 1, row 3	16 y 17	"¡Uy!"
Publisher	Editorial Change	9781328470980	Teacher	T149	Table on main column, column 1, row 4	22	"¡Silencio, por favor!"
Publisher	Editorial Change	9781328485564	Teacher	T149	Table on main column, column 1, row 2	10	"Rompecabezas"
Publisher	Editorial Change	9781328485564	Teacher	T149	Table on main column, column 1, row 3	16 y 17	"¡Uy!"
Publisher	Editorial Change	9781328485564	Teacher	T149	Table on main column, column 1, row 4	22	"¡Silencio, por favor!"
Publisher	Editorial Change	9781328471062	Teacher	T160	End of middle column	Missing redux and caption	[Insert redux of Aprende y demuestra, p. 200] [caption] Aprende y demuestra , pág. 200
Publisher	Editorial Change	9781328485564	Teacher	T160	End of middle column	Missing redux and caption	[Insert redux of Aprende y demuestra, p. 200] [caption] Aprende y demuestra , pág. 200
Publisher	Editorial Change	9781328470980	Teacher	T161	Main column, Practicar los sonidos y la caligrafía section, end of bullet 5	Missing text	Guíelos preguntando: <i>¿Cuál es la palabra?</i> (anillo) <i>¿Qué letra representa el primer sonido, /a/?</i> (a) Continúe con el resto de las palabras.
Publisher	Editorial Change	9781328485564	Teacher	T161	Main column, Practicar los sonidos y la caligrafía section, end of bullet 5	Missing text	Guíelos preguntando: <i>¿Cuál es la palabra?</i> (anillo) <i>¿Qué letra representa el primer sonido, /a/?</i> (a) Continúe con el resto de las palabras.
Publisher	Editorial Change	9781328470980	Teacher	T17	Top left activity, Materiales	Página imprimible: Clasificar por palabras que riman	Página imprimible: Clasificar por palabras que riman: -rro, -ón, -era; -llo, -lo, -so; -ña, -ta, -te; -pa, -na, -sa

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Publisher	Editorial Change	9781328485564	Teacher	T17	Top left activity, Materiales	Página imprimible: Clasificar por palabras que riman	Página imprimible: Clasificar por palabras que riman: -rro, -ón, -era; -llo, -lo, -so; -ña, -ta, -te; -pa, -na, -sa
Publisher	Editorial Change	9781328471024	Teacher	T180	Vocabulario del lector box	detalles:	detalles clave:
Publisher	Editorial Change	9781328485564	Teacher	T180	Vocabulario del lector box	detalles:	detalles clave:
Publisher	Editorial Change	9781328470980	Teacher	T183	Main column, Repasar los sonidos y la caligrafía section, end of bullet 5	Missing text	Guíelos preguntando: <i>¿Cuál es la palabra?</i> (isla) <i>¿Qué letra representa el primer sonido, /i/?</i> (i) Continúe con el resto de las palabras.
Publisher	Editorial Change	9781328485564	Teacher	T183	Main column, Repasar los sonidos y la caligrafía section, end of bullet 5	Missing text	Guíelos preguntando: <i>¿Cuál es la palabra?</i> (isla) <i>¿Qué letra representa el primer sonido, /i/?</i> (i) Continúe con el resto de las palabras.
Publisher	Editorial Change	9781328470980	Teacher	T193	Main column, Repasar las vocales section, end of bullet 4	Missing text	Guíelos preguntando: <i>¿Cuál es el sonido de la letra a?</i> (/a/) <i>¿Qué dibujo empieza con a /a/?</i> (agua) Pida a los niños que conecten con una línea la letra y el dibujo. Continúe con el resto de las palabras.
Publisher	Editorial Change	9781328485564	Teacher	T193	Main column, Repasar las vocales section, end of bullet 4	Missing text	Guíelos preguntando: <i>¿Cuál es el sonido de la letra a?</i> (/a/) <i>¿Qué dibujo empieza con a /a/?</i> (agua) Pida a los niños que conecten con una línea la letra y el dibujo. Continúe con el resto de las palabras.
Publisher	Editorial Change	9781328471055	Teacher	T202	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario
Publisher	Editorial Change	9781328485564	Teacher	T202	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario
Publisher	Editorial Change	9781328471048	Teacher	T210	Spanish column, space before "Conexión con la fonética"	Missing box	Add "Corregir y encauzar" box
Publisher	Editorial Change	9781328485564	Teacher	T210	Spanish column, space before "Conexión con la fonética"	Missing box	Add "Corregir y encauzar" box
Publisher	Editorial Change	9781328470980	Teacher	T22	Bottom of the page, "Trabajo con palabras" section, third bullet.	Libros de Alfamigos	Libros de las letras
Publisher	Editorial Change	9781328485564	Teacher	T22	Bottom of the page, "Trabajo con palabras" section, third bullet.	Libros de Alfamigos	Libros de las letras
Publisher	Editorial Change	9781328471055	Teacher	T22	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario
Publisher	Editorial Change	9781328485564	Teacher	T22	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario
Publisher	Editorial Change	9781328471048	Teacher	T220	Spanish column, between 3rd and 4th bulleted paragraphs	Missing box	Add "Corregir y encauzar" box

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Publisher	Editorial Change	9781328485564	Teacher	T20	Spanish column, between 3rd and 4th bulleted paragraphs	Missing box	Add "Corregir y encauzar" box
Publisher	Editorial Change	9781328471048	Teacher	T23	Lección 5 column, Destrezas fundamentales section, bullet 4	Repasar los textos decodificables: (pág. T75)	Repasar los textos decodificables: <i>Cinco gatitos pequeñitos; La panadería de Nuño</i> (pág. T75)
Publisher	Editorial Change	9781328485564	Teacher	T23	Lección 5 column, Destrezas fundamentales section, bullet 4	Repasar los textos decodificables: (pág. T75)	Repasar los textos decodificables: <i>Cinco gatitos pequeñitos; La panadería de Nuño</i> (pág. T75)
Publisher	Editorial Change	9781328470980	Teacher	T24	Radiografía del texto box, right column, first line and first bullet	Determinar el significado de las palabras <bu> <i>fácil/difícil</i>	Delete and close up space.
Publisher	Editorial Change	9781328485564	Teacher	T24	Radiografía del texto box, right column, first line and first bullet	Determinar el significado de las palabras <bu> <i>fácil/difícil</i>	Delete and close up space.
Publisher	Editorial Change	9781328471017	Teacher	T243	Yellow box in middle column	Opciones diarias para grupos pequeños	Enseñanza en grupos pequeños
Publisher	Editorial Change	9781328471017	Teacher	T243	Main column, second paragraph under "Formar palabras con <i>que, qui /k/</i> "	Reparta conjuntos de sílabas recortadas del cuaderno de Página imprimible: Formar palabras 4.4.	Reparta conjuntos de sílabas recortadas de la Página imprimible: Formar palabras 4.4.
Publisher	Editorial Change	9781328485564	Teacher	T243	Yellow box in middle column	Opciones diarias para grupos pequeños	Enseñanza en grupos pequeños
Publisher	Editorial Change	9781328485564	Teacher	T243	Main column, second paragraph under "Formar palabras con <i>que, qui /k/</i> "	Reparta conjuntos de sílabas recortadas del cuaderno de Página imprimible: Formar palabras 4.4.	Reparta conjuntos de sílabas recortadas de la Página imprimible: Formar palabras 4.4.
Publisher	Editorial Change	9781328470997	Teacher	T3	Bottom circular photo on the page	Wrong photo	Replacement with right photo.
Publisher	Editorial Change	9781328485564	Teacher	T3	Bottom circular photo on the page	Wrong photo	Replacement with right photo.
Publisher	Editorial Change	9781328471048	Teacher	T5	Destrezas fundamentales box, middle column, bullets 3 and 4	<bu> Sílabas <i>gue, qui</i> <bu> Repaso de sílabas <i>ga, go, gu, güe, güi, ce, ci</i> ; sílabas con <i>y /y/, z /z/, h, j /j/</i>	<bu> Repaso de sílabas <i>ga, go, gu, gue, qui, güe, güi, ce, ci</i> ; sílabas con <i>y /y/, z /z/, h, j /j/</i>
Publisher	Editorial Change	9781328485564	Teacher	T5	Destrezas fundamentales box, middle column, bullets 3 and 4	<bu> Sílabas <i>gue, qui</i> <bu> Repaso de sílabas <i>ga, go, gu, güe, güi, ce, ci</i> ; sílabas con <i>y /y/, z /z/, h, j /j/</i>	<bu> Repaso de sílabas <i>ga, go, gu, gue, qui, güe, güi, ce, ci</i> ; sílabas con <i>y /y/, z /z/, h, j /j/</i>
Publisher	Editorial Change	9781328471024	Teacher	T73	Middle column, OBJETIVOS DE APRENDIZAJE box, bullet 1	Escribir palabras con <i>v</i> .	Escribir palabras con patrones silábicos comunes con <i>v</i> .
Publisher	Editorial Change	9781328485564	Teacher	T73	Middle column, OBJETIVOS DE APRENDIZAJE box, bullet 1	Escribir palabras con <i>v</i> .	Escribir palabras con patrones silábicos comunes con <i>v</i> .
Publisher	Editorial Change	9781328471055	Teacher	T82	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario

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Publisher	Editorial Change	9781328485564	Teacher	T82	Bottom box (Centros de lectoescritura del Módulo 8), Rincón de la lectura section, bullet 1	Estudio de grabación	Estudio de grabación: Libros del abecedario
Publisher	Editorial Change	9781328471017	Teacher	T98	Table in main column, third row, third column	<i>Es emocionante anotar y llevar a tu equipo a la victoria.</i>	<i>Ser parte de un equipo es emocionante.</i>
Publisher	Editorial Change	9781328485564	Teacher	T98	Table in main column, third row, third column	<i>Es emocionante anotar y llevar a tu equipo a la victoria.</i>	<i>Ser parte de un equipo es emocionante.</i>
Publisher	New Content	9781328470980	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328470997	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328471000	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328471017	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328471024	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328471031	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328471048	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328471055	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328471062	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Publisher	New Content	9781328485564	Teacher	R5-R25	Resources section	New resource	Add new teacher end matter pages, pp. R5-R25.
Spanish Language Arts and Reading, Kindergarten <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade K (ISBN 9781328560186)</i>							
Publisher	Editorial Change	9781328485564	Student	Bingo	Title of activity	Bingo	Cómo jugar al bingo
Publisher	Editorial Change	9781328485564	Student	Clasificación de imágenes	Title of activity	Clasificación de imágenes	Cómo jugar juegos de clasificación de imágenes
Publisher	Editorial Change	9781328485564	Student	Elementos del cuento	Bottom right section, text below title	el mensaje o lección de un cuento	la lección de un cuento
Publisher	Editorial Change	9781328485564	Student	Juego de memoria	Title of activity	Juego de memoria	Cómo jugar un juego de memoria

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485564	Student	Juegos de tablero	Title of activity	Juegos de tablero	Cómo jugar juegos de tablero
Publisher	Editorial Change	9781328485564	Student	Mi mentalidad de aprendizaje	Main grid, row 2, box 1	Establecer objetivos	Fijarse metas
Publisher	Editorial Change	9781328485564	Student	Mi mentalidad de aprendizaje	Main grid, row 2, box 3	Hago preguntas cuando me quedo atascado.	Hago preguntas cuando me quedo trabado.
Publisher	Editorial Change	9781328485564	Student	Mi mentalidad de aprendizaje	Main grid, row 3, box 2	Resolución de problemas	Resolver problemas
Publisher	Editorial Change	9781328485564	Student	Poema del Superlibro "Mi vecino"	Poem title	Mi vecino	Mi barrio
Publisher	Editorial Change	9781328485564	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485564	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485564	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485564	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485564	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485564	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.

Spanish Language Arts and Reading, Grade 1

Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Hybrid Classroom Package Grade 1 (ISBN 9781328560230) and Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 1 (ISBN 9781328560193)

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State Review Panel	Editorial Change	9781328522597	Student	17	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."
State Review Panel	Editorial Change	9781328485632	Student	17	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."
Publisher	Editorial Change	9781328522849	Student	3.10	Lines 4–6	Muchos también comen zanahorias y manzanas	A muchos también les gustan las zanahorias y las manzanas.
Publisher	Editorial Change	9781328485632	Student	3.10	Lines 4–6	Muchos también comen zanahorias y manzanas	A muchos también les gustan las zanahorias y las manzanas.
Publisher	Editorial Change	9781328522849	Student	3.12	Chart, row 3	¿Los sustantivos plurales y singulares son correctos?	¿El autor usa los sustantivos plurales y singulares correctamente?
Publisher	Editorial Change	9781328485632	Student	3.12	Chart, row 3	¿Los sustantivos plurales y singulares son correctos?	¿El autor usa los sustantivos plurales y singulares correctamente?
Publisher	Editorial Change	9781328522849	Student	3.8	Lines 2–4	Mi animal favorito es el caballo. Los caballos son inteligentes y hacen	El caballo es mi animal favorito. Es inteligente y hace
Publisher	Editorial Change	9781328485632	Student	3.8	Lines 2–4	Mi animal favorito es el caballo. Los caballos son inteligentes y hacen	El caballo es mi animal favorito. Es inteligente y hace
Publisher	Editorial Change	9781328522849	Student	3.9	Lines 2–3	Hoy, muchos caballos viven en granjas o en ranchos	Hoy, la mayoría de los caballos vive en granjas o ranchos.
Publisher	Editorial Change	9781328485632	Student	3.9	Lines 2–3	Hoy, muchos caballos viven en granjas o en ranchos	Hoy, la mayoría de los caballos vive en granjas o ranchos.
Publisher	Editorial Change	9781328463142	Student	30	line 4	por algunos días	para buscar a su familia
Publisher	Editorial Change	9781328485632	Student	30	line 4	por algunos días	para buscar a su familia
Publisher	Editorial Change	9781328484765	Student	46	Lines 3-4	Se forma al chocar los rayos del sol con la tierra.	Se forma cuando la parte superior de la atmósfera captura pequeñas partículas del Sol.
Publisher	Editorial Change	9781328485632	Student	46	Lines 3-4	Se forma al chocar los rayos del sol con la tierra.	Se forma cuando la parte superior de la atmósfera captura pequeñas partículas del Sol.
Publisher	Editorial Change	9781328484765	Student	48	Line 3	mucho cobre. El cobre es un metal de color rojizo.	muchos minerales. Uno de esos minerales, el hierro, se disuelve en el agua.
Publisher	Editorial Change	9781328484765	Student	48	Line 9	diferentes. Por eso lo llaman "Lago Moteado".	cuando el agua se evapora, en el verano.
Publisher	Editorial Change	9781328485632	Student	48	Line 3	mucho cobre. El cobre es un metal de color rojizo.	muchos minerales. Uno de esos minerales, el hierro, se disuelve en el agua.
Publisher	Editorial Change	9781328485632	Student	48	Line 9	diferentes. Por eso lo llaman "Lago Moteado".	cuando el agua se evapora, en el verano.
Publisher	Editorial Change	9781328484765	Student	49	Line 6	Los	Algunos
Publisher	Editorial Change	9781328484765	Student	49	Lines 7-8	hace millones de años porque allí chocó un meteorito.	por la erosión. Otros creen que se creó por el choque de un meteorito.
Publisher	Editorial Change	9781328485632	Student	49	Line 6	Los	Algunos
Publisher	Editorial Change	9781328485632	Student	49	Lines 7-8	hace millones de años porque allí chocó un meteorito.	por la erosión. Otros creen que se creó por el choque de un meteorito.
Publisher	Editorial Change	9781328484765	Student	51	Top box, "Pista 1" section, lines 1-2	Como tiene manchas, el lago se llama así.	Estas sustancias manchan el agua del lago Kliluk.
Publisher	Editorial Change	9781328484765	Student	51	Top box, line 3	Rima con peleado.	Rima con <bf>generales</bf>.
Publisher	Editorial Change	9781328485632	Student	51	Top box, "Pista 1" section, lines 1-2Top box, line 1	Como tiene manchas, el lago se llama así.	Estas sustancias manchan el agua del lago Kliluk.
Publisher	Editorial Change	9781328485632	Student	51	Top box, line 3	Rima con peleado.	Rima con <bf>generales</bf>.

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Publisher	Editorial Change	9781328484765	Student	52	Item 6	Lago Moteado está en Canadá.	río Tinto está en España.
Publisher	Editorial Change	9781328485632	Student	52	Item 6	Lago Moteado está en Canadá.	río Tinto está en España.
Publisher	Editorial Change	9781328463128	Student	55	bottom of page	Sun rebus is not needed.	Replace sun rebus with word "sol".
Publisher	Editorial Change	9781328485632	Student	55	bottom of page	Sun rebus is not needed.	Replace sun rebus with word "sol".
Publisher	Editorial Change	9781328484758	Student	62	Items 5-6	5. Los monitos pueden ser muy atrevidos y descarados. 6. Si se descuidan, los monitos podrían descolgarse de una rama.	5. Los chimpancés pueden ser muy atrevidos y descarados. 6. Si se descuidan, los chimpancés podrían descolgarse de una rama.
Publisher	Editorial Change	9781328485632	Student	62	Items 5-6	5. Los monitos pueden ser muy atrevidos y descarados. 6. Si se descuidan, los monitos podrían descolgarse de una rama.	5. Los chimpancés pueden ser muy atrevidos y descarados. 6. Si se descuidan, los chimpancés podrían descolgarse de una rama.
Publisher	Editorial Change	9781328484758	Student	63	Item 1, 3	1. ¿Qué hace la mamá conejo para darle calor a los conejitos? 3. ¿Qué hacen los monitos para alimentarse?	1. ¿Qué usa la mamá conejo para darle calor a los conejitos? 3. ¿Qué hacen los chimpancés para alimentarse?
Publisher	Editorial Change	9781328485632	Student	63	Item 1, 3	1. ¿Qué hace la mamá conejo para darle calor a los conejitos? 3. ¿Qué hacen los monitos para alimentarse?	1. ¿Qué usa la mamá conejo para darle calor a los conejitos? 3. ¿Qué hacen los chimpancés para alimentarse?
Publisher	Editorial Change	9781328463135	Student	106	Line 2	La primera fue de	El primer animal que fotografiaron fue
Publisher	Editorial Change	9781328485632	Student	106	Line 2	La primera fue de	El primer animal que fotografiaron fue
Publisher	Editorial Change	9781328522597	Student	111	Paragraph 3, line 2	¿Por qué va Gerald a buscar la pelota de Piggie?	¿Por qué va Geraldo a buscar la pelota de Cerdita?
Publisher	Editorial Change	9781328522597	Student	111	Paragraph 4, line 1	Gerald y Piggie	Geraldo y Cerdita
Publisher	Editorial Change	9781328485632	Student	111	Paragraph 3, line 2	¿Por qué va Gerald a buscar la pelota de Piggie?	¿Por qué va Geraldo a buscar la pelota de Cerdita?
Publisher	Editorial Change	9781328485632	Student	111	Paragraph 4, line 1	Gerald y Piggie	Geraldo y Cerdita
Publisher	Editorial Change	9781328522597	Student	112	Paragraph 4, line 2	alumnos	estudiantes
Publisher	Editorial Change	9781328485632	Student	112	Paragraph 4, line 2	alumnos	estudiantes
Publisher	Editorial Change	9781328463135	Student	115	Head	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328463135	Student	115	Main paragraph	El primer dinosaurio en caminar por la Tierra no era grande. Tenía la altura de un pastor alemán y una cola de tres pies.	Este fue uno de los primeros dinosaurios en caminar por la Tierra. Tenía la altura de un pastor alemán.
Publisher	Editorial Change	9781328485632	Student	115	Head	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328485632	Student	115	Main paragraph	El primer dinosaurio en caminar por la Tierra no era grande. Tenía la altura de un pastor alemán y una cola de tres pies.	Este fue uno de los primeros dinosaurios en caminar por la Tierra. Tenía la altura de un pastor alemán.
Publisher	Editorial Change	9781328463135	Student	116	All text on page	Un dinosaurio marino con un cuerpo enorme fue este. Medía más de sesenta pies y tenía aletas. Vivía en el mar y nunca pisaba tierra.	Este enorme reptil marino medía unos 15 pies y tenía cuatro aletas. El plesiosaurio usaba sus aletas como remos para nadar.
Publisher	Editorial Change	9781328485632	Student	116	All text on page	Un dinosaurio marino con un cuerpo enorme fue este. Medía más de sesenta pies y tenía aletas. Vivía en el mar y nunca pisaba tierra.	Este enorme reptil marino medía unos 15 pies y tenía cuatro aletas. El plesiosaurio usaba sus aletas como remos para nadar.
Publisher	Editorial Change	9781328463135	Student	117	All text on page	Dreadnoughtus schrani El dinosaurio más grande fue descubierto en América del Sur. Su cuerpo era tan grande como una casa, ¡y pesaba como doce elefantes!	Patagotitan mayorum Este tal vez fue el dinosaurio más grande del mundo. ¡Su cuerpo pesaba tanto como doce elefantes!
Publisher	Editorial Change	9781328485632	Student	117	All text on page	Dreadnoughtus schrani El dinosaurio más grande fue descubierto en América del Sur. Su cuerpo era tan grande como una casa, ¡y pesaba como doce elefantes!	Patagotitan mayorum Este tal vez fue el dinosaurio más grande del mundo. ¡Su cuerpo pesaba tanto como doce elefantes!
Publisher	Editorial Change	9781328463135	Student	119	Line 4	tan grande como un enorme toro!	como una armadura que lo mantenía a salvo!
Publisher	Editorial Change	9781328485632	Student	119	Line 4	tan grande como un enorme toro!	como una armadura que lo mantenía a salvo!

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328463135	Student	120	All text on page	¡Este dinosaurio podía volar! Su cuerpo era como el de un cuervo grande, casi como un cóndor. Además, era carnívoro.	[Delete picture of condor and caption] Este reptil podía volar, pero no era un ave. ¡Su cuerpo no tenía plumas y su pico tenía muchos dientes!
Publisher	Editorial Change	9781328485632	Student	120	All text on page	¡Este dinosaurio podía volar! Su cuerpo era como el de un cuervo grande, casi como un cóndor. Además, era carnívoro.	[Delete picture of condor and caption] Este reptil podía volar, pero no era un ave. ¡Su cuerpo no tenía plumas y su pico tenía muchos dientes!
Publisher	Editorial Change	9781328463135	Student	121	Text in box	Una cosa verde que comían los dinosaurios.	Este reptil podía volar.
Publisher	Editorial Change	9781328485632	Student	121	Text in box	Una cosa verde que comían los dinosaurios.	Este reptil podía volar.
Publisher	Editorial Change	9781328463135	Student	122	Item 5-6	5. El primer dinosaurio era tan grande como un pastor alemán. 6. Un dinosaurio marino tenía un cuerpo enorme y nadaba en el mar.	5. Este dinosaurio era tan grande como un pastor alemán. 6. Este reptil marino tenía un cuerpo enorme y nadaba en el mar.
Publisher	Editorial Change	9781328485632	Student	122	Item 5-6	5. El primer dinosaurio era tan grande como un pastor alemán. 6. Un dinosaurio marino tenía un cuerpo enorme y nadaba en el mar.	5. Este dinosaurio era tan grande como un pastor alemán. 6. Este reptil marino tenía un cuerpo enorme y nadaba en el mar.
Publisher	Editorial Change	9781328463135	Student	123	Item 2	dinosaurio	reptil
Publisher	Editorial Change	9781328485632	Student	123	Item 2	dinosaurio	reptil
Publisher	Editorial Change	9781328522597	Student	164	Paragraph 1, line 2	palabra	oración
Publisher	Editorial Change	9781328485632	Student	164	Paragraph 1, line 2	palabra	oración
Publisher	Editorial Change	9781328503701	Student	190	top of page	missing entry	Add new entry: lugar Los lugares son las partes de una ciudad o pueblo donde puedes hacer cosas. ¿Hay lugares donde vives para andar en bicicleta?
Publisher	Editorial Change	9781328485632	Student	190	top of page	missing entry	Add new entry: lugar Los lugares son las partes de una ciudad o pueblo donde puedes hacer cosas. ¿Hay lugares donde vives para andar en bicicleta?
Publisher	Editorial Change	9781328503701	Student	191	below nuevo entry	missing entry	Add new entry: paseo Cuando vas de paseo , vas de un lugar a otro para pasar un buen rato. Mi familia fue de paseo al lago.
Publisher	Editorial Change	9781328485632	Student	191	below nuevo entry	missing entry	Add new entry: paseo Cuando vas de paseo , vas de un lugar a otro para pasar un buen rato. Mi familia fue de paseo al lago.
Publisher	Editorial Change	9781328504425	Student	196	"Estudio del género" section, first bullet	tema principal	mensaje
Publisher	Editorial Change	9781328485632	Student	196	"Estudio del género" section, first bullet	tema principal	mensaje
Publisher	Editorial Change	9781328504425	Student	210	bottom of page	missing entry	Add new entry: promesa Si algo es una promesa , significa que se convertirá en algo bueno. María es una promesa para el equipo de fútbol.
Publisher	Editorial Change	9781328485632	Student	210	bottom of page	missing entry	Add new entry: promesa Si algo es una promesa , significa que se convertirá en algo bueno. María es una promesa para el equipo de fútbol.
Publisher	Editorial Change	9781328504425	Student	211	top of page	missing entry	Add new entry: recto Si son rectos , no están inclinados ni son curvos. Usa una regla para dibujar una línea recta .
Publisher	Editorial Change	9781328485632	Student	211	top of page	missing entry	Add new entry: recto Si son rectos , no están inclinados ni son curvos. Usa una regla para dibujar una línea recta .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328504418	Student	212	below aparecer entry	missing entry	Add new entry: aprovechar Cuando puedes aprovechar algo, puedes usar lo mejor de eso. Como llueve, podemos aprovechar para ver una película.
Publisher	Editorial Change	9781328485632	Student	212	below aparecer entry	missing entry	Add new entry: aprovechar Cuando puedes aprovechar algo, puedes usar lo mejor de eso. Como llueve, podemos aprovechar para ver una película.
Publisher	Editorial Change	9781328504470	Teacher	128	Top "LEER PARA COMPRENDER" box, bullet 2, line 1	para establezcan	para que establezcan
Publisher	Editorial Change	9781328485571	Teacher	128	Top "LEER PARA COMPRENDER" box, bullet 2, line 1	para establezcan	para que establezcan
Publisher	Editorial Change	9781328504463	Teacher	150	"Apoyo para el aprendizaje por niveles" box, bullet 1, line 1	piensen en por qué el autor eligió incluir la tabla y esta qué información da esta.	piensen en por qué el autor eligió incluir la tabla y qué información da esta.
Publisher	Editorial Change	9781328485571	Teacher	150	"Apoyo para el aprendizaje por niveles" box, bullet 1, line 1	piensen en por qué el autor eligió incluir la tabla y esta qué información da esta.	piensen en por qué el autor eligió incluir la tabla y qué información da esta.
Publisher	Editorial Change	9781328504470	Teacher	156	"Apoyo para el aprendizaje por niveles" box, bullet 1, line 2	texto y las características las	texto, las
Publisher	Editorial Change	9781328485571	Teacher	156	"Apoyo para el aprendizaje por niveles" box, bullet 1, line 2	texto y las características las	texto, las
Publisher	Editorial Change	9781328522726	Teacher	E18	Main column, bullet 8, line 2	Muestre a los niños la portada del libro y señale las notas musicales. Pregunte: <i>¿Por qué creen que el ilustrador incluyó notas musicales en la portada del libro? ¿Qué pistas nos da eso sobre de qué tratará el libro?</i>	Muestre a los niños la portada del libro y señale las dos personas que se ven en ella. Pregunte: <i>¿Pueden adivinar quiénes son estas personas? ¿Qué pueden observar acerca de ellas? ¿Qué pistas nos da la portada acerca de lo que ocurrirá en el libro?</i>
Publisher	Editorial Change	9781328485571	Teacher	E18	Main column, bullet 8, line 2	Muestre a los niños la portada del libro y señale las notas musicales. Pregunte: <i>¿Por qué creen que el ilustrador incluyó notas musicales en la portada del libro? ¿Qué pistas nos da eso sobre de qué tratará el libro?</i>	Muestre a los niños la portada del libro y señale las dos personas que se ven en ella. Pregunte: <i>¿Pueden adivinar quiénes son estas personas? ¿Qué pueden observar acerca de ellas? ¿Qué pistas nos da la portada acerca de lo que ocurrirá en el libro?</i>
Publisher	Editorial Change	9781328471086	Teacher	E26	Spanish column, Paso 3, line 1	Palabras compuestas	Orden alfabético
Publisher	Editorial Change	9781328485571	Teacher	E26	Spanish column, Paso 3, line 1	Palabras compuestas	Orden alfabético
Publisher	Editorial Change	9781328522726	Teacher	E28	Main column, bullet 8, line 3	mayúsculas.	mayúsculas al escribir sustantivos propios.
Publisher	Editorial Change	9781328485571	Teacher	E28	Main column, bullet 8, line 3	mayúsculas.	mayúsculas al escribir sustantivos propios.
Publisher	Editorial Change	9781328485571	Teacher	E282	Main column, bullet 2, line 2	Comente la oración de ejemplo: Algo en esta cocina huele bien.	Proyecte Mostrar y motivar: Gramática 2.9.2b . Comente la oración de ejemplo: Algo en esta cocina huele bien.
Publisher	Editorial Change	9781328522726	Teacher	E282	Main column, bullet 2, line 2	Comente la oración de ejemplo: Algo en esta cocina huele bien.	Proyecte Mostrar y motivar: Gramática 2.9.2b . Comente la oración de ejemplo: Algo en esta cocina huele bien.
Publisher	Editorial Change	9781328522726	Teacher	E284	Main column, bullet 2, line 1	Comente la oración de ejemplo Cualquiera puede juntar manzanas.	Proyecte Mostrar y motivar: Gramática 2.9.4b . Comente la oración de ejemplo <i>Cualquiera puede juntar manzanas.</i>
Publisher	Editorial Change	9781328485571	Teacher	E284	Main column, bullet 2, line 1	Comente la oración de ejemplo Cualquiera puede juntar manzanas.	Proyecte Mostrar y motivar: Gramática 2.9.4b . Comente la oración de ejemplo <i>Cualquiera puede juntar manzanas.</i>
Publisher	Editorial Change	9781328522726	Teacher	E291	Spanish column, "Conectar y enseñar" section, bullet 2, lines 7–8	la terminación <i>-é</i> en <i>caminé, jugué, y hablé</i> indica	la terminación <i>-ó</i> en <i>miró y mostró</i> indica

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485571	Teacher	E291	Spanish column, "Conectar y enseñar" section, bullet 2, lines 7–8	la terminación <i>-é</i> en <i>caminé, jugué, y hablé</i> indica	la terminación <i>-ó</i> en <i>miró y mostró</i> indica
Publisher	Editorial Change	9781328522726	Teacher	E344	Spanish column, bullet 5, lines 3-6	<i>La camioneta grande va muy rápido. Mi cometa será azul. El niño ayudó a su buen amigo. ¿Cuándo ha llenado el tubo la madre?</i>	<i>Claudia infló el globo nuevamente. El ave podía volar gracias a sus blancas plumas. La clase sobre plantas fue fácil. El pastel de plátano estaba blando.</i>
Publisher	Editorial Change	9781328485571	Teacher	E344	Spanish column, bullet 5, lines 3-6	<i>La camioneta grande va muy rápido. Mi cometa será azul. El niño ayudó a su buen amigo. ¿Cuándo ha llenado el tubo la madre?</i>	<i>Claudia infló el globo nuevamente. El ave podía volar gracias a sus blancas plumas. La clase sobre plantas fue fácil. El pastel de plátano estaba blando.</i>
Publisher	Editorial Change	9781328522726	Teacher	E61	Middle column, "Apoyo para la gramática aprendida" box, bullet 2, line 1	adjetivos,	sustantivos singulares y plurales,
Publisher	Editorial Change	9781328485571	Teacher	E61	Middle column, "Apoyo para la gramática aprendida" box, bullet 2, line 1	adjetivos,	sustantivos singulares y plurales,
Publisher	Editorial Change	9781328522726	Teacher	E68	Spanish column, "Presentar las palabras de acción" section, bullet 3, lines 4–5	<i>Tú debes construir una gran casa. Él le gritó al sol.</i>	<i>Debes construir una casa muy grande. Un habitante llamó al sol.</i>
Publisher	Editorial Change	9781328485571	Teacher	E68	Spanish column, "Presentar las palabras de acción" section, bullet 3, lines 4–5	<i>Tú debes construir una gran casa. Él le gritó al sol.</i>	<i>Debes construir una casa muy grande. Un habitante llamó al sol.</i>
Publisher	Editorial Change	9781328522726	Teacher	R1	Recursos section, second line in box	Table of contents is outdated	Update table of contents
Publisher	Editorial Change	9781328485571	Teacher	R1	Recursos section, second line in box	Table of contents is outdated	Update table of contents
Publisher	Editorial Change	9781328471130	Teacher	T106	"Reforzar las destrezas fundamentales" box, left column, bullet 1, line 2	los rayos del sol chocan con la tierra	la parte superior de la atmósfera captura pequeñas partículas del Sol
Publisher	Editorial Change	9781328485571	Teacher	T106	"Reforzar las destrezas fundamentales" box, left column, bullet 1, line 2	los rayos del sol chocan con la tierra	la parte superior de la atmósfera captura pequeñas partículas del Sol
Publisher	Editorial Change	9781328471123	Teacher	T192	"Reforzar las destrezas fundamentales" section, left column, paragraph 1, line 3	monos	chimpancés
Publisher	Editorial Change	9781328485571	Teacher	T192	"Reforzar las destrezas fundamentales" section, left column, paragraph 1, line 3	monos	chimpancés
Publisher	Editorial Change	9781328471093	Teacher	T208	"Observa y anota" section, line 2	¿Por qué el personaje actuaría (se sentiría) de esta manera?	¿En qué me hace pensar esto?
Publisher	Editorial Change	9781328485571	Teacher	T208	"Observa y anota" section, line 2	¿Por qué el personaje actuaría (se sentiría) de esta manera?	¿En qué me hace pensar esto?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328471086	Teacher	T217	"En pocos minutos" section, bullet 2, line 4	<i>Susi, sale, lila.</i>	<i>silla, lechuza.</i>
Publisher	Editorial Change	9781328485571	Teacher	T217	"En pocos minutos" section, bullet 2, line 4	<i>Susi, sale, lila.</i>	<i>silla, lechuza.</i>
Publisher	Editorial Change	9781328471123	Teacher	T220	Caption below reduxes	Qué monos	De rama en rama
Publisher	Editorial Change	9781328471123	Teacher	T220	"Reforzar las destrezas fundamentales" section, left column, paragraph 2, line 3	monos	simios
Publisher	Editorial Change	9781328471123	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, bullet 1, line 1	monos	simios
Publisher	Editorial Change	9781328471123	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, bullet 2, line 1	los monitos	las crías de chimpancé
Publisher	Editorial Change	9781328471123	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, bullet 3, line 1	los monitos	estos pequeños
Publisher	Editorial Change	9781328471123	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, last paragraph, line 2	Qué monos	De rama en rama
Publisher	Editorial Change	9781328485571	Teacher	T220	Caption below reduxes	Qué monos	De rama en rama
Publisher	Editorial Change	9781328485571	Teacher	T220	"Reforzar las destrezas fundamentales" section, left column, paragraph 2, line 3	monos	simios
Publisher	Editorial Change	9781328485571	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, bullet 1, line 1	monos	simios
Publisher	Editorial Change	9781328485571	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, bullet 2, line 1	los monitos	las crías de chimpancé
Publisher	Editorial Change	9781328485571	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, bullet 3, line 1	los monitos	estos pequeños
Publisher	Editorial Change	9781328485571	Teacher	T220	"Reforzar las destrezas fundamentales" section, right column, last paragraph, line 2	Qué monos	De rama en rama
Publisher	Editorial Change	9781328471086	Teacher	T221	Spanish column, "Nuestro turno" section, paragraph 1	<line 1> Pista de palabras del cuento <line 3-4, hyperlink> Pista de palabras del cuento	<line 1> Combinar y leer <line 3-4, set as hyperlink> Combinar y leer
Publisher	Editorial Change	9781328485571	Teacher	T221	Spanish column, "Nuestro turno" section, paragraph 1	<line 1> Pista de palabras del cuento <line 3-4, hyperlink> Pista de palabras del cuento	<line 1> Combinar y leer <line 3-4, set as hyperlink> Combinar y leer

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328471123	Teacher	T221	"En pocos minutos" section, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T221	"En pocos minutos" section, bullet 1, lines 1–2	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T221	"En pocos minutos" section, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T221	"En pocos minutos" section, bullet 1, lines 1–2	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T223	"Lectura inicial" redux caption, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T223	"Lectura inicial" redux caption, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T225	Middle column, "Conexión con la enseñanza en grupos pequeños" box, line 3	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T225	Middle column, "Conexión con la enseñanza en grupos pequeños" box, line 3	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T232	Redux caption below 1st redux	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T232	"Reforzar las destrezas fundamentales" section, left column, paragraph 2, line 3	monos	simios
Publisher	Editorial Change	9781328485571	Teacher	T232	Redux caption below 1st redux	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T232	"Reforzar las destrezas fundamentales" section, left column, paragraph 2, line 3	monos	simios
Publisher	Editorial Change	9781328471123	Teacher	T233	"En pocos minutos" section, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T233	"En pocos minutos" section, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T235	"Lectura inicial" redux caption, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T235	"Lectura inicial" redux caption, line 1	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T244	"Reforzar las destrezas fundamentales" section, left column, bullet 2	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471123	Teacher	T244	"Reforzar las destrezas fundamentales" section, right column, bullet 1, line 2	monos	chimpancés

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485571	Teacher	T244	"Reforzar las destrezas fundamentales" section, left column, bullet 2	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T244	"Reforzar las destrezas fundamentales" section, right column, bullet 1, line 2	monos	chimpancés
Publisher	Editorial Change	9781328471123	Teacher	T245	Redux caption	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328485571	Teacher	T245	Redux caption	<i>Qué monos</i>	<i>De rama en rama</i>
Publisher	Editorial Change	9781328471130	Teacher	T256	"Reforzar las destrezas fundamentales" box, left column, bullet 5, lines 1–2	<i>¿Qué hace el hada en los dos cuentos que María no puede hacer?</i> (En los dos cuentos el hada vuela)	<delete text>
Publisher	Editorial Change	9781328471130	Teacher	T256	"Reforzar las destrezas fundamentales" box, right column, bullet 2, lines 1–2	<i>¿Qué podría suceder con el hada Helena y María en un nuevo cuento sobre ellas?</i> (Acepte respuestas razonables)	<delete text>
Publisher	Editorial Change	9781328485571	Teacher	T256	"Reforzar las destrezas fundamentales" box, left column, bullet 6, lines 1–2	<i>¿Qué hace el hada en los dos cuentos que María no puede hacer?</i> (En los dos cuentos el hada vuela)	<delete text>
Publisher	Editorial Change	9781328485571	Teacher	T256	"Reforzar las destrezas fundamentales" box, right column, bullet 2, lines 1–2	<i>¿Qué podría suceder con el hada Helena y María en un nuevo cuento sobre ellas?</i> (Acepte respuestas razonables)	<delete text>
Publisher	Editorial Change	9781328471086	Teacher	T269	Box on the right, left column, paragraph 3, lines 4-5	Kim le da el último murciélago.	Kim le da la última mariposa.
Publisher	Editorial Change	9781328485571	Teacher	T269	Box on the right, left column, paragraph 3, lines 4-5	Kim le da el último murciélago.	Kim le da la última mariposa.
Publisher	Editorial Change	9781328471116	Teacher	T270	Main column (Lección 1), "Taller de escritura" section, bullet 2	Pronombres posesivos	Pronombres y adjetivos posesivos
Publisher	Editorial Change	9781328485571	Teacher	T270	Main column (Lección 1), "Taller de escritura" section, bullet 2	Pronombres posesivos	Pronombres y adjetivos posesivos
Publisher	Editorial Change	9781328471116	Teacher	T271	Right column (Lección 5), "Taller de escritura" section, bullet 2	pronombres posesivos	pronombres y adjetivos posesivos
Publisher	Editorial Change	9781328485571	Teacher	T271	Right column (Lección 5), "Taller de escritura" section, bullet 2	pronombres posesivos	pronombres y adjetivos posesivos
Publisher	Editorial Change	9781328471123	Teacher	T271	Lección 5 column, Taller de lectura section, 1st line	Alfabetización en medios	Investigación
Publisher	Editorial Change	9781328485571	Teacher	T271	Lección 5 column, Taller de lectura section, 1st line	Alfabetización en medios	Investigación
Publisher	Editorial Change	9781328471086	Teacher	T272	Spanish column, sub-head	Acceder a	Activar

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Publisher	Editorial Change	9781328485571	Teacher	T272	Spanish column, sub-head	Acceder a	Activar
Publisher	Editorial Change	9781328471093	Teacher	T28	Right column, blue title	Acceder a	Activar
Publisher	Editorial Change	9781328485571	Teacher	T28	Right column, blue title	Acceder a	Activar
Publisher	Editorial Change	9781328471086	Teacher	T281	Spanish column, "Paso 2" section, bullet 1, line 1	Estudio del género	Establecer un propósito
Publisher	Editorial Change	9781328485571	Teacher	T281	Spanish column, "Paso 2" section, bullet 1, line 1	Estudio del género	Establecer un propósito
Publisher	Editorial Change	9781328471109	Teacher	T333	Middle column, item 14	La <i>yuca</i> es una planta.	¿Qué es la <i>yuca</i> ?
Publisher	Editorial Change	9781328485571	Teacher	T333	Middle column, item 14	La <i>yuca</i> es una planta.	¿Qué es la <i>yuca</i> ?
Publisher	Editorial Change	9781328471109	Teacher	T334	Spanish column, bullet 4, line 2	<i>necesita comprar cereales y leche y por eso tiene que ir a</i>	<i>tiene que ir de compras a</i>
Publisher	Editorial Change	9781328485571	Teacher	T334	Spanish column, bullet 4, line 2	<i>necesita comprar cereales y leche y por eso tiene que ir a</i>	<i>tiene que ir de compras a</i>
Publisher	Editorial Change	9781328471086	Teacher	T338	Left column, Aplicar la destreza de lectura, paragraph, line 1	Ambiente	Hacer y contestar preguntas
Publisher	Editorial Change	9781328485571	Teacher	T338	Left column, Aplicar la destreza de lectura, paragraph, line 1	Ambiente	Hacer y contestar preguntas
Publisher	Editorial Change	9781328471116	Teacher	T346	Right column (Lección 7), "Vocabulario" section	Academic Vocabulary	Vocabulario académico
Publisher	Editorial Change	9781328471116	Teacher	T346	Middle column (Lección 6), "Taller de lectura" section, line 4	Lectura compartida:	Lectura en voz alta:
Publisher	Editorial Change	9781328471116	Teacher	T346	Left column, "Opciones para la evaluación" section, bullet 1	rápida	corta
Publisher	Editorial Change	9781328485571	Teacher	T346	Right column (Lección 7), "Vocabulario" section	Academic Vocabulary	Vocabulario académico
Publisher	Editorial Change	9781328485571	Teacher	T346	Middle column (Lección 6), "Taller de lectura" section, line 4	Lectura compartida:	Lectura en voz alta:
Publisher	Editorial Change	9781328485571	Teacher	T346	Left column, "Opciones para la evaluación" section, bullet 1	rápida	corta
Publisher	Editorial Change	9781328471123	Teacher	T346	Lección 6 column, Taller de escritura section, lines 2-3	Hacer un borrador I: Elementos de un ensayo	Hacer un borrador I: Elementos de un ensayo informativo
Publisher	Editorial Change	9781328485571	Teacher	T346	Lección 6 column, Taller de escritura section, lines 2-3	Hacer un borrador I: Elementos de un ensayo	Hacer un borrador I: Elementos de un ensayo informativo
Publisher	Editorial Change	9781328471123	Teacher	T354	Spanish column, redux, below poem title	Missing text	por María de la Luz Uribe
Publisher	Editorial Change	9781328485571	Teacher	T354	Spanish column, redux, below poem title	Missing text	por María de la Luz Uribe

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Publisher	Editorial Change	9781328471086	Teacher	T371	Spanish column, Paso 3, bullet 2, line 2	“activos”	“alerta”
Publisher	Editorial Change	9781328485571	Teacher	T371	Spanish column, Paso 3, bullet 2, line 2	“activos”	“alerta”
Publisher	Editorial Change	9781328471093	Teacher	T380	"Observa y anota" section, line 2	Pregunta principales: ¿Puedo encontrar pistas en las oraciones como ayuda para comprender la palabra? ¿Cómo podría esto cambiar las cosas?	Preguntas principales: ¿He visto esta palabra en otro lugar?¿Parece ser una palabra sobre este tema?¿Puedo encontrar pistas en la oración que me ayuden a entender la palabra?
Publisher	Editorial Change	9781328485571	Teacher	T380	"Observa y anota" section, line 2	Pregunta principales: ¿Puedo encontrar pistas en las oraciones como ayuda para comprender la palabra? ¿Cómo podría esto cambiar las cosas?	Preguntas principales: ¿He visto esta palabra en otro lugar?¿Parece ser una palabra sobre este tema?¿Puedo encontrar pistas en la oración que me ayuden a entender la palabra?
Publisher	Editorial Change	9781328471086	Teacher	T404	Spanish column, "Conciencia fonológica" section, last paragraph, line 3	anteriores: hueso y beso riman; gato y zapato riman.	anteriores: <i>hu eso</i> y <i>b eso</i> riman; esas dos palabras riman con <i>qu eso</i> . <i>G ato</i> y <i>zap ato</i> riman; esas dos palabras riman con <i>p ato</i> .
Publisher	Editorial Change	9781328485571	Teacher	T404	Spanish column, "Conciencia fonológica" section, last paragraph, line 3	anteriores: hueso y beso riman; gato y zapato riman.	anteriores: <i>hu eso</i> y <i>b eso</i> riman; esas dos palabras riman con <i>qu eso</i> . <i>G ato</i> y <i>zap ato</i> riman; esas dos palabras riman con <i>p ato</i> .
Publisher	Editorial Change	9781328471109	Teacher	T412	Blue tile in top left corner	Audición y Expresión Oral	Lectura compartida
Publisher	Editorial Change	9781328485571	Teacher	T412	Blue tile in top left corner	Audición y Expresión Oral	Lectura compartida
Publisher	Editorial Change	9781328471086	Teacher	T420	Left column, "Haz conexiones" box, Vocabulario, bullet 1	lugares y cosas:	acciones y dirección:
Publisher	Editorial Change	9781328485571	Teacher	T420	Left column, "Haz conexiones" box, Vocabulario, bullet 1	lugares y cosas:	acciones y dirección:
Publisher	Editorial Change	9781328471086	Teacher	T421	Left column, "Haz conexiones" box, Vocabulario, bullet 1	lugares y cosas:	acciones y dirección:
Publisher	Editorial Change	9781328485571	Teacher	T421	Left column, "Haz conexiones" box, Vocabulario, bullet 1	lugares y cosas:	acciones y dirección:
Publisher	Editorial Change	9781328471093	Teacher	T421	"Textos decodificables" section, line 3	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328485571	Teacher	T421	"Textos decodificables" section, line 3	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328471116	Teacher	T422	Main column (Lección 11), "Taller de lectura" section, line 3	compartida:	en voz alta:
Publisher	Editorial Change	9781328485571	Teacher	T422	Main column (Lección 11), "Taller de lectura" section, line 3	compartida:	en voz alta:
Publisher	Editorial Change	9781328471123	Teacher	T422	Leccion 11 column, Taller de escritura section, 1st bullet	Contracciones	<i>ser</i> y <i>estar</i> y contracciones
Publisher	Editorial Change	9781328485571	Teacher	T422	Leccion 11 column, Taller de escritura section, 1st bullet	Contracciones	<i>ser</i> y <i>estar</i> y contracciones

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Publisher	Editorial Change	9781328471116	Teacher	T423	Left column (Lección 13), "Destrezas fundamentales" section, bullet 4, line 1	El abecedario	Repaso del abecedario
Publisher	Editorial Change	9781328471116	Teacher	T423	Main column (Lección 14), "Taller de lectura" section, line 1	La tortuga y la liebre	La liebre y la tortuga
Publisher	Editorial Change	9781328471116	Teacher	T423	Main column (Lección 14), "Taller de lectura" section, line 3	Lectura compartida:	Alfabetización en medios:
Publisher	Editorial Change	9781328471116	Teacher	T423	Main column (Lección 14), "Taller de lectura" section, line 6	al texto: <i>La tortuga y la liebre</i>	a los medios: <i>La liebre y la tortuga</i>
Publisher	Editorial Change	9781328471116	Teacher	T423	Right column (Lección 15), "Taller de escritura" section, lines 2-3	Proceso de escritura: Planificación Escritura independiente	Compartir
Publisher	Editorial Change	9781328471116	Teacher	T423	Right column (Lección 15), "Taller de escritura" section, line 5	Usar pronombres definidos	Usar contracciones
Publisher	Editorial Change	9781328485571	Teacher	T423	Left column (Lección 13), "Destrezas fundamentales" section, bullet 4, line 1	El abecedario	Repaso del abecedario
Publisher	Editorial Change	9781328485571	Teacher	T423	Main column (Lección 14), "Taller de lectura" section, line 1	La tortuga y la liebre	La liebre y la tortuga
Publisher	Editorial Change	9781328485571	Teacher	T423	Main column (Lección 14), "Taller de lectura" section, line 3	Lectura compartida:	Alfabetización en medios:
Publisher	Editorial Change	9781328485571	Teacher	T423	Main column (Lección 14), "Taller de lectura" section, line 6	al texto: <i>La tortuga y la liebre</i>	a los medios: <i>La liebre y la tortuga</i>
Publisher	Editorial Change	9781328485571	Teacher	T423	Right column (Lección 15), "Taller de escritura" section, lines 2-3	Proceso de escritura: Planificación Escritura independiente	Compartir
Publisher	Editorial Change	9781328485571	Teacher	T423	Right column (Lección 15), "Taller de escritura" section, line 5	Usar pronombres definidos	Usar contracciones
Publisher	Editorial Change	9781328471123	Teacher	T423	Lección 14 column, Taller de lectura section, head	Lectura compartida	Alfabetización en medios
Publisher	Editorial Change	9781328485571	Teacher	T423	Lección 14 column, Taller de lectura section, head	Lectura compartida	Alfabetización en medios
Publisher	Editorial Change	9781328471093	Teacher	T426	"Rincón de la creatividad" box, left column, bullet 2, line 1	anuncios	películas

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Publisher	Editorial Change	9781328485571	Teacher	T426	"Rincón de la creatividad" box, left column, bullet 2, line 1	anuncios	películas
Publisher	Editorial Change	9781328471093	Teacher	T428	Main column, "OBJETIVOS DE APRENDIZAJE" section, bullet 3	Reconocer el cambio al quitar una sílaba en las palabras.	Decodificar y separar en sílabas palabras con r media /r/.
Publisher	Editorial Change	9781328485571	Teacher	T428	Main column, "OBJETIVOS DE APRENDIZAJE" section, bullet 3	Reconocer el cambio al quitar una sílaba en las palabras.	Decodificar y separar en sílabas palabras con r media /r/.
Publisher	Editorial Change	9781328471093	Teacher	T440	Right column, paragraph 2, line 4	los comienzos de oraciones	las letras ordenadas
Publisher	Editorial Change	9781328485571	Teacher	T440	Right column, paragraph 2, line 4	los comienzos de oraciones	las letras ordenadas
Publisher	Editorial Change	9781328471123	Teacher	T458	Spanish column, Conciencia fonológica, Producir rimas section, 3rd bullet, 2nd line	(mar, llorar)	(nadar, encontrar)
Publisher	Editorial Change	9781328471123	Teacher	T458	Spanish column, Conciencia fonológica, Producir rimas section, poem redux	<p>"Caballito" por Mirta Aguirre</p> <p>Caballito sin crines, caballito de mar, dime si los delfines pueden llorar.</p> <p>Dime si donde habitas, habita el colibrí; dime si hay sirenitas de ajonjolí.</p> <p>Dime si dan granada los huertos de coral; dime si donde andas dulce es la sal.</p> <p>Caballito de juguete, caballito de arlequín, ¿por qué vas sin jinete soliandarin?</p>	<p>"Caballito de mar" por Edna Z Ventura</p> <p>Hay un caballito que puede nadar. En aguas tropicales lo vas a encontrar.</p> <p>Llamado hipocampo, es un pez marino. ¿Por qué es un caballo si no es equino?</p> <p>Aunque erguido viaja se dobla al comer, cambia de color y no se deja ver.</p> <p>Tiene una corona y un hocico especial muy largo y muy fino como el de un caballo real.</p>
Publisher	Editorial Change	9781328485571	Teacher	T458	Spanish column, Conciencia fonológica, Producir rimas section, 3rd bullet, 2nd line	(mar, llorar)	(nadar, encontrar)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485571	Teacher	T458	Spanish column, Conciencia fonológica, Producir rimas section, poem redux	<p>"Caballito" por Mirta Aguirre</p> <p>Caballito sin crines, caballito de mar, dime si los delfines pueden llorar.</p> <p>Dime si donde habitas, habita el colibrí; dime si hay sirenitas de ajonjolí.</p> <p>Dime si dan granada los huertos de coral; dime si donde andas dulce es la sal.</p> <p>Caballito de juguete, caballito de arlequín, ¿por qué vas sin jinete soliandaría?</p>	<p>"Caballito de mar" por Edna Z Ventura</p> <p>Hay un caballito que puede nadar. En aguas tropicales lo vas a encontrar.</p> <p>Llamado hipocampo, es un pez marino. ¿Por qué es un caballo si no es equino?</p> <p>Aunque erguido viaja se dobla al comer, cambia de color y no se deja ver.</p> <p>Tiene una corona y un hocico especial muy largo y muy fino como el de un caballo real.</p>
Publisher	Editorial Change	9781328471123	Teacher	T459	Spanish column, Mi turno section, 2nd bullet, 1st sentence	Pida a los niños que vayan a la pág. 105 de la Lectura inicial (<i>La Tierra</i>).	Pida a los niños que vayan a la pág. 115 de la Lectura inicial (<i>El mundo y sus mundillos</i>).
Publisher	Editorial Change	9781328471123	Teacher	T459	Spanish column, Tu turno, Práctica independiente section, 1st line	<i>La Tierra</i>	<i>El mundo y sus mundillos</i>
Publisher	Editorial Change	9781328485571	Teacher	T459	Spanish column, Mi turno section, 2nd bullet, 1st sentence	Pida a los niños que vayan a la pág. 105 de la Lectura inicial (<i>La Tierra</i>).	Pida a los niños que vayan a la pág. 115 de la Lectura inicial (<i>El mundo y sus mundillos</i>).
Publisher	Editorial Change	9781328485571	Teacher	T459	Spanish column, Tu turno, Práctica independiente section, 1st line	<i>La Tierra</i>	<i>El mundo y sus mundillos</i>
Publisher	Editorial Change	9781328471093	Teacher	T461	Main column, "Conexión con la enseñanza en grupos pequeños" box, line 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T461	Main column, "Conexión con la enseñanza en grupos pequeños" box, line 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471123	Teacher	T461	Spanish column, Nuestro turno section, below Item 5	Missing paragraph	Repita la rutina de LECTURA DE PALABRAS COMPLETAS con las Tarjetas de letras para las palabras palillo y gatico y pida a los niños que lean y comparen las palabras.
Publisher	Editorial Change	9781328485571	Teacher	T461	Spanish column, Nuestro turno section, below Item 5	Missing paragraph	Repita la rutina de LECTURA DE PALABRAS COMPLETAS con las Tarjetas de letras para las palabras palillo y gatico y pida a los niños que lean y comparen las palabras.
Publisher	Editorial Change	9781328471093	Teacher	T462	Spanish column, table, column 3, row 4, line 1	<i>ser</i>	<i>causar</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485571	Teacher	T462	Spanish column, table, column 3, row 4, line 1	<i>ser</i>	<i>causar</i>
Publisher	Editorial Change	9781328471093	Teacher	T468	Left image footer, caption	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328471093	Teacher	T468	"Reforzar las destrezas fundamentales" box, left column, paragraph 3, line 2	<i>Un, Média y Vivía?</i>	<i>Este y El ?</i>
Publisher	Editorial Change	9781328471093	Teacher	T468	"Reforzar las destrezas fundamentales" box, right column, bullet 1, lines 1-2	el primero	uno de los primeros
Publisher	Editorial Change	9781328471093	Teacher	T468	"Reforzar las destrezas fundamentales" box, right column, bullet 2, line 1	<i>¿Dónde se encontró el dinosaurio más grande? (en América del Sur) ¿Qué tan grande era? (como una casa)</i>	<i>¿Cuál fue tal vez el dinosaurio más grande del mundo? (el Patagotitan mayorum) ¿Cuánto pesaba? (tanto como doce elefantes)</i>
Publisher	Editorial Change	9781328471093	Teacher	T468	"Reforzar las destrezas fundamentales" box, right column, last paragraph, line 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T468	Left image footer, caption	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328485571	Teacher	T468	"Reforzar las destrezas fundamentales" box, left column, paragraph 3, line 2	<i>Un, Média y Vivía?</i>	<i>Este y El ?</i>
Publisher	Editorial Change	9781328485571	Teacher	T468	"Reforzar las destrezas fundamentales" box, right column, bullet 1, lines 1-2	el primero	uno de los primeros
Publisher	Editorial Change	9781328485571	Teacher	T468	"Reforzar las destrezas fundamentales" box, right column, bullet 2, line 1	<i>¿Dónde se encontró el dinosaurio más grande? (en América del Sur) ¿Qué tan grande era? (como una casa)</i>	<i>¿Cuál fue tal vez el dinosaurio más grande del mundo? (el Patagotitan mayorum) ¿Cuánto pesaba? (tanto como doce elefantes)</i>
Publisher	Editorial Change	9781328485571	Teacher	T468	"Reforzar las destrezas fundamentales" box, right column, last paragraph, line 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471093	Teacher	T469	"En pocos minutos" section, paragraphs 1 and 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T469	"En pocos minutos" section, paragraphs 1 and 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471093	Teacher	T471	Left column, "Lectura inicial" box, caption, lines 1-2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T471	Left column, "Lectura inicial" box, caption, lines 1-2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328471093	Teacher	T473	Middle column, "Conexión con la enseñanza en grupos pequeños" box, line 1	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T473	Middle column, "Conexión con la enseñanza en grupos pequeños" box, line 1	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471116	Teacher	T473	Spanish column, "Nuestro turno" section, item 1, line 3	<i>¿Qué palabras tienen la combinación tr? ¿Cuáles tienen la combinación br?</i>	<i>¿Qué palabra tiene una sílaba con ch?</i>
Publisher	Editorial Change	9781328485571	Teacher	T473	Spanish column, "Nuestro turno" section, item 1, line 3	<i>¿Qué palabras tienen la combinación tr? ¿Cuáles tienen la combinación br?</i>	<i>¿Qué palabra tiene una sílaba con ch?</i>
Publisher	Editorial Change	9781328471093	Teacher	T480	Left image footer, caption	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328471093	Teacher	T480	"Reforzar las destrezas fundamentales" section, right column, bullet 1, line 1	<i>dinosaurio</i>	<i>reptil</i>
Publisher	Editorial Change	9781328471093	Teacher	T480	"Reforzar las destrezas fundamentales" section, right column, bullet 3, lines 1-2	<i>¿Qué comía este dinosaurio? (Carne) ¿Cómo se les dice a los animales que comen carne? (Carnívoros).</i>	<i>¿Qué podía hacer este reptil? (volar) ¿Cómo era su cuerpo? (No tenía plumas y su pico tenía muchos dientes.)</i>
Publisher	Editorial Change	9781328485571	Teacher	T480	Left image footer, caption	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328485571	Teacher	T480	"Reforzar las destrezas fundamentales" section, right column, bullet 1, line 1	<i>dinosaurio</i>	<i>reptil</i>
Publisher	Editorial Change	9781328485571	Teacher	T480	"Reforzar las destrezas fundamentales" section, right column, bullet 3, lines 1-2	<i>¿Qué comía este dinosaurio? (Carne) ¿Cómo se les dice a los animales que comen carne? (Carnívoros).</i>	<i>¿Qué podía hacer este reptil? (volar) ¿Cómo era su cuerpo? (No tenía plumas y su pico tenía muchos dientes.)</i>
Publisher	Editorial Change	9781328471093	Teacher	T481	"En pocos minutos" section, line 1	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T481	"En pocos minutos" section, line 1	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471093	Teacher	T483	Left column, "Lectura inicial" box, caption	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T483	Left column, "Lectura inicial" box, caption	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471093	Teacher	T492	"Reforzar las destrezas fundamentales" box, left column, bullet 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328485571	Teacher	T492	"Reforzar las destrezas fundamentales" box, left column, bullet 2	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471093	Teacher	T493	Left column, caption	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328485571	Teacher	T493	Left column, caption	Los dinosaurios	Animales del pasado
Publisher	Editorial Change	9781328471093	Teacher	T495	"Lectura inicial" box, caption	<i>Los dinosaurios</i>	<i>Animales del pasado</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485571	Teacher	T495	"Lectura inicial" box, caption	<i>Los dinosaurios</i>	<i>Animales del pasado</i>
Publisher	Editorial Change	9781328471130	Teacher	T91	Mid column (Lección 14), "Taller de escritura" section, bullet 2	sujetos y verbos	partes de oraciones
Publisher	Editorial Change	9781328485571	Teacher	T91	Mid column (Lección 14), "Taller de escritura" section, bullet 2	sujetos y verbos	partes de oraciones
Publisher	New Content	9781328471086	Teacher	R4-R46	Resources Section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328485571	Teacher	R4-R46	Resources Section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328471093	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328485571	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328471109	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328485571	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328471116	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328485571	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328471123	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328485571	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328471130	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328485571	Teacher	R4-R46	Resources section	New resource	Add new teacher end matter pages, pp. R4-R46.
Publisher	New Content	9781328522726	Teacher	R4-R46	Resources section	New Resource	Add new teacher end matter pages, R4-R46
Publisher	New Content	9781328485571	Teacher	R4-R46	Resources section	New Resource	Add new teacher end matter pages, R4-R46
Spanish Language Arts and Reading, Grade 1 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 1 (ISBN 9781328560193)</i>							
State Review Panel	Editorial Change	9781328485571	Student	16	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."
State Review Panel	Editorial Change	9781328485571	Student	22	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."
State Review Panel	Editorial Change	9781328485571	Student	24	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."
Publisher	Editorial Change	9781328485571	Student	Carta para la familia 11	Right column, bullet 3, line 1	El ahorcado	Adivinanzas

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Publisher	Editorial Change	9781328485571	Student	Carta para la familia 11	Right column, bullet 3, line 2	Jueguen al ahorcado usando	Inventen adivinanzas cuyas respuestas sean
Publisher	Editorial Change	9781328485571	Student	Carta para la familia 5	Right column, bullet 3, line 1	Semana 3:	Semana 3: Palabras con y
Publisher	Editorial Change	9781328485571	Student	Cartel didáctico: Elementos de la poesía	Text below cat, line 2	se enamoró de	pues conoció a
Publisher	Editorial Change	9781328485571	Student	Cartel didáctico: Elementos de la poesía	Text below cat, line 5	todo el rato	bien alto
Publisher	Editorial Change	9781328485571	Student	Cartel didáctico: Tema principal	Title	TEMA PRINCIPAL	MENSAJE
Publisher	Editorial Change	9781328485571	Student	Cartel didáctico: Tema principal	Line 2	tema principal	mensaje
Publisher	Editorial Change	9781328485571	Student	Cartel didáctico: Tema principal	"Paso 4" section, lines 1-2	tema principal	mensaje
Publisher	Editorial Change	9781328485571	Student	Combinar y leer 11.5	Item 6	Lago Moteado está en Canadá	río Tinto está en España
Publisher	Editorial Change	9781328485571	Student	Combinar y leer 4.10	Item 5	El primer	Este
Publisher	Editorial Change	9781328485571	Student	Combinar y leer 4.10	Item 6	Un dinosaurio	Este reptil
Publisher	Editorial Change	9781328485571	Student	Conciencia fonológica 34	Item 2	<image of fish> ca do pes	<replace with image of shoe> pa ta zo
Publisher	Editorial Change	9781328485571	Student	Ensayo biográfico 10.8b	Posesivos, right column	missing text	suyas
Publisher	Editorial Change	9781328485571	Student	Gramática 1.7.1b	Bullet 2, line 1	Leo	Luis
Publisher	Editorial Change	9781328485571	Student	Gramática 1.7.1b	Bullet 2, line 2	Leo	Luis
Publisher	Editorial Change	9781328485571	Student	Gramática 1.7.4a	Title, lines 1–2	preguntas y enunciados compuestos	oraciones compuestas
Publisher	Editorial Change	9781328485571	Student	Gramática 1.7.4b	Title, lines 1–2	preguntas y enunciados compuestos	oraciones compuestas
Publisher	Editorial Change	9781328485571	Student	Gramática 2.1.1b	Main box, column 1, row 2	mujer	hombre
Publisher	Editorial Change	9781328485571	Student	Gramática 2.1.2a	Paragraph 1, line 3	personas terminan en <i>-or/-ora</i> .	personas terminan en <i>-or/-ora</i> y <i>-ero/-era</i> .
Publisher	Editorial Change	9781328485571	Student	Gramática 2.4.1	Item 8	Bebí Kool Aid esta mañana.	Viajé al Gran Cañón esta mañana.
Publisher	Editorial Change	9781328485571	Student	Gramática 2.4.2	Item 8	Nuestro jugo favorito es Goodness Grapes.	Fuimos a conocer el Centro Espacial Houston.

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Publisher	Editorial Change	9781328485571	Student	Gramática 2.4.5	main head	Conectar con la escritura: Usar los sustantivos propios y las mayúsculas	Conectar con la escritura: Usar los sustantivos propios
Publisher	Editorial Change	9781328485571	Student	Gramática 2.8.5	main head	Conectar con la escritura: Usar pronombres posesivos	Conectar con la escritura: Usar pronombres y adjetivos posesivos
Publisher	Editorial Change	9781328485571	Student	Gramática 3.3.1a	Bottom-right box, line 2	Grace y Clark están felices.	Grace y Clark son amigos.
Publisher	Editorial Change	9781328485571	Student	Gramática 3.3.3	Item 2	El año pasado, mi primo fue el ganador. fuiste fue	Los perros de mi vecino eran muy juguetones. eras eran
Publisher	Editorial Change	9781328485571	Student	Gramática 3.3.4b	Item 3	Una rana (fue/es) renacuajo una vez. fue	Una niña (era/es) más bajita de pequeña. era
Publisher	Editorial Change	9781328485571	Student	Gramática 4.1.1b	Main head	Presentar los adjetivos	Adjetivos
Publisher	Editorial Change	9781328485571	Student	Gramática 4.2.3b	Main head	Presentar los adjetivos	Adjetivos que expresan cantidad
Publisher	Editorial Change	9781328485571	Student	Modelo de caligrafía: Ch ch trazo continuo	Both lines with big handwritten letters	<"c" and "h" are separated>	<Join "c" and "h">
Publisher	Editorial Change	9781328485571	Student	Modelo de caligrafía: ll ll trazo continuo	Both lines with big handwritten letters	<"l" and "l" are separated>	<Join "l" and "l">
Publisher	Editorial Change	9781328485571	Student	Modelo de caligrafía: rr rr trazo continuo	Line with big handwritten letters	<"r" and "r" are separated>	<Join "r" and "r">
Publisher	Editorial Change	9781328485571	Student	Organizador gráfico de lectura 20	Page title	Tema principal	Mensaje
Publisher	Editorial Change	9781328485571	Student	Organizador gráfico de lectura 20	Bottom right box, title	Tema principal	Mensaje
Publisher	Editorial Change	9781328485571	Student	Organizador gráfico de lectura 20	Bottom right box, line 1	mensaje	lección
Publisher	Editorial Change	9781328485571	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485571	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485571	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.

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Publisher	Editorial Change	9781328485571	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485571	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485571	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 10.2	Lectura interactiva, pág. 16 paragraph	<i>el no poder volar?</i>	<i>tener alas cortas?</i>
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 10.2	Ambiente, 4th bullet, line 2	<i>¿Qué pistas del texto y las imágenes los ayudó a saberlo?</i>	<i>¿Qué pistas del texto y de las imágenes los ayudaron a saberlo?</i>
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 4.1	"pág. 20" paragraph	¿Cuál es el trabajo de los que arrojan las pelotas? ¿Y de los que las devuelven? ¿Y de los que las reciben?	¿Qué pueden hacer los jugadores con la pelota?
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 4.3	"Punto de vista" section, bullet 1, lines 2-3	una historia, eligen un narrador . El narrador puede ser un personaje de la historia o puede ser alguien que no está en la historia.	un cuento, eligen un narrador . El narrador puede ser un personaje del cuento o puede ser alguien que no está en el cuento.
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 4.3	"Punto de vista" section, bullet 2, line 1	de la historia, la historia se cuenta en primera persona . El narrador usa palabras como <i>yo, mí, me, mi y nosotros</i> , y verbos que concuerdan con los sujetos <i>yo, nosotras y nosotros</i> .	del cuento, el cuento se cuenta en primera persona. El narrador usa palabras como <i>yo, mí, me, mi y nosotros</i> , y verbos que concuerdan con los sujetos <i>yo, nosotras y nosotros</i> .
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 4.3	"Punto de vista" section, bullet 3, line 1	Si el narrador es alguien que no es parte de la historia, la historia se cuenta en tercera persona . El narrador usa palabras como <i>él, ella, ellos, les y su</i> , y verbos que concuerdan con los sujetos <i>él, ella, ellas y ellos</i> .	Si el narrador es alguien que no es parte del cuento, el cuento se cuenta en tercera persona . El narrador usa palabras como <i>él, ella, ellos, les y su</i> , y verbos que concuerdan con los sujetos <i>él, ella, ellas y ellos</i> .
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 4.3	"Punto de vista" section, bullet 4, line 1	la historia	el cuento
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 4.3	"Punto de vista" section, bullet 5, lines 2-3	<i>la historia?</i> SEGUIMIENTO: <i>¿Cómo saben quién está contando esta parte de la historia?</i>	<i>el cuento?</i> SEGUIMIENTO: <i>¿Cómo saben quién está contando esta parte del cuento?</i>
Publisher	Editorial Change	9781328485571	Teacher	PagiNotas 4.3	"A LOS NIÑOS LES ENCANTARÁ" section, bullet 2, line 1	el balón	la pelota
Spanish Language Arts and Reading, Grade 2 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Hybrid Classroom Package Grade 2 (ISBN 9781328560247) and Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 2 (ISBN 9781328560285)</i>							
Publisher	Editorial Change	9781328463166	Student	10	page photo	<photo of a frog>	<photo of a toad>
Publisher	Editorial Change	9781328485649	Student	10	page photo	<photo of a frog>	<photo of a toad>
Publisher	Editorial Change	9781328463166	Student	11	1st photo at the top left	<photo of a frog>	<photo of a toad>
Publisher	Editorial Change	9781328485649	Student	11	1st photo at the top left	<photo of a frog>	<photo of a toad>
Publisher	Editorial Change	9781328484789	Student	26	Lines 5 and 6	del ecuador están los lugares más calurosos del mundo. Allí	del ecuador hay muchas selvas lluviosas tropicales. Allí
Publisher	Editorial Change	9781328485649	Student	26	Lines 5 and 6	del ecuador están los lugares más calurosos del mundo. Allí	del ecuador hay muchas selvas lluviosas tropicales. Allí
Publisher	Editorial Change	9781328503756	Student	40	1st item	el tema principal y	el mensaje y

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485649	Student	40	1st item	el tema principal y	el mensaje y
Publisher	Editorial Change	9781328522603	Student	305	Palabras de otrografía box on the right, Básicas section, last row	libertad	velocidad
Publisher	Editorial Change	9781328485649	Student	305	Palabras de otrografía box on the right, Básicas section, last row	libertad	velocidad
Publisher	Editorial Change	9781328504517	Teacher	21	Below LEER PARA COMPRENDER box	<no text>	<new LEER PARA COMPRENDER box> <icon> LEER PARA COMPRENDER Fonética/Decodificar en contexto Pida a los niños que señalen la palabra desaparecido. Repase que algunas palabras tienen prefijos, o grupos de letras que se agregan al comienzo de las palabras para cambiar su significado. Demuestre cómo combinar las letras para formar el prefijo en la palabra de ejemplo. Pida a los niños que repitan estos pasos. TEKS 2.2A(i), 2.2A(vi), 2.2B(iv)
Publisher	Editorial Change	9781328485588	Teacher	21	Below LEER PARA COMPRENDER box	<no text>	<new LEER PARA COMPRENDER box> <icon> LEER PARA COMPRENDER Fonética/Decodificar en contexto Pida a los niños que señalen la palabra desaparecido. Repase que algunas palabras tienen prefijos, o grupos de letras que se agregan al comienzo de las palabras para cambiar su significado. Demuestre cómo combinar las letras para formar el prefijo en la palabra de ejemplo. Pida a los niños que repitan estos pasos. TEKS 2.2A(i), 2.2A(vi), 2.2B(iv)
Publisher	Editorial Change	9781328471147	Teacher	E15	Paragraph under letter H	Hierba. Tenemos un jardín en el colegio y le quitamos la hierba para que las semillas crezcan bien. Mis abuelos a la hierba la llaman zacate. Me gusta aprender otras palabras. Hemos plantado girasoles.	Mis abuelos a la hierba la llaman zacate. Me gusta aprender otras palabras.
Publisher	Editorial Change	9781328485588	Teacher	E15	Paragraph under letter H	Hierba. Tenemos un jardín en el colegio y le quitamos la hierba para que las semillas crezcan bien. Mis abuelos a la hierba la llaman zacate. Me gusta aprender otras palabras. Hemos plantado girasoles.	Mis abuelos a la hierba la llaman zacate. Me gusta aprender otras palabras.
Publisher	Editorial Change	9781328522733	Teacher	E28	Apoyo para la gramática aprendida box, second bulleted paragraph	Repasar pronombres y verbos	Repasar la concordancia entre sujeto y verbo
Publisher	Editorial Change	9781328485588	Teacher	E28	Apoyo para la gramática aprendida box, second bulleted paragraph	Repasar pronombres y verbos	Repasar la concordancia entre sujeto y verbo
Publisher	Editorial Change	9781328522733	Teacher	E298	Main column, Paragraph under Conectar y enseñar, Lines 7-11	<i>El perro de Jan es pequeño. El perro de Jan es marrón. Estas dos oraciones pueden combinarse en una sola: El perro de Jan es pequeño y marrón.</i>	<i>El grillo es pequeño. El grillo es negro. Estas dos oraciones pueden combinarse en una sola: El grillo es pequeño y negro.</i>
Publisher	Editorial Change	9781328485588	Teacher	E298	Main column, Paragraph under Conectar y enseñar, Lines 7-11	<i>El perro de Jan es pequeño. El perro de Jan es marrón. Estas dos oraciones pueden combinarse en una sola: El perro de Jan es pequeño y marrón.</i>	<i>El grillo es pequeño. El grillo es negro. Estas dos oraciones pueden combinarse en una sola: El grillo es pequeño y negro.</i>
Publisher	Editorial Change	9781328522733	Teacher	E89	Central column, MATERIALES box	Texto de enfoque Cuando hay luna llena: Un año lunar	Delete text
Publisher	Editorial Change	9781328485588	Teacher	E89	Central column, MATERIALES box	Texto de enfoque Cuando hay luna llena: Un año lunar	Delete text

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328522733	Teacher	E90	Central column, Apoyo para la gramática aprendida box, First bullet	4.1.1 Cómo se ven, cómo se sienten y cómo suenan las cosas al tocarlas,	4.1.1 Cómo suenan y cómo se sienten las cosas al tocarlas,
Publisher	Editorial Change	9781328485588	Teacher	E90	Central column, Apoyo para la gramática aprendida box, First bullet	4.1.1 Cómo se ven, cómo se sienten y cómo suenan las cosas al tocarlas,	4.1.1 Cómo suenan y cómo se sienten las cosas al tocarlas,
Publisher	Editorial Change	9781328471154	Teacher	N/A	Throughout	tema principal	Change to “mensaje” to be consistent with the change requested by the TEA Review Panel in Grade K.
Publisher	Editorial Change	9781328485588	Teacher	N/A	Throughout	tema principal	Change to “mensaje” to be consistent with the change requested by the TEA Review Panel in Grade K.
Publisher	Editorial Change	9781328522733	Teacher	R1	Recursos section, second line in box	Table of contents is outdated	Update table of contents
Publisher	Editorial Change	9781328485588	Teacher	R1	Recursos section, second line in box	Table of contents is outdated	Update table of contents
Publisher	Editorial Change	9781328471147	Teacher	T10	Main head	Como el mejor ciudadano	Taller de escritura
Publisher	Editorial Change	9781328485588	Teacher	T10	Main head	Como el mejor ciudadano	Taller de escritura
Publisher	Editorial Change	9781328471178	Teacher	T103	Estación digital box at the top left, 1st item, line 2	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T103	Estación digital box at the top left, 1st item, line 2	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471161	Teacher	T109	Middle column, Mentalidad de aprendizaje box at the top, green heading	Predecir	Buscar desafíos
Publisher	Editorial Change	9781328485588	Teacher	T109	Middle column, Mentalidad de aprendizaje box at the top, green heading	Predecir	Buscar desafíos
Publisher	Editorial Change	9781328471185	Teacher	T109	Middle column, Mentalidad de aprendizaje box at the top	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328485588	Teacher	T109	Middle column, Mentalidad de aprendizaje box at the top	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328471178	Teacher	T110	Spanish column, 1st paragraph, line 3	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T110	Middle column, MATERIALES section, line 3	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T110	Spanish column, 1st paragraph, line 3	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T110	Middle column, MATERIALES section, line 3	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328471178	Teacher	T111	Spanish column, Mi turno section, 1st paragraph, line 3	<i>campamento</i>	<i>acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T111	Spanish column, Mi turno section, 1st paragraph, line 3	<i>campamento</i>	<i>acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T112	Spanish column, last item, line 2	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T112	Middle column, MATERIALES section, line 7	<i>viaje de campamento</i>	<i>viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T112	Spanish column, last item, line 2	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T112	Middle column, MATERIALES section, line 7	<i>viaje de campamento</i>	<i>viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T113	Spanish column, Paso 2 section, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T113	Spanish column, Paso 2 section, 2nd item, line 3	<i>el viaje de campamento</i>	<i>el viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T113	Spanish column, Paso 2 section, last item, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T113	Spanish column, Paso 3 section, 1st item, line 2	<i>de campamento</i>	<i>de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T113	Spanish column, Paso 2 section, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T113	Spanish column, Paso 2 section, 2nd item, line 3	<i>el viaje de campamento</i>	<i>el viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T113	Spanish column, Paso 2 section, last item, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T113	Spanish column, Paso 3 section, 1st item, line 2	<i>de campamento</i>	<i>de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T114	Right column, Demostrar section, 2nd item, line 3	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T114	Right column, Demostrar section, 2nd item, line 3	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T119	Escritura box at the bottom left, line 2	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T119	Escritura box at the bottom left, line 2	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471154	Teacher	T120	Middle column, Mentalidad de aprendizaje box, green heading	Esfuerzo	Intentarlo otra vez
Publisher	Editorial Change	9781328485588	Teacher	T120	Middle column, Mentalidad de aprendizaje box, green heading	Esfuerzo	Intentarlo otra vez
Publisher	Editorial Change	9781328471192	Teacher	T125	Middle column, item 11	libertad Los pajaritos aman la <i>libertad</i> .	velocidad El atleta corre a toda <i>velocidad</i> .
Publisher	Editorial Change	9781328485588	Teacher	T125	Middle column, item 11	libertad Los pajaritos aman la <i>libertad</i> .	velocidad El atleta corre a toda <i>velocidad</i> .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328471178	Teacher	T130	Reforzar las destrezas fundamentales purple box at the bottom, right column, 3rd item, lines 2 and 3	Tierra). <i>¿Y cómo es el clima cerca del ecuador?</i> (Es muy caluroso).	Tierra). <i>¿Qué tipo de selva hay en el ecuador?</i> (Hay muchas selvas lluviosas tropicales).
Publisher	Editorial Change	9781328485588	Teacher	T130	Reforzar las destrezas fundamentales purple box at the bottom, right column, 3rd item, lines 2 and 3	Tierra). <i>¿Y cómo es el clima cerca del ecuador?</i> (Es muy caluroso).	Tierra). <i>¿Qué tipo de selva hay en el ecuador?</i> (Hay muchas selvas lluviosas tropicales).
Publisher	Editorial Change	9781328471178	Teacher	T174	LECCIÓN 11 column, Taller de lectura section, line 5	Lectura compartida: MINILECCIÓN	Lectura en voz alta: MINILECCIÓN
Publisher	Editorial Change	9781328485588	Teacher	T174	LECCIÓN 11 column, Taller de lectura section, line 5	Lectura compartida: MINILECCIÓN	Lectura en voz alta: MINILECCIÓN
Publisher	Editorial Change	9781328471178	Teacher	T175	LECCIÓN 14 column, Taller de lectura section, line 3	Lectura compartida: MINILECCIÓN	Alfabetización en medios: MINILECCIÓN
Publisher	Editorial Change	9781328485588	Teacher	T175	LECCIÓN 14 column, Taller de lectura section, line 3	Lectura compartida: MINILECCIÓN	Alfabetización en medios: MINILECCIÓN
Publisher	Editorial Change	9781328471185	Teacher	T185	Middle column, Mentalidad de aprendizaje box at the top	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328485588	Teacher	T185	Middle column, Mentalidad de aprendizaje box at the top	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328471178	Teacher	T22	LECCIÓN 2 column, Taller de lectura row, line 4	Lectura compartida: MINILECCIÓN	Lectura en voz alta: MINILECCIÓN
Publisher	Editorial Change	9781328485588	Teacher	T22	LECCIÓN 2 column, Taller de lectura row, line 4	Lectura compartida: MINILECCIÓN	Lectura en voz alta: MINILECCIÓN
Publisher	Editorial Change	9781328471178	Teacher	T23	LECCIÓN 5 column, Taller de lectura row, line 1	Alfabetización en medios: MINILECCIÓN	Investigación: MINILECCIÓN
Publisher	Editorial Change	9781328485588	Teacher	T23	LECCIÓN 5 column, Taller de lectura row, line 1	Alfabetización en medios: MINILECCIÓN	Investigación: MINILECCIÓN
Publisher	Editorial Change	9781328471185	Teacher	T31	Middle column, Mentalidad de aprendizaje box at the bottom	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328485588	Teacher	T31	Middle column, Mentalidad de aprendizaje box at the bottom	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328471154	Teacher	T357	CONSEJO PARA LA ENSEÑANZA	Lo mismo con la palabra <i>alcohol</i> , <i>alcohólico</i> , <i>alcoholizado</i> , <i>alcoholismo</i> .	Lo mismo con las palabras <i>almohada</i> , <i>almohadón</i> , <i>almohadilla</i> .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485588	Teacher	T357	CONSEJO PARA LA ENSEÑANZA	Lo mismo con la palabra <i>alcohol</i> , <i>alcohólico</i> , <i>alcoholizado</i> , <i>alcoholismo</i> .	Lo mismo con las palabras <i>almohada</i> , <i>almohadón</i> , <i>almohadilla</i> .
Publisher	Editorial Change	9781328471178	Teacher	T392	Right column, first bulleted paragraph	<i>¿Qué animales hacen trabajos?</i> (las ratas, los perros, los elefantes) <i>¿Qué hace cada uno?</i> (Las ratas detectan bombas enterradas; los perros tiran de los trineos; los elefantes hallan cazadores).	<i>¿Qué animales hacen trabajos?</i> (los bueyes, los perros, los cerdos) <i>¿Qué hace cada uno?</i> (Los bueyes tiran de arados; los perros tiran de los trineos; los cerdos buscan setas).
Publisher	Editorial Change	9781328485588	Teacher	T392	Right column, first bulleted paragraph	<i>¿Qué animales hacen trabajos?</i> (las ratas, los perros, los elefantes) <i>¿Qué hace cada uno?</i> (Las ratas detectan bombas enterradas; los perros tiran de los trineos; los elefantes hallan cazadores).	<i>¿Qué animales hacen trabajos?</i> (los bueyes, los perros, los cerdos) <i>¿Qué hace cada uno?</i> (Los bueyes tiran de arados; los perros tiran de los trineos; los cerdos buscan setas).
Publisher	Editorial Change	9781328471178	Teacher	T424	Second head under ¡No me toques!	Objetivos clave de aprendizaje	Objetivos de aprendizaje principales
Publisher	Editorial Change	9781328485588	Teacher	T424	Second head under ¡No me toques!	Objetivos clave de aprendizaje	Objetivos de aprendizaje principales
Publisher	Editorial Change	9781328471185	Teacher	T433	Middle column, Mentalidad de aprendizaje box	<Whole box>	<Delete box>
Publisher	Editorial Change	9781328485588	Teacher	T433	Middle column, Mentalidad de aprendizaje box	<Whole box>	<Delete box>
Publisher	Editorial Change	9781328471185	Teacher	T44	Middle column, Mentalidad de aprendizaje box at the bottom	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328485588	Teacher	T44	Middle column, Mentalidad de aprendizaje box at the bottom	<Wrong box>	<Delete box>
Publisher	Editorial Change	9781328471192	Teacher	T95	Spa column, Transición a palabras más largas section, box with words, 2nd column, 2nd row	libertad	unidad
Publisher	Editorial Change	9781328485588	Teacher	T95	Spa column, Transición a palabras más largas section, box with words, 2nd column, 2nd row	libertad	unidad
Publisher	Editorial Change	9781328471192	Teacher	T96	Middle column, item 11	libertad Los pajaritos aman la <i>libertad</i> .	velocidad El atleta corre a toda <i>velocidad</i> .
Publisher	Editorial Change	9781328485588	Teacher	T96	Middle column, item 11	libertad Los pajaritos aman la <i>libertad</i> .	velocidad El atleta corre a toda <i>velocidad</i> .
Publisher	Editorial Change	9781328471178	Teacher	T97	1st mini cover at the bottom, caption, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T97	1st mini cover at the bottom, caption, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471192	Teacher	T97	Spa column, right column of the table, last row	libertad utilidad	velocidad utilidad
Publisher	Editorial Change	9781328485588	Teacher	T97	Spa column, right column of the table, last row	libertad utilidad	velocidad utilidad
Publisher	Editorial Change	9781328471178	Teacher	T98	LECCIÓN 6 column, Taller de lectura section, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328471178	Teacher	T98	LECCIÓN 6 column, Taller de lectura section, 2nd item, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485588	Teacher	T98	LECCIÓN 6 column, Taller de lectura section, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	Editorial Change	9781328485588	Teacher	T98	LECCIÓN 6 column, Taller de lectura section, 2nd item, line 1	<i>El viaje de campamento</i>	<i>El viaje de acampada</i>
Publisher	New Content	9781328522733	Teacher	R10-R34	Resources section	New Resource	Add new teacher end matter pages, R10-R34
Publisher	New Content	9781328485588	Teacher	R10-R34	Resources section	New Resource	Add new teacher end matter pages, R10-R34
Publisher	New Content	9781328471147	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328485588	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328471154	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328485588	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328471161	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328485588	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328471178	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328485588	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328471185	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328485588	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328471192	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Publisher	New Content	9781328485588	Teacher	R4-R58	Resources section	New resource	Add new teacher end matter pages, pp. R4-R58.
Spanish Language Arts and Reading, Grade 2 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 2 (ISBN 9781328560285)</i>							
State Review Panel	Editorial Change	9781328485588	Student	Gramática 1.3.1a	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"
Publisher	Editorial Change	9781328485588	Student	Lista de palabras 33	Middle column, row 11	libertad	velocidad
Publisher	Editorial Change	9781328485588	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485588	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485588	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485588	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485588	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485588	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
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>							
State Review Panel	Editorial Change	9781328503770	Student	4	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"
State Review Panel	Editorial Change	9781328485656	Student	4	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"
Publisher	Editorial Change	9781328503770	Student	123	Paragraph 12, lines 9-11	¡Nada! El balón solo toca la red.	¡Canasta!
Publisher	Editorial Change	9781328485656	Student	123	Paragraph 12, lines 9-11	¡Nada! El balón solo toca la red.	¡Canasta!
Publisher	Editorial Change	9781328503770	Student	182	Bottom left, Author's photo	Symbol appears on page instead of author's photo.	Insert photo of author Georgina Lázaro León.
Publisher	Editorial Change	9781328485656	Student	182	Bottom left, Author's photo	Symbol appears on page instead of author's photo.	Insert photo of author Georgina Lázaro León.
Publisher	Editorial Change	9781328503770	Student	322	Planificar, line 1	Escribe una idea principal sobre el teatro que aprendiste en el video.	Escribe una idea principal del video sobre el teatro.
Publisher	Editorial Change	9781328485656	Student	322	Planificar, line 1	Escribe una idea principal sobre el teatro que aprendiste en el video.	Escribe una idea principal del video sobre el teatro.
Publisher	Editorial Change	9781328503770	Student	384	Paragraph 96	Había decidido que la honestidad total era la única forma.	Había decidido que lo único que importaba era la honestidad.
Publisher	Editorial Change	9781328485656	Student	384	Paragraph 96	Había decidido que la honestidad total era la única forma.	Había decidido que lo único que importaba era la honestidad.
Publisher	Editorial Change	9781328503770	Student	405	Paragraph 49	—Sobre tu forma —dijo Madison—. Tu forma siempre es perfecta.	—Sobre tu forma de correr—dijo Madison—. Tu forma de correr siempre es perfecta.
Publisher	Editorial Change	9781328485656	Student	405	Paragraph 49	—Sobre tu forma —dijo Madison—. Tu forma siempre es perfecta.	—Sobre tu forma de correr—dijo Madison—. Tu forma de correr siempre es perfecta.
Publisher	Editorial Change	9781328503770	Student	444	Left column, entry for Barroco	Barroco <i>adj.</i> El periodo Barroco sucedió hace mucho tiempo. Los edificios de esa época eran muy elegantes y tenían muchas decoraciones. El edificio es del periodo Barroco.	Barroco <i>s. o adj.</i> El Barroco es un periodo histórico que se desarrolló durante los siglos XVII y XVIII. Los edificios de esa época eran muy elegantes y tenían muchas decoraciones. El Barroco y el Renacimiento son periodos históricos.
Publisher	Editorial Change	9781328485656	Student	444	Left column, entry for Barroco	Barroco <i>adj.</i> El periodo Barroco sucedió hace mucho tiempo. Los edificios de esa época eran muy elegantes y tenían muchas decoraciones. El edificio es del periodo Barroco.	Barroco <i>s. o adj.</i> El Barroco es un periodo histórico que se desarrolló durante los siglos XVII y XVIII. Los edificios de esa época eran muy elegantes y tenían muchas decoraciones. El Barroco y el Renacimiento son periodos históricos.
Publisher	Editorial Change	9781328503770	Student	451	Middle column, entry for inadvertido, sample sentence	Mientras Carla hablaba por teléfono, el perro alcanzó los platos inadvertido.	Mientras Carla hablaba por teléfono, el perro entró en la cocina inadvertido y se comió las sobras.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485656	Student	451	Middle column, entry for inadvertido, sample sentence	Mientras Carla hablaba por teléfono, el perro alcanzó los platos inadvertido.	Mientras Carla hablaba por teléfono, el perro entró en la cocina inadvertido y se comió las sobras.
Publisher	Editorial Change	9781328504555	Teacher	203	Leer para comprender, Sugerencia para notas, line 3	sentidos sobre	sentidos. Pídeles que escriban sobre
Publisher	Editorial Change	9781328485595	Teacher	203	Leer para comprender, Sugerencia para notas, line 3	sentidos sobre	sentidos. Pídeles que escriban sobre
Publisher	Editorial Change	9781328504555	Teacher	283	Pensar en voz alta, line 2	estoy	me resulta
Publisher	Editorial Change	9781328485595	Teacher	283	Pensar en voz alta, line 2	estoy	me resulta
Publisher	Editorial Change	9781328471239	Teacher	T172	Main heading	Tilde diacrítica en interrogativos y exclamativos	Interrogativos y exclamativos
Publisher	Editorial Change	9781328485595	Teacher	T172	Main heading	Tilde diacrítica en interrogativos y exclamativos	Interrogativos y exclamativos
Publisher	Editorial Change	9781328471208	Teacher	T217	Radiografía del texto box, Lenguaje column, Expresión idiomática subheading	Expresión idiomática <i>solo toca la red</i> <i>pág. 123</i> Explique a los estudiantes que esta expresión idiomática está relacionada con el baloncesto. Como la red es donde se ganan los puntos en baloncesto, esta expresión sugiere que el jugador está marcando puntos siempre y que, por lo tanto, es muy buen jugador.	Expresión idiomática <i>¡Canasta!</i> <i>pág. 123</i> Explique a los estudiantes que esta expresión idiomática está relacionada con el baloncesto. La canasta es el aro metálico donde se encesta el balón. Esta palabra también se usa cada vez que el balón entra en el aro, como una expresión para indicar que el equipo anota puntos en el juego.
Publisher	Editorial Change	9781328485595	Teacher	T217	Radiografía del texto box, Lenguaje column, Expresión idiomática subheading	Expresión idiomática <i>solo toca la red</i> <i>pág. 123</i> Explique a los estudiantes que esta expresión idiomática está relacionada con el baloncesto. Como la red es donde se ganan los puntos en baloncesto, esta expresión sugiere que el jugador está marcando puntos siempre y que, por lo tanto, es muy buen jugador.	Expresión idiomática <i>¡Canasta!</i> <i>pág. 123</i> Explique a los estudiantes que esta expresión idiomática está relacionada con el baloncesto. La canasta es el aro metálico donde se encesta el balón. Esta palabra también se usa cada vez que el balón entra en el aro, como una expresión para indicar que el equipo anota puntos en el juego.
Publisher	New Content	9781328522740	Teacher	R10-R36	Resources Section	New Resources	Add new Teacher Endmatter pages R10-R36
Publisher	New Content	9781328485595	Teacher	R10-R36	Resources Section	New Resources	Add new Teacher Endmatter pages R10-R36
Publisher	New Content	9781328471208	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328485595	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328471215	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328485595	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328471239	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328485595	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328471246	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328485595	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328471253	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328485595	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Publisher	New Content	9781328471260	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63

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Publisher	New Content	9781328485595	Teacher	R9-R63	Resources Section	New Resources	Add new Teacher Endmatter pages R09-R63
Spanish Language Arts and Reading, Grade 3 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 3</i> (ISBN 9781328560292)							
State Review Panel	Editorial Change	9781328485595	Student	Anchor Chart 50	Bottom right column, bulleted text	State Review Panel Error: Example is not specific of the sílaba trabada concept.	
State Review Panel	New Content	9781328485595	Student	Anchor Chart 32	Bottom of page	[New content to comply with request by TEA Review Panel for TEKS 2C BREAKOUT (i) alphabetize a series of words to the third letter ACTIVITY]	4 Ordena alfabéticamente las Tarjetas de palabras de ortografía de la semana a la tercera letra.
Publisher	Editorial Change	9781328485595	Student	Anchor Chart 51	Section 3, lines 1-2	El patrón silábico consonante-vocal-vocal (CVV) conjuga dos vocales en un solo sonido.	El patrón silábico consonante-vocal-vocal (CVV) tiene dos vocales diferentes que se pronuncian en una misma sílaba.
Publisher	Editorial Change	9781328485595	Student	Anchor Chart 51	Section 3, example line	<i>pie/dra cau/sa gai/ta</i>	<i>pie/dra cau/sa gai/ta vue/la</i>
Publisher	Editorial Change	9781328485595	Student	Anchor Chart 51	Section 4, lines 1-2	En algunas sílabas del patrón CVV las dos vocales se pronuncian aparte y forman así un hiato, formando así dos sílabas CV/V.	En algunas palabras, dos vocales juntas se pronuncian en sílabas distintas porque forman un hiato . Los hiatos tienen el patrón CV/V.
Publisher	Editorial Change	9781328485595	Student	Anchor Chart 51	Section 5, lines 1-2	Algunos hiatos incluyen una h que divide el sonido de ambas vocales , por lo que la segunda vocal forma una sílaba con la h. Estas palabras son ejemplos de hiatos con h:	Algunos hiatos tienen una h entre las dos vocales . La segunda vocal forma una sílaba con la h. Estas palabras son ejemplos de hiatos con h:
Publisher	Editorial Change	9781328485595	Student	Anchor Chart 51	Section 6, lines 1-2	Algunas sílabas son prefijos (partes de la palabra que se añaden al comienzo de una palabra base). Si la sílaba es un prefijo, va siempre al inicio de la palabra y se mantiene siempre así, incluso cuando va seguida de una vocal:	Algunas palabras llevan un prefijo (parte de la palabra que se añade al comienzo de una palabra base). En estos casos, las palabras se pueden dividir por el prefijo o siguiendo las reglas de división silábica:
Publisher	Editorial Change	9781328485595	Student	Conocer a la autora y a la ilustradora 2.11	Author's mastergraphic	Replace mastergraphic	Insert photo of author Georgina Lázaro León
Publisher	Editorial Change	9781328485595	Student	Conocer a la autora y a la ilustradora 2.11	Illustrator's mastergraphic	Replace mastergraphic	Insert photo of illustrator Valeria Cis
Publisher	Editorial Change	9781328485595	Student	Conocer a la autora y a la ilustradora 3.11	Top right side, author photo	Incorrect author photo	Replace photo with mastergraphic consisting of a box with a pencil
Publisher	Editorial Change	9781328485595	Student	Decodificar 1.1	Subheading	Sílabas abiertas	Sílabas abiertas; patrón CV
Publisher	Editorial Change	9781328485595	Student	Decodificar 1.3	Subheading	Sílabas abiertas	Sílabas abiertas; patrón CV
Publisher	Editorial Change	9781328485595	Student	Dictado 5.11	Básicas, below item 12	[Missing dictation sentences]	13. Este es el libro del cuál te hablé. 14. No sé cuál será su respuesta.
Publisher	Editorial Change	9781328485595	Student	Dictado 5.11	Palabras de repaso, items 13-14	[Incorrect dictation sentence numbers]	[Change "13" to "15", and "14" to "16"]
Publisher	Editorial Change	9781328485595	Student	Dictado 5.11	Palabras de repaso, below new item 16	[Missing dictation sentences]	17. Si no estudias, no aprobarás. 18. El gerente no fue despedido, sino que renunció.
Publisher	Editorial Change	9781328485595	Student	Dictado 5.11	Palabras avanzadas, items 15-18	[Incorrect dictation sentence numbers]	[Change "15" to "19", "16" to "20", "17" to "21", and "18" to "22"]
Publisher	Editorial Change	9781328485595	Student	Dictado 5.6	Palabras de repaso, below item 16	[Missing dictation sentences]	17. ¿Cómo ablando la carne para que esté más tierna? 18. Hablando se entiende la gente.
Publisher	Editorial Change	9781328485595	Student	Dictado 5.6	Palabras avanzadas, items 17-18	[Incorrect dictation sentence numbers]	[Change "17" to "19", and "18" to "20"]

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Publisher	Editorial Change	9781328485595	Student	Dictado 5.6	Palabras avanzadas, below new item 20	[Missing dictation sentences]	21. Me gustan los perros y también los gatos. 22. Lucía canta tan bien que no puedo parar de escucharla.
Publisher	Editorial Change	9781328485595	Student	Estrategia de vocabulario 2.3	Top right corner of page	Estrategia de vocabulario 2.3	Estrategia de vocabulario 2.3a
Publisher	Editorial Change	9781328485595	Student	Estrategia de vocabulario 3.9c	Left Column	Insert text from 3.9c right column	3 fuerte significado 1: lugar rodeado por muros u otras fortificaciones (sustantivo) <space> significado 2: que tiene fuerza (adjetivo) <space> Oración de contexto para el significado 1: <insert WOL> Oración de contexto para el significado 2: <insert WOL>
Publisher	Editorial Change	9781328485595	Student	Estrategia de vocabulario 3.9c	Right Column	3 fuerte significado 1: lugar rodeado por muros u otras fortificaciones (sustantivo) <space> significado 2: que tiene fuerza (adjetivo) <space> Oración de contexto para el significado 1: <insert WOL> Oración de contexto para el significado 2: <insert WOL>	4 blanco significado 1: objeto al que se le dispara (sustantivo) <space> significado 2: color semejante al de la leche o la nieve (sustantivo) <space> Oración de contexto para el significado 1: <insert WOL> Oración de contexto para el significado 2: <insert WOL>
Publisher	Editorial Change	9781328485595	Student	Organizado r gráfico Lectura 9	Main heading	Tema principal	Mensaje
Publisher	Editorial Change	9781328485595	Student	Organizado r gráfico Lectura 9	Bottom of page, right box	tema principal	moraleja
Publisher	Editorial Change	9781328485595	Student	Vocabulario o generativo 2.13a	Left column, paragraph 2, lines 4-8	El sufijo <i>-mente</i> denota "modo" o "manera". Se le agrega a un adjetivo para formar un adverbio que explica cómo o cuándo se hace algo.	A veces, al añadir el sufijo cambia un poco la ortografía de la palabra base. Por ejemplo, si al sustantivo <i>gracia</i> se le añade <i>-osa</i> , se forma <i>graciosa</i> . La <i>a</i> final de <i>gracia</i> se elimina.
Publisher	Editorial Change	9781328485595	Student	Vocabulario o generativo 2.13b	Left column, paragraph 1.	A veces al añadir el sufijo cambia un poco la ortografía de la palabra base, por ejemplo, si al sustantivo <i>gracia</i> se le añade <i>-osa</i> , se forma <i>graciosa</i> . La <i>a</i> final de <i>gracia</i> se elimina.	El sufijo <i>-mente</i> denota "modo" o "manera". Se agrega a un adjetivo para formar un adverbio que explica cómo o cuándo se hace algo.
Publisher	Editorial Change	9781328485595	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485595	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485595	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485595	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485595	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485595	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
Spanish Language Arts and Reading, Grade 4 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Hybrid Classroom Package Grade 4</i> (ISBN 9781328560261) and <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 4</i> (ISBN 9781328560308)							
Publisher	Editorial Change	9781328522627	Student	25	Title	Mensaje	Tema
Publisher	Editorial Change	9781328522627	Student	25	Paragraph 1	En la mayoría de los cuentos, el autor transmite un mensaje. El mensaje es la moraleja o la lección que el cuento enseña.	Muchos cuentos tienen un tema que transmite el mensaje del autor. El tema puede ser el mensaje principal, la moraleja o la lección que el cuento enseña.
Publisher	Editorial Change	9781328485663	Student	25	Title	Mensaje	Tema
Publisher	Editorial Change	9781328485663	Student	25	Paragraph 1	En la mayoría de los cuentos, el autor transmite un mensaje. El mensaje es la moraleja o la lección que el cuento enseña.	Muchos cuentos tienen un tema que transmite el mensaje del autor. El tema puede ser el mensaje principal, la moraleja o la lección que el cuento enseña.
Publisher	Editorial Change	9781328522627	Student	28	Line 1	las demás consonantes	las dos consonantes
Publisher	Editorial Change	9781328485663	Student	28	Line 1	las demás consonantes	las dos consonantes
Publisher	Editorial Change	9781328522627	Student	31	Line 1	las demás consonantes	las dos consonantes
Publisher	Editorial Change	9781328485663	Student	31	Line 1	las demás consonantes	las dos consonantes
Publisher	Editorial Change	9781328522627	Student	40	Table, column 2, line 2	usando la palabra <i>como</i>	usando la palabra <i>como</i> o el verbo <i>parecer</i>
Publisher	Editorial Change	9781328522627	Student	40	Table, column 3, line 2	es suave como	se parece a
Publisher	Editorial Change	9781328485663	Student	40	Table, column 2, line 2	usando la palabra <i>como</i>	usando la palabra <i>como</i> o el verbo <i>parecer</i>
Publisher	Editorial Change	9781328485663	Student	40	Table, column 3, line 2	es suave como	se parece a
Publisher	Editorial Change	9781328522627	Student	47	Table, column 2, line 2	usando la palabra <i>como</i>	usando la palabra <i>como</i> o el verbo <i>parecer</i>
Publisher	Editorial Change	9781328485663	Student	47	Table, column 2, line 2	usando la palabra <i>como</i>	usando la palabra <i>como</i> o el verbo <i>parecer</i>
Publisher	Editorial Change	9781328522627	Student	54	Instruction 1	Completa la tabla con otras palabras	Completa la tabla con palabras
Publisher	Editorial Change	9781328485663	Student	54	Instruction 1	Completa la tabla con otras palabras	Completa la tabla con palabras
Publisher	Editorial Change	9781328522627	Student	69	Paragraph 1, line 1	El punto de vista es quién narra un cuento	El punto de vista indica quién narra un cuento

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Publisher	Editorial Change	9781328485663	Student	69	Paragraph 1, line 1	El punto de vista es quién narra un cuento	El punto de vista indica quién narra un cuento
Publisher	Editorial Change	9781328522627	Student	87	Table, column 2, row 3	descripción que crea una fuerte imagen en la mente del lector o que recurre a los sentidos	descripciones con palabras que recurren a los sentidos
Publisher	Editorial Change	9781328485663	Student	87	Table, column 2, row 3	descripción que crea una fuerte imagen en la mente del lector o que recurre a los sentidos	descripciones con palabras que recurren a los sentidos
Publisher	Editorial Change	9781328522627	Student	93	Title	Reconocer la raíz de las palabras: Sufijos <i>-able, -ible</i>	Reconocer la raíz de las palabras
Publisher	Editorial Change	9781328485663	Student	93	Title	Reconocer la raíz de las palabras: Sufijos <i>-able, -ible</i>	Reconocer la raíz de las palabras
Publisher	Editorial Change	9781328503800	Student	133	Title	Missing Photo Credits	Fotografías de Karine Aigner
Publisher	Editorial Change	9781328485663	Student	133	Title	Missing Photo Credits	Fotografías de Karine Aigner
Publisher	Editorial Change	9781328522627	Student	136	Title	Ideas y apoyo	Ideas principales y secundarias
Publisher	Editorial Change	9781328485663	Student	136	Title	Ideas y apoyo	Ideas principales y secundarias
Publisher	Editorial Change	9781328522627	Student	151	Question 2	¿Cuál es el mensaje o la moraleja que se debe aprender de este cuento popular de astucia?	¿Cuál es el mensaje o la moraleja que se debe aprender de este cuento de astucia popular?
Publisher	Editorial Change	9781328485663	Student	151	Question 2	¿Cuál es el mensaje o la moraleja que se debe aprender de este cuento popular de astucia?	¿Cuál es el mensaje o la moraleja que se debe aprender de este cuento de astucia popular?
Publisher	Editorial Change	9781328522627	Student	168	Title	Raíces latinas <i>port, dict</i>	Raíces del latín <i>port, dict</i>
Publisher	Editorial Change	9781328485663	Student	168	Title	Raíces latinas <i>port, dict</i>	Raíces del latín <i>port, dict</i>
Publisher	Editorial Change	9781328522627	Student	169	Title	Ideas y apoyo	Ideas principales y secundarias
Publisher	Editorial Change	9781328485663	Student	169	Title	Ideas y apoyo	Ideas principales y secundarias
Publisher	Editorial Change	9781328522627	Student	178	Title	Ideas y apoyo	Ideas principales y secundarias
Publisher	Editorial Change	9781328485663	Student	178	Title	Ideas y apoyo	Ideas principales y secundarias
Publisher	Editorial Change	9781328522627	Student	189	Exercise 7	El territorio de Texas	Sin contar el de Alaska, el territorio de Texas
Publisher	Editorial Change	9781328485663	Student	189	Exercise 7	El territorio de Texas	Sin contar el de Alaska, el territorio de Texas
Publisher	Editorial Change	9781328522627	Student	190	Paragraph 1, Line 3	como <i>disponible</i> y <i>amable</i> .	como <i>desmontar</i> y <i>permitir</i> .
Publisher	Editorial Change	9781328485663	Student	190	Paragraph 1, Line 3	como <i>disponible</i> y <i>amable</i> .	como <i>desmontar</i> y <i>permitir</i> .
Publisher	Editorial Change	9781328522627	Student	205	Paragraph 1, Line 1	piezas	partes
Publisher	Editorial Change	9781328485663	Student	205	Paragraph 1, Line 1	piezas	partes
Publisher	Editorial Change	9781328522627	Student	230	Paragraph 1, Line 1	el lenguaje y las técnicas	el lenguaje y los recursos
Publisher	Editorial Change	9781328485663	Student	230	Paragraph 1, Line 1	el lenguaje y las técnicas	el lenguaje y los recursos
Publisher	Editorial Change	9781328522627	Student	236	Exercise 3	cualquier cosa que ensucia	polvo, basura, manchas
Publisher	Editorial Change	9781328485663	Student	236	Exercise 3	cualquier cosa que ensucia	polvo, basura, manchas
Publisher	Editorial Change	9781328504586	Teacher	58	Leer para comprender, bullet 1, line 6	un mensaje o una lección	un tema, o lección

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Publisher	Editorial Change	9781328485601	Teacher	58	Leer para comprender, bullet 1, line 6	un mensaje o una lección	un tema, o lección
Publisher	Editorial Change	9781328504586	Teacher	76	Leer para comprender, bullet 1, line 6	lección	tema o lección
Publisher	Editorial Change	9781328485601	Teacher	76	Leer para comprender, bullet 1, line 6	lección	tema o lección
Publisher	Editorial Change	9781328504586	Teacher	85	Lectura en detalle guiada, heading	Mensaje	Tema <space> Pida a los estudiantes que piensen en el tema o lección de este cuento popular.
Publisher	Editorial Change	9781328485601	Teacher	85	Lectura en detalle guiada, heading	Mensaje	Tema <space> Pida a los estudiantes que piensen en el tema o lección de este cuento popular.
Publisher	Editorial Change	9781328504586	Teacher	90	Lectura en detalle guiada, heading	Tema	Tema Pida a los estudiantes que repasen este cuento popular mientras piensan en la lección que aprendieron.
Publisher	Editorial Change	9781328485601	Teacher	90	Lectura en detalle guiada, heading	Tema	Tema Pida a los estudiantes que repasen este cuento popular mientras piensan en la lección que aprendieron.
Publisher	Editorial Change	9781328471277	Teacher	T111	Paso 3 Motivar y responder, bullet 2, line 1	en voz alta los Consejos para Audición y expresión oral.	en voz alta las Sugerencias para escuchar y hablar.
Publisher	Editorial Change	9781328485601	Teacher	T111	Paso 3 Motivar y responder, bullet 2, line 1	en voz alta los Consejos para Audición y expresión oral.	en voz alta las Sugerencias para escuchar y hablar.
Publisher	Editorial Change	9781328471314	Teacher	T342	Column 3, bullet 2, line 2	esdrújulas son aquellas	sobresdrújulas son aquellas
Publisher	Editorial Change	9781328485601	Teacher	T342	Column 3, bullet 2, line 2	esdrújulas son aquellas	sobresdrújulas son aquellas
Publisher	Editorial Change	9781328471314	Teacher	T357	Column 1, Paso 3, paragraph 1, line 2	la tercera persona	la primera persona
Publisher	Editorial Change	9781328485601	Teacher	T357	Column 1, Paso 3, paragraph 1, line 2	la tercera persona	la primera persona
Publisher	Editorial Change	9781328471314	Teacher	T361	Column 1, yellow box, heading	Audición y expresión oral	Escritura
Publisher	Editorial Change	9781328485601	Teacher	T361	Column 1, yellow box, heading	Audición y expresión oral	Escritura
Publisher	Editorial Change	9781328471277	Teacher	T86	Radiografía del texto box, Palabras con varios significados	caso pág. 52 Explique que la palabra caso es una palabra con varios significados que en este contexto significa "situación".	tacos pág. 47 Explique que la palabra <i>tacos</i> es una palabra con varios significados, que en este contexto significa "plato típico mexicano".
Publisher	Editorial Change	9781328485601	Teacher	T86	Radiografía del texto box, Palabras con varios significados	caso pág. 52 Explique que la palabra caso es una palabra con varios significados que en este contexto significa "situación".	tacos pág. 47 Explique que la palabra <i>tacos</i> es una palabra con varios significados, que en este contexto significa "plato típico mexicano".
Publisher	New Content	9781328522757	Teacher	R10-R29	Resources Section	New Resource	Add new teacher endmatter pages, pp. R10-249.
Publisher	New Content	9781328485601	Teacher	R10-R29	Resources Section	New Resource	Add new teacher endmatter pages, pp. R10-R29.
Publisher	New Content	9781328471277	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328485601	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328471284	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.

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Publisher	New Content	9781328485601	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328471291	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328485601	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328471307	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328485601	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328471314	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328485601	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328471321	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Publisher	New Content	9781328485601	Teacher	R9-R49	Resources Section	New Resource	Add new teacher endmatter pages, pp. R09-R49.
Spanish Language Arts and Reading, Grade 4 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 4</i> (ISBN 9781328560308)							
State Review Panel	Editorial Change	9781328485601	Student	Estrategia de vocabulario 6.3a	Whole page	State Review Panel Error: 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)"
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 25	Metáfora sample sentence	Debes ser una enciclopedia andante al saber todos esos datos.	Debes ser una enciclopedia andante cuando sabes todos esos datos.
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 27	Paragraph 1, line 1	La técnica del autor consiste del lenguaje	La técnica del autor es el lenguaje
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 27	Column 3, row 4	Selma comía palomitas de maíz. Cada grano de las palomitas de maíz crujió fuertemente en la boca de Selma.	Selma comía palomitas de maíz. Cada grano de las palomitas de maíz crujía fuertemente en la boca de Selma.
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 50	Section 3, lines 1-2	El patrón silábico consonante-vocal-vocal (CVV) conjuga dos vocales en un solo sonido.	El patrón silábico consonante-vocal-vocal (CVV) tiene dos vocales diferentes que se pronuncian en una misma sílaba.
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 50	Section 3, example line	pie/dra cau/sa gai/ta	pie/dra cau/sa gai/ta vue/la
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 50	Section 4, lines 1-2	En algunas sílabas del patrón CVV las dos vocales se pronuncian aparte y forman así un hiato, formando así dos sílabas CV/V.	En algunas palabras, dos vocales juntas se pronuncian en sílabas distintas porque forman un hiato. Los hiatos tienen el patrón CV/V.
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 50	Section 5, lines 1-2	Algunos hiatos incluyen una h que divide el sonido de ambas vocales, por lo que la segunda vocal forma una sílaba con la h.	Algunos hiatos tienen una h entre las dos vocales. La segunda vocal forma una sílaba con la h.
Publisher	Editorial Change	9781328485601	Student	Anchor Chart 50	Section 6, lines 1-2	Algunas sílabas son prefijos (partes de la palabra que se añaden al comienzo de una palabra base). Si la sílaba es un prefijo, va siempre al inicio de la palabra y se mantiene siempre así, incluso cuando va seguida de una vocal:	Algunas palabras llevan un prefijo (parte de la palabra que se añade al comienzo de una palabra base). En estos casos, las palabras se pueden dividir por el prefijo o siguiendo las reglas de división silábica:
Publisher	Editorial Change	9781328485601	Student	Carta para la familia 8	Right box, line 8	¿Qué cosa te gustaría hacer?	¿Qué te gustaría hacer?
Publisher	Editorial Change	9781328485601	Student	Decodificar 10.1	Paragraph 1, line 3	sílabas débiles	vocales débiles
Publisher	Editorial Change	9781328485601	Student	Decodificar 3.11	Title	Palabras con <i>g</i> suave	Sílabas con <i>ga, go, gu, gue, gui</i>
Publisher	Editorial Change	9781328485601	Student	Decodificar 3.13	Title	Palabras con <i>g</i> suave	Sílabas con <i>ga, go, gu, gue, gui</i>
Publisher	Editorial Change	9781328485601	Student	Decodificar 5.13	Item 1, word 2	precintado	predecir
Publisher	Editorial Change	9781328485601	Student	Decodificar 5.6a	Title	Palabras con <i>h</i> y <i>ch</i>	Sílabas con <i>h</i> y <i>ch</i>

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Publisher	Editorial Change	9781328485601	Student	Decodificar 5.8	Title	Palabras con <i>h y ch</i>	Sílabas con <i>h y ch</i>
Publisher	Editorial Change	9781328485601	Student	Decodificar 8.1	Title	Palabras con <i>güe, güi</i>	La diéresis: sílabas <i>güe, güi</i>
Publisher	Editorial Change	9781328485601	Student	Decodificar 8.3	Title	Palabras con <i>güe, güi</i>	La diéresis: sílabas <i>güe, güi</i>
Publisher	Editorial Change	9781328485601	Student	Organizado r gráfico. Lectura 10	Box 4	Resolución	Solución
Publisher	Editorial Change	9781328485601	Teacher	Dictado 9.6	Sentence 20	Ignacio siempre hace muy rápido la tarea .	Ignacio fue a la aldea donde nació su abuela.
Publisher	Editorial Change	9781328485601	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485601	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485601	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485601	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485601	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485601	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.
Spanish Language Arts and Reading, Grade 5 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Hybrid Classroom Package Grade 5 (ISBN 9781328560278) and Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 5 (ISBN 9781328560315)</i>							
Publisher	Editorial Change	9781328503879	Student	16	paragraph 2, line 7	del tercero a. e. c.	del tercero a. C.
Publisher	Editorial Change	9781328485670	Student	16	paragraph 2, line 7	del tercero a. e. c.	del tercero a. C.
Publisher	Editorial Change	9781328522634	Student	37	Question #9	Si suena la alarma de incendio en el cine, siempre {WOL} con mucha rapidez.	Cuando suena la alarma de incendio, siempre {WOL} el salón con mucha rapidez.
Publisher	Editorial Change	9781328485670	Student	37	Question #9	Si suena la alarma de incendio en el cine, siempre {WOL} con mucha rapidez.	Cuando suena la alarma de incendio, siempre {WOL} el salón con mucha rapidez.
Publisher	Editorial Change	9781328522634	Student	52	#9	Después de la [WOL] no quedó una rata en la casa.	Después de [WOL] el cabello no le quedaron más rulos.

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Publisher	Editorial Change	9781328485670	Student	52	#9	Después de la no [WOL] quedó una rata en la casa.	Después de [WOL] el cabello no le quedaron más rulos.
Publisher	Editorial Change	9781328522634	Student	70	#3	Abdul antes de ingresar a la autopista miró por el {WOL} retrovisor.	Antes de ingresar a la autopista, Abdul miró por el {WOL} retrovisor.
Publisher	Editorial Change	9781328522634	Student	70	#4	Helen y su esposo hace {WOL} años estuvieron en una erupción.	Helen y su esposo estuvieron en una erupción hace {WOL} años.
Publisher	Editorial Change	9781328522634	Student	70	#5	Rocas y mucho material piroclástico volaba por el {WOL}.	Por el {WOL} volaban rocas y mucho material piroclástico.
Publisher	Editorial Change	9781328485670	Student	70	#3	Abdul antes de ingresar a la autopista miró por el {WOL} retrovisor.	Antes de ingresar a la autopista, Abdul miró por el {WOL} retrovisor.
Publisher	Editorial Change	9781328485670	Student	70	#4	Helen y su esposo hace {WOL} años estuvieron en una erupción.	Helen y su esposo estuvieron en una erupción hace {WOL} años.
Publisher	Editorial Change	9781328485670	Student	70	#5	Rocas y mucho material piroclástico volaba por el {WOL}.	Por el {WOL} volaban rocas y mucho material piroclástico.
Publisher	Editorial Change	9781328522634	Student	200	#7	Jorge tiene una [WOL] pulmonar debido a la contaminación.	Jorge tiene una competencia de [WOL] y entrena todos los días.
Publisher	Editorial Change	9781328485670	Student	200	#7	Jorge tiene una [WOL] pulmonar debido a la contaminación.	Jorge tiene una competencia de [WOL] y entrena todos los días.
Publisher	Editorial Change	9781328522634	Student	208	#5	La familia se reunió en el [WOL] de la casa para ver televisión.	Los niños hicieron un [WOL] de magia en la sala de la casa.
Publisher	Editorial Change	9781328485670	Student	208	#5	La familia se reunió en el [WOL] de la casa para ver televisión.	Los niños hicieron un [WOL] de magia en la sala de la casa.
Publisher	Editorial Change	9781328522634	Student	209	#3, second sentence	El granjero construyó una nueva cerca.	Hicimos una cartelera con bordes de tela.
Publisher	Editorial Change	9781328485670	Student	209	#3, second sentence	El granjero construyó una nueva cerca.	Hicimos una cartelera con bordes de tela.
Publisher	Editorial Change	9781328522634	Student	216	#6	Cuando se descompuso el carro, papá sacó las herramientas del [WOL].	Cuando fuimos de compras, mamá sacó dinero del [WOL] para pagar.
Publisher	Editorial Change	9781328485670	Student	216	#6	Cuando se descompuso el carro, papá sacó las herramientas del [WOL].	Cuando fuimos de compras, mamá sacó dinero del [WOL] para pagar.
Publisher	Editorial Change	9781328522634	Student	229	#4	su chaqueta para que se la reparen.	a reparar su bicicleta.
Publisher	Editorial Change	9781328485670	Student	229	#4	su chaqueta para que se la reparen.	a reparar su bicicleta.
Publisher	Editorial Change	9781328522634	Student	232	#3	El médico-cirujano se lavó las manos antes de operar a un paciente.	El espantapájaros evitará que los cuervos se acerquen a la plantación.
Publisher	Editorial Change	9781328522634	Student	232	#7	Mi hermanita nació antes de tiempo y fue sietemesina.	El electromagnetismo estudia los fenómenos eléctricos y magnéticos.
Publisher	Editorial Change	9781328485670	Student	232	#3	El médico-cirujano se lavó las manos antes de operar a un paciente.	El espantapájaros evitará que los cuervos se acerquen a la plantación.
Publisher	Editorial Change	9781328485670	Student	232	#7	Mi hermanita nació antes de tiempo y fue sietemesina.	El electromagnetismo estudia los fenómenos eléctricos y magnéticos.
Publisher	Editorial Change	9781328522634	Student	236	#4	¿No te parece que deberías [WOL] tu foto que en esta pareces un bebé?	¿No te parece que deberías [WOL] tu foto en el álbum escolar?
Publisher	Editorial Change	9781328485670	Student	236	#4	¿No te parece que deberías [WOL] tu foto que en esta pareces un bebé?	¿No te parece que deberías [WOL] tu foto en el álbum escolar?
Publisher	Editorial Change	9781328522634	Student	238	#4	El [WOL] secretario reemplazó al secretario que faltó a la reunión.	El [WOL] logo del libro sirve de introducción a la lectura.
Publisher	Editorial Change	9781328485670	Student	238	#4	El [WOL] secretario reemplazó al secretario que faltó a la reunión.	El [WOL] logo del libro sirve de introducción a la lectura.
Publisher	Editorial Change	9781328522634	Student	240	#7	Mis padres [WOL] a ver a la abuela porque está enferma.	Mis padres [WOL] a ver a la abuela para su cumpleaños.
Publisher	Editorial Change	9781328485670	Student	240	#7	Mis padres [WOL] a ver a la abuela porque está enferma.	Mis padres [WOL] a ver a la abuela para su cumpleaños.
Publisher	Editorial Change	9781328504616	Teacher	200	Blue box, first paragraph	debajo de (subducción) Alaska,	debajo de Alaska (subducción),

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Publisher	Editorial Change	9781328485618	Teacher	200	Blue box, first paragraph	debajo de (subducción) Alaska,	debajo de Alaska (subducción),
Publisher	New Content	9781328522764	Teacher	R10-R28	Resources Section	New Resource	Add new teacher endmatter pages, pp. R10-R28.
Publisher	New Content	9781328485618	Teacher	R10-R28	Resources Section	New Resource	Add new teacher endmatter pages, pp. R10-R28.
Publisher	New Content	9781328471338	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328485618	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328471345	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328485618	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328471352	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328485618	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328471369	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328485618	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328471376	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328485618	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328471383	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Publisher	New Content	9781328485618	Teacher	R9-R52	Resources Section	New Resource	Add new teacher end matter pages, pp. R9-R52
Spanish Language Arts and Reading, Grade 5 <i>Texas Houghton Mifflin Harcourt ¡Arriba la Lectura! Digital Classroom Package Grade 5 (ISBN 9781328560315)</i>							
Publisher	Editorial Change	9781328485618	Student	2.6	#4, second sentence	Las ligaduras sirven para ordenar papeles u objetos pequeños.	La vaca se soltó de la ligadura hecha con cuerdas y se escapó del corral.
Publisher	Editorial Change	9781328485618	Student	8.12	#2	Quiere que lo abracen todo el día.	Me lame la cara cuando llego a casa.
Publisher	Editorial Change	9781328485618	Student	9.9	#2	Ellas la nombraron cabeza de su nuevo equipo de ciencias.	Parte el jamón en trozos pequeños.
Publisher	Editorial Change	9781328485618	Student	9.9	#4	¿Cómo pudo el ejército aplastar la rebelión con tanta rapidez?	El juez le impuso una pena de seis años.
Publisher	Editorial Change	9781328485618	Student	10.3	#7	La maestra de arte nos pidió un collage de una iguana subiéndose a un árbol.	La maestra de arte nos pidió un collage hecho con retazos de papel.
Publisher	Editorial Change	9781328485618	Student	11.1	first bullet	Las palabras que forman una palabra compuesta pueden tener cambios ortográficos al pasar a ser parte de una palabra compuesta.	Las palabras que forman una palabra compuesta pueden tener cambios ortográficos.
Publisher	Editorial Change	9781328485618	Student	11.6	#23	Un auto de carrera puede alcanzar hasta 250 kilómetros-hora.	Los autos de carrera no tienen limpiaparabrisas.
Publisher	Editorial Change	9781328485618	Student	10.11b	#8	Las cosas que se vuelven resistentes, se vuelven más fuertes. Jason era resistente a la idea de saltarse el poste.	Las cosas que se hacen resistentes, se vuelven más fuertes. Cuando estás saludable eres más resistente a las enfermedades.
Publisher	Editorial Change	9781328485618	Student	10.6a	#4, second sentence	Los chimpancés se pueden alimentar de la médula de las plantas.	Además de la médula ósea, el centro de los tallos también es llamado médula.
Publisher	Editorial Change	9781328485618	Student	10.8b	#5	Si una persona o un animal se agazapó quiere decir que se encogió o se escondió, ya fuera de miedo o para ponerse al acecho. El ladrón asustó tanto a la familia que se agazaparon en el clóset hasta que llegara ayuda.	Si una persona o un animal se agazapó quiere decir que se encogió o se escondió, ya sea de miedo o para ponerse al acecho. El gato se agazapó antes de saltar sobre el cordel de la cortina.
Publisher	Editorial Change	9781328485618	Student	10.8b	#6, second sentence	La silla de ruedas motorizada capacitó a Evan para seguirles el ritmo a sus amigos en el parque de atracciones.	El parque cuenta con personal capacitado para operar todas las atracciones y mantener las zonas verdes.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781328485618	Student	3.2b	#6	El huracán se propagó por toda la isla.	La alarma se propagó por toda la isla.
Publisher	Editorial Change	9781328485618	Student	3.2b	#8	Las personas que son víctimas de algo sufren o mueren a causa de eso. Él fue víctima del virus que se propagó luego del huracán.	Las personas que son víctimas de algo, sufren o mueren a causa de eso. Las víctimas del huracán perdieron sus viviendas.
Publisher	Editorial Change	9781328485618	Student	8.8b	#6 oficialmente, second sentence	El primer sábado del mes es oficialmente el día en que nuestra ciudad celebra a nuestros antepasados.	Este sábado es oficialmente el primer día de la primavera.
Publisher	Editorial Change	9781328485618	Teacher	N/A	Groups section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, the learning platform did not provide teachers with the capability to group students.	The platform now provides teachers with an easy way to use data to group students for differentiation and to support small group instruction in the classroom. Teachers can navigate to a single assessment report for completed online assessments and select the new Recommend Groups button to create groups based on student performance. Or teachers can also manually group students or assign resources to groups.
Publisher	Editorial Change	9781328485618	Teacher	N/A	Plans section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Previously, teachers did not have the capability to create custom lesson plans.	Teachers and administrators now have an easy way to organize resources and create plans. A new navigational tab titled Plans is available for teachers, allowing them gather resources that they would like to utilize to teach in one central location. By selecting the Plans tab, teachers can create and access existing plans. Resources can be added to plans from the Discover tab, where a new Add to Plan button is available for all resources.
Publisher	Editorial Change	9781328485618	Teacher	N/A	Data & Reports section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	The platform now offers options for exporting assessment results.	Teachers can export student assessment data as a .CSV file from the Data & Reports section of <i>Ed: Your Friend in Learning</i> . This allows teachers to share assessment data with Administrators, save data from year-to-year, or move data into another system.
Publisher	Editorial Change	9781328485618	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have an easier way to navigate to single assessment reports.	A new way for teachers to more easily and quickly navigate to view a single assessment report is available. Now, teachers can navigate to the Assignments section, navigate to the Assignment Detail page for the single assessment, and click the View Report button.
Publisher	Editorial Change	9781328485618	Teacher	N/A	Discover section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers have additional filter options for finding and discovering content.	Teachers can filter search results for resources by the Table of Contents for the selected grade or program they are viewing in Discover . This is a great way to refine search results to view resources from specific units/modules or lessons/topics.
Publisher	Editorial Change	9781328485618	Teacher	N/A	Assignments section of <i>Ed: Your Friend in Learning</i> platform, available in top navigation	Teachers now have a consistent way to provide feedback to students on any assignment.	Teachers can now give text-based feedback to students across assignment types to provide a greater understanding of their performance and tangible direction on growth as learners. Feedback is available for completed Online Assessments, eBook assignments, and Performance Tasks.

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InterEthnic, LLC.

English Language Arts and Reading, Handwriting, Kindergarten
Beginning to Write in Alphabet Harbor (ISBN 9781642557480)

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781642557664	Student	Page 117 - 120	All pages	Changed Title to "Proficient Handwriting" with 2 sizes of handwriting grids	
Publisher	New Content	9781642557664	Student	i - iii	All pages	Introduction for teaching number and letter formations	
Publisher	New Content	9781642557664	Student	Page 4 to 17	All pages	Teaches number formations from 0 - 10, plus review	
English Language Arts and Reading, Handwriting, Grade, 1 <i>Handwriting with the Harbor Friends 1</i> (ISBN 9781642557473)							
Publisher	Editorial Change	9781642557657	Student	ii - iii	both pages	Expanded description of teaching letter formations	
Publisher	Editorial Change	9781642557657	Student	pages 122 - 125	all pages	Changed Title to "Proficient Handwriting" with 2 sizes of handwriting grids	
Publisher	New Content	9781642557657	Student	i	Top of page	Introduction for teaching number formations	
Publisher	New Content	9781642557657	Student	Page 3 - 11	all pages	Teaches number formations from 0 - 10, plus review	
Publisher	New Content	9781642557657	Student	pages 36, 42, 86, 120	Bottom of page	Harbor Friends Handwriting Help Center for analyzing correct spacing between words	
Publisher	New Content	9781642557657	Student	pages 36, 42, 86, 120	Top of page	Instructions for Writing Topic - spacing words apart and sharing with class.	
English Language Arts and Reading, Handwriting, Grade 2 <i>Handwriting with the Harbor Friends 2</i> (ISBN 9781642557466)							
Publisher	Editorial Change	9781642557640	Student	ii - iii	both pages	Expanded description of teaching letter formations	
Publisher	Editorial Change	9781642557640	Student	pages 15, 19, 21, 23, 25, 27, 37, 39, 47, 49, 51, 53, 61, 63	Middle of page	Complete the Phrase where students add the initial letter	
Publisher	New Content	9781642557640	Student	i	Top of page	Introduction for teaching number formations	
Publisher	New Content	9781642557640	Student	Pages 2 - 3	all page	Pre-handwriting worksheets	
Publisher	New Content	9781642557640	Student	Pages 4 - 7	all pages	Teaches number formations from 0 - 9, plus review	
Publisher	New Content	9781642557640	Student	pages 58, 59, 70, 71, 78, 79	Bottom of page	Harbor Friends Handwriting Help Center for analyzing correct spacing between words	
Publisher	New Content	9781642557640	Student	pages 81 - 84	all pages	"Proficient Handwriting" with 2 sizes of handwriting grids	

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
						English Language Arts and Reading, Handwriting Grade, 4 <i>Handwriting with the Harbor Pals</i> (ISBN 9781642557442)	
Publisher	Editorial Change	9781642557626	Student	Page 14	middle of page	Edited lowercase and uppercase formation poems	
Publisher	Editorial Change	9781642557626	Student	Pages 18, 60, 80, 84, 100	middle of page	Updated Harbor Friends characters	
Publisher	New Content	9781642557626	Student	Pages 58, 70, 82, 86, 94	middle of page	Added graphic to illustrate poems	
						English Language Arts and Reading, Handwriting, Grade 5 <i>Handwriting with the Harbor Pals Pro</i> (ISBN 9781642557435)	
Publisher	Editorial Change	9781642557619	Student	Page 14	middle of page	Edited lowercase and uppercase formation poems	
Publisher	Editorial Change	9781642557619	Student	Page 38	top of page	Edited Writing Topic	
Publisher	Editorial Change	9781642557619	Student	Pages 18, 60, 80, 84, 100	middle of page	Updated Harbor Friends characters	
Publisher	New Content	9781642557619	Student	Pages 35, 50, 98	middle of page	Added graphic to illustrate poems	
						English Language Arts and Reading, Spelling, Grade 1 <i>Beginning to Spell in Alphabet Harbor</i> (ISBN 9781642557824)	
Publisher	Editorial Change	9781642557596	Student	Ch.3-P.8	middle of page	deleted "words have changed"	
Publisher	Editorial Change	9781642557602	Student	Page 11	middle of page	deleted "l and r" from circle	
Publisher	Editorial Change	9781642557602	Student	page 12	lower half of page	deleted "lap" inserted "tap" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 16	bottom half of page	deleted "rag" inserted "wag" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 16	lower half of page	deleted "ham" inserted "tab" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 20	upper half of page	deleted "rag" inserted "nag" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 20	lower half of page	deleted "win" inserted "pin" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 24	upper half of page	deleted "hit" inserted "bit" on second line of poem	
Publisher	Editorial Change	9781642557602	Student	page 24	lower half of page	deleted "him" inserted "rim" on last line of poem	
Publisher	Editorial Change	9781642557602	Student	page 32	upper half of page	deleted "tub" inserted "bud" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 32	lower half of page	deleted "mop" inserted "pop" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 36	upper half of page	deleted "pot" inserted "lot" on first line of poem	
Publisher	Editorial Change	9781642557602	Student	page 36	lower half of page	deleted "fox" inserted "job" on third line of poem	
Publisher	Editorial Change	9781642557602	Student	page 40	upper half of page	deleted "red" inserted "led" on second line of poem	
Publisher	Editorial Change	9781642557602	Student	page 42	lower half of page	Replace Box 3 with new graphic and letters	
Publisher	Editorial Change	9781642557602	Student	page 44	upper half of page	deleted "wet" inserted "set" on second line of poem	

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781642557602	Student	page 8	lower half of page	deleted "dad" inserted "lad" on first line of poem	
Publisher	New Content	9781642557602	Student	92	lower half of page	added more words in columns 1 and 2	
Publisher	New Content	9781642557596	Student	Ch.2-P.47	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.4-P.47	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.6-P.22	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.7-P.17	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.8-P.13	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.9-P.33	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.10-P.16	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.11-P.21	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Ch.12-P.22	lower half of page	Inserted word list for Advanced students	
Publisher	New Content	9781642557596	Student	Chapter 1-12	various	added content labels for quick review of lessons	

Proclamation 2019 Editorial Changes

Learning A–Z, LLC.							
English Language Arts and Reading, Grades K–5 Raz-Plus ELL Edition (ISBN 9780692552841)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	1	The Loser, L, RAZ American English, Worksheet	Worksheets Page 1, change first example sentence from “Jae is friendly.” to “Jae is thoughtful.”	Page 1, changed to “Jae is thoughtful.”
Publisher	Editorial Change	9780692552841	Teacher	2	Samuel de Champlain, Father of New France, Y, RAZ American English, Book	AM, PB, DS, Page 2: Update page 15 credit to "National Geographic Creative/Alamy Stock Photo"; Update page 22 (main) credit to "© Russ Heinl/All Canada Photos/Getty Images"	Page 2: Updated page 15 credit to "National Geographic Creative/Alamy Stock Photo"; Updated page 22 (main) credit to "© Russ Heinl/All Canada Photos/Getty Images"
Publisher	Editorial Change	9780692552841	Teacher	3	Summer Olympics Events, Q, RAZ Spanish , Book	SP Book, page 3: change “Categorías de eventos” to “Categorías de los eventos”	page 3: changed to: “Categorías de los eventos”
Publisher	Editorial Change	9780692552841	Teacher	3	Mike on Strike, S, RAZ American English, Worksheet	Worksheets Page 3 - change “first” to “second” and “second” to “third” in the Instructions so they read, “The words below have prefixes and suffixes attached to their root word. In the second column write the root word. Then, in the third column write the meaning of the root word.”	Page 3 - changed the Instructions to read, “The words below have prefixes and suffixes attached to their root word. In the second column write the root word. Then, in the third column write the meaning of the root word.”
Publisher	Editorial Change	9780692552841	Teacher	3	The Olympics: Past and Present, R, RAZ Spanish , Book	SP Book, p.3: change “Las olimpiadas resurgieron” to “Las olimpiadas reviven”	SP Book, p.3: changed to “Las olimpiadas reviven”
Publisher	Editorial Change	9780692552841	Teacher	3	The Olympics: Past and Present, W, RAZ Spanish , Book	SP Book, p.3: change “Ser el mejor del mundo” to “El mejor del mundo” change “Las olimpiadas resurgieron” to “Las olimpiadas reviven”	SP Book, p.3: changed to “El mejor del mundo” changed to “Las olimpiadas reviven”
Publisher	Editorial Change	9780692552841	Teacher	4	Bites and Stings, S, RAZ Spanish , Book	Page 4, map caption: change “Nuevo México” to “New Mexico”	Changed map label to: “New Mexico”
Publisher	Editorial Change	9780692552841	Teacher	4	Summer Olympics Events, H, RAZ Spanish , Book	P.4, header: change to “Los Juegos Olímpicos de verano”	P.4, changed to: “Los Juegos Olímpicos de verano”
Publisher	Editorial Change	9780692552841	Teacher	5	Chick-a-Dude , U, RAZ Spanish , Book	SP Book, page 5, paragraph 6, line 1-2: bring m-dash down so that it stays with “dijo”	page 5, paragraph 6, line 1-2: brought m-dash down
Publisher	Editorial Change	9780692552841	Teacher	5	The Kingdom of Happiness, T, RAZ	SP Book, page 5: please add a space between paragraphs 1 and 2	SP Book, page 5: added a space between paragraphs 1 and 2
Publisher	Editorial Change	9780692552841	Teacher	6	Seeds of Revolution, X, RAZ Spanish , Book	SP Book, p.6, first line: change “1751” to “1750”	SP Book, p.6, first line: changed to “1750”
Publisher	Editorial Change	9780692552841	Teacher	8	Jessica Loves Soccer, L, RAZ Spanish , Book	SP Book: Page 8, line 1: change “Todos se rieron. Era Josefina.” to “Era Josefina. Todos se rieron.”	Page 8, line 1: changed to “Era Josefina. Todos se rieron.”
Publisher	Editorial Change	9780692552841	Teacher	8	Sally Takayama’s Worst Day Ever , P, RAZ Spanish	SP Book, page 8, line 5: change “talles” to “tallas”	page 8, line 5: changed to “tallas”
Publisher	Editorial Change	9780692552841	Teacher	8	The United Nations, Y, RAZ American English, Book	AM, PB, DS, PRESS, pg. 8, 1st paragraph, 2nd to last sentence: change “even if the other ten countries” to “even if the other countries”	pg. 8, 1st paragraph, 2nd to last sentence: changed to “even if the other countries”
Publisher	Editorial Change	9780692552841	Teacher	9	InFLUenza, T, RAZ Spanish , Book	SP Book: Page 9, header: change to “Virus que cambian”	Page 9, changed to: “Virus que cambian”
Publisher	Editorial Change	9780692552841	Teacher	9	InFLUenza, W, RAZ Spanish , Book	SP Book: Page 9, header: change to “Virus que cambian”	Page 9, changed to: “Virus que cambian”
Publisher	Editorial Change	9780692552841	Teacher	9	Seven Wonders of the Modern World, S, RAZ American English, Book	AM, PB, DS, pg. 9, first paragraph, last sentence: change from “the tower is the tallest freestanding structure in the world” to “the tower is one of the tallest freestanding structures in the world.”	AM, PB, DS, pg. 9, first paragraph, last sentence: changed to “the tower is one of the tallest freestanding structures in the world.”

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Publisher	Editorial Change	9780692552841	Teacher	10	The United Nations, Z1, RAZ American English, Book	AM, PB, DS, PRESS, pg. 10, 1st paragraph, 2nd to last sentence: change “even if the other ten countries” to “even if the other countries”	pg. 10, 1st paragraph, 2nd to last sentence: changed to “even if the other countries”
Publisher	Editorial Change	9780692552841	Teacher	10	The United Nations, Z2, RAZ American English, Book	AM, PB, DS, PRESS, pg. 10, 1st paragraph, 2nd to last sentence: change “even if the other ten countries” to “even if the other countries”	pg. 10, 1st paragraph, 2nd to last sentence: changed to “even if the other countries”
Publisher	Editorial Change	9780692552841	Teacher	11	Arthur's Bad News Day, Q, RAZ Spanish , Book	SP Book: Page 11, second to last line: remove “de” so that it reads “mi vaso especial”	Page 11, second to last line: removed “de” so that it reads “mi vaso especial”
Publisher	Editorial Change	9780692552841	Teacher	12	Mike's Good Bad Day, I, RAZ Spanish , Book	SP Book: Page 12, line 3: change “se había tropezado” to “había tropezado”	Applied translation edit: “había tropezado”
Publisher	Editorial Change	9780692552841	Teacher	12	Lighter than Air, T, RAZ Spanish , Book	Table of Contents: change “Una breve historia de las aeronaves” to “Una breve historia de los aerostatos” Page 12: change header to “Una breve historia de los aerostatos”	Table of Contents: changed to “Una breve historia de los aerostatos” Page 12: changed header to “Una breve historia de los aerostatos”
Publisher	Editorial Change	9780692552841	Teacher	12	Gandhi, N, RAZ Spanish , Book	P.12, header: change to “Comienza el cambio”	P.12, changed to: “Comienza el cambio”
Publisher	Editorial Change	9780692552841	Teacher	12	Polar Regions of the Earth , U, RAZ American English, Book	AM, PB, DS, pg. 12, 2nd paragraph, 2nd sentence: change from “The Inuit are the native people of the Arctic region.” to “The Inuit are one group of native people of the Arctic region.”	pg. 12, 2nd paragraph, 2nd sentence: changed to “The Inuit are one group of native people of the Arctic region.”
Publisher	Editorial Change	9780692552841	Teacher	13	Gandhi, Q, RAZ Spanish , Book	P.13, header: change to: “Comienza el cambio”	P.13, changed to: “Comienza el cambio”
Publisher	Editorial Change	9780692552841	Teacher	13	Gandhi, U, RAZ Spanish , Book	P.13, header: change to “Comienza el cambio”	P.13, changed to: “Comienza el cambio”
Publisher	Editorial Change	9780692552841	Teacher	13	Coral Reefs, U, RAZ American English, Book	AM, PB, DS, PRESS, pg. 13: 1st paragraph, 2nd sentence: change from “A tsunami (soo-NAH-mee) or large, powerful waves caused by a hurricane can destroy reefs.” to “Large, powerful waves caused by a hurricane can destroy reefs. So can a tsunami (soo-NAH-mee).”	1st paragraph, 2nd sentence: changed to “Large, powerful waves caused by a hurricane can destroy reefs. So can a tsunami (soo-NAH-mee).”
Publisher	Editorial Change	9780692552841	Teacher	13	Coral Reefs, Q, RAZ Kids, Ebook Audio Recording	p13_text: 1st paragraph, 2nd sentence: Change sentence to: “Large, powerful waves caused by a hurricane can destroy reefs. So can a tsunami (soo-NAH-mee).” – Requires pickup	p13_text: 1st paragraph, 2nd sentence: Changed sentence to: “Large, powerful waves caused by a hurricane can destroy reefs. So can a tsunami (soo-NAH-mee).”
Publisher	Editorial Change	9780692552841	Teacher	13	Return of the Jaguar, Q, RAZ American English, Book	AM, PB, DS, PRESS, pg. 13, sidebar, 2nd and 3rd sentences: change “One is called Sombra” to “They named one Sombra”; change “The other is called Yo’oko” to “They named the other Yo’oko” AM, PB, DS, PRESS, pg. 13 map caption, add new final sentence: “Sadly, in late 2017, Yo’oko was trapped and killed after he wandered back into Mexico.”	AM, PB, DS, PRESS, pg. 13, sidebar, 2nd and 3rd sentences: changed to “They named one Sombra”; changed to “They named the other Yo’oko” AM, PB, DS, PRESS, pg. 13 map caption, added new final sentence: “Sadly, in late 2017, Yo’oko was trapped and killed after he wandered back into Mexico.”
Publisher	Editorial Change	9780692552841	Teacher	14	Violent Weather , Z, RAZ American English, Book	AM, PB, DS, pg. 14, 3rd paragraph, 1st sentence: change “The worst hurricane to hit the United States in recent years was Hurricane Katrina in August 2005.” to “One of the worst hurricanes to hit the United States in recent years was Hurricane Katrina in August 2005.”	AM, PB, DS, pg. 14, 3rd paragraph, 1st sentence: changed to “One of the worst hurricanes to hit the United States in recent years was Hurricane Katrina in August 2005.”
Publisher	Editorial Change	9780692552841	Teacher	18	Manatees, P, RAZ Spanish , Book	SP Book: Page 18, line 10: change “lasamenazas” to “las amenazas” Bullet #6: change “salir” to “separarse”	Page 18, line 10: changed to “las amenazas”
Publisher	Editorial Change	9780692552841	Teacher	18	All About Chocolate, O, RAZ Spanish , Book	s/b: “Hornear durante 25 a 30 minutos hasta que los brownies comiencen a separarse de los costados de la fuente.”	Bullet #6: changed “salir” to “separarse”
Publisher	Editorial Change	9780692552841	Teacher	19	All About Chocolate, U, RAZ American English,	AM, PB, DS, pg. 19, 1528 line: change “cacao” to “cacao”	changed “cacao” to “cacao”
Publisher	Editorial Change	9780692552841	Teacher	22	Telescopes: Eyes on Space, Z, RAZ Spanish ,	P.22, header: change to “La astronomía en el futuro”	P.22, changed to: “La astronomía en el futuro”

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	22	All About Chocolate, R, RAZ Spanish , Book	Bullet #6: change "retroceder" to "separarse" s/b: "Hornear durante 25 a 30 minutos hasta que los brownies comiencen a separarse de los costados de la fuente."	Bullet #6: changed "retroceder" to "separarse"
Publisher	Editorial Change	9780692552841	Teacher	22	All About Chocolate, U, RAZ Spanish , Book	Bullet #6: change "salir por" to "separarse de" s/b: "Hornear durante 25 a 30 minutos hasta que los brownies comiencen a separarse de los costados de la fuente."	changed "salir por" to "separarse de"
Publisher	Editorial Change	9780692552841	Teacher	22	All About Chocolate, R, RAZ Spanish , Book	SP Book, p.22, instruction #4, line 1: change "plato hondo" to "bol"	SP Book, p.22, instruction #4, line 1: changed to "bol"
Publisher	Editorial Change	9780692552841	Teacher	10, 11, 12	Whales, O, RAZ Spanish , Book	Book: Page 10, header: change "Dónde" to "Donde" Page 11, illustration: change "Área de verano" to "Área de verano", "Área de invierno" to "Área de invierno", and "Océano Pacífico" to "Océano Pacífico" Page 12, line 2: change "Se los ha encontrado" to "Se les ha encontrado"	Page 10, header: changed to: "Donde" Page 11, illustration: changed to: "Área de verano", "Área de invierno", and "Océano Pacífico" Page 12, line 2: changed to: "Se les ha encontrado"
Publisher	Editorial Change	9780692552841	Teacher	10, 12, 14	Hugs for Daddy, K, RAZ Spanish , Book	SP Book: P.10, last line: change "saludó a nosotras con la mano" to "saludó con la mano" P.12, line 3: remove space between "escribimos" and the comma P.14, last line: change "las cosas que mandamos a papá" to "las cosas que le mandamos a papá"	P.10, Applied translation edit: "saludó con la mano" P.12, line 3: removed extra space between "escribimos" and the comma P.14, last line: Applied translation edit: "las cosas que le mandamos a papá"
Publisher	Editorial Change	9780692552841	Teacher	2, 10	Rent a Llama [JMP], J, RAZ Spanish , Book	SP Book: page 2: rearrange words in Words to Know box so that the right side of the box is not empty page 10, paragraph 2, line 1-2: bring m-dash down so that it's next to "explicó"	SP Book: page 2: rearranged words in Words to Know page 10, paragraph 2, line 1-2: moved m-dash down
Publisher	Editorial Change	9780692552841	Teacher	2, 11	9/11: A Dark Day, Y, RAZ American English, Book	AM, PB, DS, Page 11: Replace image AM, PB, DS, Page 11: replace the following photo captions "Photos 1-2 show the collapse of the South Tower. Photos 3-7 show the collapse of the North Tower 29 minutes later"; "The South Tower collapsed after 56 minutes, the North after 102 minutes" with the following new caption "'The World Trade center collapse covered New York City in dust and debris. The South Tower collapsed after 56 minutes, the North after 102 minutes." AM, PB, DS, Page 2: Change page 11 credit to "page 11: © Hubert Boesl/picture-alliance/dpa/AP Images"	AM, PB, DS, Page 11: Replaced image AM, PB, DS, Page 11: replaced with new caption "'The World Trade center collapse covered New York City in dust and debris. The South Tower collapsed after 56 minutes, the North after 102 minutes." AM, PB, DS, Page 2: Changed page 11 credit to "page 11: © Hubert Boesl/picture-alliance/dpa/AP Images"
Publisher	Editorial Change	9780692552841	Teacher	2, 3, 11, 12	The Story of the Statue, P, RAZ American English, Book	AM, PB, DS, PRESS, Page 3: Replace photo; delete caption AM, PB, DS, PRESS, Page 11: Replace photo (no caption change) AM, PB, DS, PRESS, Page 12: Replace photo (no caption change) AM, PB, DS, PRESS, Page 2: Update page 3 credit to "page 3: © iStock.com/M_a_y_a"; Update page 11 credit to "page 11: The Unveiling of the Statue of Liberty, Enlightening the World, 1886, Moran, Edward/Museum of the City of New York, USA/Bridgeman Images"; Update page 12 credit to "page 12: © Bettmann/Getty Images"	Page 3: Replaced photo; deleted caption Pages 11, 12: Replaced photo (no caption changes) Page 2: Updated page 3 credit to "page 3: © iStock.com/M_a_y_a"; Updated page 11 credit to "page 11: The Unveiling of the Statue of Liberty, Enlightening the World, 1886, Moran, Edward/Museum of the City of New York, USA/Bridgeman Images"; Updated page 12 credit to "page 12: © Bettmann/Getty Images"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	2, 3, 9, 11, 12, 15	The Story of the Statue, J, RAZ American English, Book	<p>AM, PB, DS, WL, PRESS, Page 3: Replace photo; delete caption</p> <p>AM, PB, DS, WL, PRESS, Page 9: Replace photo (no caption change)</p> <p>AM, PB, DS, WL, PRESS, Page 11: Replace photo (no caption change)</p> <p>AM, PB, DS, WL, PRESS, Page 12: Replace photo (no caption change)</p> <p>AM, PB, DS, WL, PRESS, Page 15 (top): Replace photo (no caption change)</p> <p>AM, PB, DS, WL, PRESS, Page 2: Update page 3 credit to "page 3: © iStock.com/M_a_y_a"; Update page 9 credit to "page 9: The Unveiling of the Statue of Liberty, Enlightening the World, 1886, Moran, Edward/Museum of the City of New York, USA/Bridgeman Images"; Update page 11 credit to "page 11: © Henryk T. Kaiser/age fotostock"; Update page 12 credit to "page 12: © Bettmann/Getty Images"; Update page 15 (top) credit to "page 15 (top): © Scott Barrow/Corbis/Getty Images"</p>	<p>Page 3: Replaced photo; deleted caption</p> <p>Pages 9, 11, 12, 15: Replaced photo (no caption changes)</p> <p>Page 2: Updated page 3 credit to "page 3: © iStock.com/M_a_y_a"; Updated page 9 credit to "page 9: The Unveiling of the Statue of Liberty, Enlightening the World, 1886, Moran, Edward/Museum of the City of New York, USA/Bridgeman Images"; Updated page 11 credit to "page 11: © Henryk T. Kaiser/age fotostock"; Updated page 12 credit to "page 12: © Bettmann/Getty Images"; Updated page 15 (top) credit to "page 15 (top): © Scott Barrow/Corbis/Getty Images"</p>
Publisher	Editorial Change	9780692552841	Teacher	2, 3, 9, 12, 15	The Story of the Statue, M, RAZ American English, Book	<p>AM, PB, DS, PRESS, Page 3: Replace photo; delete caption</p> <p>AM, PB, DS, PRESS, Page 9: Replace photo (no caption change)</p> <p>AM, PB, DS, PRESS, Page 12: Replace photo (no caption change)</p> <p>AM, PB, DS, PRESS, Page 15 (top): Replace photo (no caption change)</p> <p>AM, PB, DS, PRESS, Page 2: Update page 3 credit to "page 3: © iStock.com/M_a_y_a"; Update page 9 credit to "page 9: The Unveiling of the Statue of Liberty, Enlightening the World, 1886, Moran, Edward/Museum of the City of New York, USA/Bridgeman Images"; Update page 12 credit to "page 12: © Bettmann/Getty Images"; Update page 15 (top) credit to "page 15 (top): © Scott Barrow/Corbis/Getty Images"</p>	<p>Page 3: Replace photod; deleted caption</p> <p>Pages 9, 12, 15: Replaced photo (no caption changes)</p> <p>Page 2: Updated page 3 credit to "page 3: © iStock.com/M_a_y_a"; Updated page 9 credit to "page 9: The Unveiling of the Statue of Liberty, Enlightening the World, 1886, Moran, Edward/Museum of the City of New York, USA/Bridgeman Images"; Updated page 12 credit to "page 12: © Bettmann/Getty Images"; Updated page 15 (top) credit to "page 15 (top): © Scott Barrow/Corbis/Getty Images"</p>
Publisher	Editorial Change	9780692552841	Teacher	2, 5, 6, 7, 9, 15, 17	Fungus Among Us, V, RAZ American English, Book	<p>AM, PB, DS, Page 5: replace photo (no caption change)</p> <p>AM, PB, DS, Page 6 (top right): replace photo (no caption change)</p> <p>AM, PB, DS, Page 7: replace photo (no caption change)</p> <p>AM, PB, DS, Page 9 (right background): replace photo (no caption change)</p> <p>AM, PB, DS, Page 15: replace photo (no caption change)</p> <p>AM, PB, DS, Page 17 (top): replace photo (no caption change)</p> <p>AM, PB, DS, Page 2: Update page 5 credit to "page 5: Matthew Taylor/Alamy Stock Photo"; Update page 6 (top right) credit to "page 6 (top right): © Lester V. Bergman/Corbis Documentary/Getty Images"; Update page 7 credit to "page 7: © David Scharf/Science Source"; Update page 9 (right background) credit to "page 9 (right background): © Dr. Richard Kessel & Dr. Gene Shih/Visuals Unlimited/Getty Images"; Update page 15 credit to "page 15: © Dr. Kenneth Greer/Visuals Unlimited/Getty Images"; Update page 17 (top) credit to "page 17 (top): © Dr. Dennis Drenner/Visuals Unlimited/Getty Images"</p>	<p>Page 5: replaced photo</p> <p>Page 6 (top right): replaced photo (no caption change)</p> <p>Page 7: replaced photo (no caption change)</p> <p>Page 9 (right background): replaced photo (no caption change)</p> <p>Page 15: replaced photo (no caption change)</p> <p>Page 17 (top): replaced photo (no caption change)</p> <p>Page 2: Updated page 5 credit to "page 5: Matthew Taylor/Alamy Stock Photo"; Updated page 6 (top right) credit to "page 6 (top right): © Lester V. Bergman/Corbis Documentary/Getty Images"; Updated page 7 credit to "page 7: © David Scharf/Science Source"; Updated page 9 (right background) credit to "page 9 (right background): © Dr. Richard Kessel & Dr. Gene Shih/Visuals Unlimited/Getty Images"; Updated page 15 credit to "page 15: © Dr. Kenneth Greer/Visuals Unlimited/Getty Images"; Updated page 17 (top) credit to "page 17 (top): © Dr. Dennis Drenner/Visuals Unlimited/Getty Images"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	2, 6, 16, 17, 18, 21, 22	The Calgary Stampede, V, RAZ American English, Book	<p>AM, PB, DS, Page 6: Replace photo (no caption change)</p> <p>AM, PB, DS, Page 16: Replace photo (no caption change)</p> <p>AM, PB, DS, Page 17: Replace photo (no caption change)</p> <p>AM, PB, DS, Page 18: Replace photo (no caption change)</p> <p>AM, PB, DS, Page 21: Replace photo (no caption change)</p> <p>AM, PB, DS, Page 22: Replace photo (no caption change)</p> <p>AM, PB, DS, Page 2: Update pages 6, 21 credit to "pages 6, 21: © Bettmann/Getty Images"; Update pages 16, 17 credit to "pages 16, 17: © Artur Widak/ZUMA Press/Newscom"; Update page 18 credit to "page 18: © Douglas Peebles/Corbis Documentary/Getty Images"; Update page 22 credit to "page 22: © Paolo Koch/robertharding/Getty Images"</p>	<p>Page 6, 16, 17, 18, 21, 22: Replaced photo (no caption changes)</p> <p>Page 2: Updated pages 6, 21 credit to "pages 6, 21: © Bettmann/Getty Images"; Updated pages 16, 17 credit to "pages 16, 17: © Artur Widak/ZUMA Press/Newscom"; Updated page 18 credit to "page 18: © Douglas Peebles/Corbis Documentary/Getty Images"; Updated page 22 credit to "page 22: © Paolo Koch/robertharding/Getty Images"</p>
Publisher	Editorial Change	9780692552841	Teacher	3, 12, 14	Snoop the Crime Dog, , RAZ American English, Book	<p>AM, BW, HTB, BW HTB, DS, PRESS: pg. 12 add missing end quote after spot.</p> <p>AM, BW, HTB, BW HTB, DS, PRESS: pg. 14: change body text FROM: Snoop Dog followed the boot prints. He found two old hunters. One of the hunter's boots matched the prints. He also found goose feathers. "You are a fool to shoot a snow goose. You are going to jail, Snoop said, as he put the cuffs on the hunter. TO: Snoop followed the boot prints. He found a raccoon. The raccoon had the goose in a coop. "You are a fool to think you can steal the goose. You are going to jail," Snoop said, and he put the cuffs on the raccoon. Snoop freed the goose and it flew away.</p> <p>AM, HTB, DS, PRESS: pg. 14: adjust art so the animal being cuffed has black paws</p> <p>AM, BW, HTB, BW HTB, DS, PRESS: pg. 3, Elements Used in Book chart, add the following words to "Word with new phonetic element" list (in alphabetical order): coop, flew, raccoon</p>	<p>pg. 12 added missing end quote after "spot."</p> <p>pg. 14: changed body text TO: Snoop followed the boot prints. He found a raccoon. The raccoon had the goose in a coop. "You are a fool to think you can steal the goose. You are going to jail," Snoop said, and he put the cuffs on the raccoon. Snoop freed the goose and it flew away.</p> <p>pg. 14: adjusted art</p> <p>pg. 3, Elements Used in Book chart, added "Word with new phonetic element" list (in alphabetical order): coop, flew, raccoon</p>
Publisher	Editorial Change	9780692552841	Teacher	3, 14	The Olympics: Past and Present, Z, RAZ Spanish , Book	<p>SP Book:</p> <p>p.3: Change "Ser el mejor del mundo" to "El mejor del mundo"</p> <p>p.3: Change "Las olimpiadas resurgieron" to "Las olimpiadas reviven"</p> <p>p.14, heading: move art to the left to uncover "Las" - s/b "Las olimpiadas evolucionan"</p>	<p>SP Book:</p> <p>p.3: Changed to "El mejor del mundo"</p> <p>p.3: Changed" to "Las olimpiadas reviven"</p> <p>p.14, heading: moved art to uncover "Las"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	3, 4, 6, 13, 18	Summer Olympics Events, Q, RAZ Spanish , Book	P.3: change “Categorías de eventos” to “Categoías de los eventos” P.4, line 2: add a comma after “atrás” P.6, paragraph 1, line 2: add a comma after “Luego”; paragraph 2, line 2: change “usan” to “usa” P.14, line 2: change “se los” to “se les” P.18, caption: change “de los Olímpicos” to “de los Juegos Olímpicos” P.19, header: change to “Categorías de los eventos”	P.3: changed to: “Categoías de los eventos” P.4, line 2: added comma after “atrás” P.6, paragraph 1, line 2: added comma after “Luego”; paragraph 2, line 2: changed to: “usa” P.14, line 2: changed to: “se les” P.18, hanged to: “de los Juegos Olímpicos” P.19, changed to: “Categorías de los eventos”
Publisher	Editorial Change	9780692552841	Teacher	3, 7	Vikings, T, RAZ Spanish , Book	SP Book: Page 3, TOC: change “Guerreros vikingos” to “Los guerreros vikingos” to match the audio Page 7, heading: change “Guerreros vikingos” to “Los guerreros vikingos” to match the audio	SP Book: Page 3, TOC: changed to “Los guerreros vikingos” Page 7, heading: changed to “Los guerreros vikingos”
Publisher	Editorial Change	9780692552841	Teacher	3, 7	Vikings, W, RAZ Spanish , Book	SP Book: Page 3, TOC: change “Guerreros vikingos” to “Los guerreros vikingos” to match the audio Page 7, heading: change “Guerreros vikingos” to “Los guerreros vikingos” to match the audio	SP Book: Page 3, TOC: changed to “Los guerreros vikingos” Page 7, heading: changed to “Los guerreros vikingos”
Publisher	Editorial Change	9780692552841	Teacher	3, 8, 18, 19	Desert People, W, RAZ Spanish , Book	SP Book: Page 3: change page “9” to “8”; change page “14” to “13”; change page “19” to “18”; change page “24” to “23” Page 8, caption: change “se los llamó” to “se les llamó” Page 18, header: change to “Más pueblos del desierto” Page 19, line 2: change “A veces se los” to “A veces se les”	SP Book: Page 3: changed to: “8”; “13”; “18”; “23” Page 8, changed to: “se les llamó” Page 18, changed to: “Más pueblos del desierto” Page 19, line 2: changed to: “A veces se les”
Publisher	Editorial Change	9780692552841	Teacher	3, 9	Vikings, Z, RAZ Spanish , Book	SP Book: Page 3, TOC: change “Guerreros vikingos” to “Los guerreros vikingos” to match the audio Page 9, heading: change “Guerreros vikingos” to “Los guerreros vikingos” to match the audio	SP Book: Page 3, TOC: changed to “Los guerreros vikingos” Page 9, heading: changed to “Los guerreros vikingos”
Publisher	Editorial Change	9780692552841	Teacher	5, 10	Statues in the Sand , H, RAZ Spanish , Book	SP Book: Page 5, line 3: change “Se los conoce” to “Se les conoce” Page 10, line 1: change “Luego” to “Después”; line 3: change “se lo conoce” to “se le conoce”	Page 5, line 3: changed to: “Se les conoce” Page 10, line 1: changed to: “Después”; line 3: changed to: “se le conoce”
Publisher	Editorial Change	9780692552841	Teacher	5, 16, 22	The Beekeeper, O, RAZ Spanish , Book	Book, page 5, paragraph 2, line 1: change “se lo tiene” to “se tiene” Page 16, header: change to “Cómo hacer la miel” Page 16, line 1: underline “Buzz” and set in bold Page 22, definition for celdas: change “una panal” to “un panal”	page 5, paragraph 2, line 1: changed to: “se tiene” Page 16, header: changed to “Cómo hacer la miel” Page 16, line 1: underlined “Buzz” and set in bold Page 22, changed to: “un panal”
Publisher	Editorial Change	9780692552841	Teacher	6, 10	Ghosts in the House, S, RAZ Spanish , Book	SP Book: Page 6, paragraph 3, line 1: change “—Buenas noches, Virginia—.” to “—Buenas noches, Virginia.” Page 6, paragraph 3, line 2: change “La madre” to “—La madre” Page 10, last paragraph, line 3: change “preocuparse.” to “preocuparse—.”	Page 6, paragraph 3, line 1: changed to: “—Buenas noches, Virginia.” Page 6, paragraph 3, line 2: changeed to: “—La madre” Page 10, last paragraph, line 3: changed to: “preocuparse—.”

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	7, 11, 17, 20	Desert People, P, RAZ Spanish , Book	SP Book, P.7, caption: change “se los llamó” to “se les llamó” P.11, paragraph 2, line 3: change “los ayudaba” to “ayudaba” P.17, header: change to “Más gente del desierto” P.20: add parts of speech: aborígenes australianos (sust.) adaptarse (verb.) bosquimanos (adj.) Desierto de Atacama (sust.) excremento (sust.) nómada (adj.) oasis (sust.)	P.7, changed to: “se les llamó” P.11, paragraph 2, line 3: changed to: “ayudaba” P.17, changed to: “Más gente del desierto” P.20, added parts of speech
Publisher	Editorial Change	9780692552841	Teacher	9, 18	InFLUenza, Z, RAZ Spanish , Book	SP Book: Page 9, header: change to “Virus que cambian” Page 18, header: change to “La historia de la gripe”	Page 9, changed to: “Virus que cambian”
Publisher	Editorial Change	9780692552841	Teacher	all	Coral Reefs, N, RAZ American English, Multiple Types listed	Significant changes to art and text, rewrite	applied major revisions
Publisher	Editorial Change	9780692552841	Teacher	all	Coral Reefs, Q, RAZ American English, Multiple Types listed	Significant changes to art and text, rewrite	applied major revisions
Publisher	Editorial Change	9780692552841	Teacher	all	Coral Reefs, U, RAZ American English, Multiple Types listed	Significant changes to art and text, rewrite	applied major revisions
Publisher	Editorial Change	9780692552841	Teacher	all	I Live in the City, H, RAZ American English, Book	Significant changes to text and art—rewrite	applied major revisions
Publisher	Editorial Change	9780692552841	Teacher	pages 11 and 12	Katie's Forest Finds, O, RAZ Spanish , Book	Book, page 11, line 2: change “primera” to “primero” Book, page 12, last paragraph, line 1: change “se lo quedó” to “se le quedó”	page 11, line 2: changed to: “primero” page 12, last paragraph, line 1: changed to: “se le quedó”
Publisher	Editorial Change	9780692552841	Teacher	Pages 3 and 14	Sign Language and Hand Talk, L, RAZ Spanish , Book	P.3: change “Personas famosas que usaron la lengua de señas” to “Personas famoas que usan la lengua de señas” P.14, line 7: change “de las señas” to “de señas”	P.3: changed to: “Personas famoas que usan la lengua de señas” P.14, line 7: change to: “de señas”
Publisher	Editorial Change	9780692552841	Teacher	pages 5 and 6	Bats, O, RAZ Spanish , Book	Book, page 5, caption, line 6: add a comma after “También” Book, page 6, line 7: change “se los puede” to “se les puede”	page 5, caption, line 6: added a comma after “También” page 6, line 7: changed to: “se les puede”
Publisher	Editorial Change	9780692552841	Teacher	Pages 6 and 12	Aesop's Fables, M, RAZ Spanish , Book	P.6, line 4: change “el ave más bonito” to “el ave más bonita” P.12, line 3: change “lo alertó” to “alertó”	P.6, line 4: changed to: “el ave más bonita” P.12, line 3: changed to: “alertó”
Publisher	Editorial Change	9780692552841	Teacher	N/A	Tian Tian, a Giant Panda, I, RAZ Spanish, Discussion Card	TL: Add the following question: ¿En qué se diferencia? BR: change question to: ¿Por qué es importante proteger el hábitat de los pandas gigantes? BR: change skill to “Evaluar”	TL: Added question: ¿En qué se diferencia? BR: changed question to: ¿Por qué es importante proteger el hábitat de los pandas gigantes? BR: changed skill to “Evaluar”
Publisher	Editorial Change	9780692552841	Teacher	N/A	What?, D, RAZ Spanish, Discussion Card	BR: change “el Gato Curioso” to “Gato Curioso”	Changed to: “Gato Curioso”
Publisher	Editorial Change	9780692552841	Teacher	N/A	The Pet Rats, B, RAZ American English, Worksheet	Worksheets WS 2 - Update the clipart, and italicize the “a” (“the letter a”) in the first sentence of the Instructions	Updated art, applied italics to “a” in instruction line
Publisher	Editorial Change	9780692552841	Teacher	N/A	Pepper: The King of Spices, O, RAZ American English, Worksheet	Worksheets Update logos, add “The” to the title on all three pages so it correctly reads “Pepper: The King of Spices”	Updated logos; added “The” to title

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	The Haidas, Y, RAZ Spanish, Book	P.6, inbox, last sentence: remove comma after “honores” P.12, inbox, line 10: remove comma after “secos” P.13, inbox, line 2: change “se los llaman” to “se llaman”; line 4: comma after “blasones”; line 5: change “se los llama” to “se llaman,” and add a comma after “exactitud”; line 6: change “Se los llama” to “Se les llama” P.19, paragraph 3, line 1: change “los años” to “la década de”; paragraph 4, line 2: change “los años” to “la década de” P.20, caption: change “haidas” to “haida” p.22: change caption to: “Un grupo de Haida rema una canoa tradicional de Canadá a Juneau, Alaska.” P.23, definition for “casas comunales”: comma after “lugar”	P.6, inbox, last sentence: removed comma after “honores” P.12, inbox, line 10: removed comma after “secos” P.13, inbox, line 2: changed to: “se llaman”; line 4: added comma after “blasones”; line 5: changed to: “se llaman,” added comma after “exactitud”; line 6: changed to: “Se les llama” P.19, paragraph 3, line 1: changed to: “la década de”; paragraph 4, line 2: changed to: “la década de” P.20, changed to: “haida” p.22, changed to: “Un grupo de Haida rema una canoa tradicional de Canadá a Juneau, Alaska.” P.23, added comma after “lugar”
Publisher	Editorial Change	9780692552841	Teacher	N/A	Summer Olympics Events, K, ,	P.15, header: change to “Categorías de eventos”	P.15, changed to: “Categorías de eventos”
Publisher	Editorial Change	9780692552841	Teacher	N/A	Winter, aa, RAZ Spanish, Book	Book, DS, PB, B&W, WL, B&W DS, Press, B&W Press: Global: change the “I” in “Invierno” to lower case so it reads “El invierno”	Global: changed to lower case so it reads “El invierno”
Publisher	Editorial Change	9780692552841	Teacher	N/A	Dad and I, A, RAZ American English, Multiple Types listed	Comprehension Quiz Change question 1: The kids in the book feel _____. A. happy (*correct answer, skill: Make Inferences / Draw Conclusions) B. sad	Changed question 1: The kids in the book feel _____. A. happy (*correct answer, skill: Make Inferences / Draw Conclusions) B. sad
Publisher	Editorial Change	9780692552841	Teacher	N/A	Teeth Brushing Fun, C, RAZ American English, Multiple Types listed	Comprehension Quiz Change question 3: What does the boy do after brushing his top teeth? A. Brush his teeth in the front. B. Brush his teeth in the back. C. Brush his teeth on the bottom. (*correct answer, skill: Sequence Events)	Changed question 3: What does the boy do after brushing his top teeth? A. Brush his teeth in the front. B. Brush his teeth in the back. C. Brush his teeth on the bottom. (*correct answer, skill: Sequence Events)
Publisher	Editorial Change	9780692552841	Teacher	N/A	Grow, Vegetables, Grow!, D, RAZ American English, Worksheet	Worksheets Update template and design on all pages. Pg 3: Delete the redundant “after you” in the first sentence of the Instructions. Pg 3: All photos replaced; credits updated to: Top to bottom (1): © iStock/yusufsarlar; (2): © iStock/Qpicimages; (3): © iStock/chictype; (4): © iStock/Floortje; (5): © iStock/kaanates; (6): © iStock/HEMARAT	Updated template and design on all pages. Pg 3: Deleted the redundant “after you” in the first sentence of the Instructions. Pg 3: All photos replaced; credits updated
Publisher	Editorial Change	9780692552841	Teacher	N/A	All Kinds of Farms, E, RAZ Spanish, Comp Quiz paper quiz	CQ, Q5, option A: change “la manzanas” to “las manzanas”	Q5, option A: changed to “las manzanas”
Publisher	Editorial Change	9780692552841	Teacher	N/A	Pond Life, B, RAZ American English, Worksheet	Worksheets Update logo on all pages. All images on pages 2 and 4 colorized Pg 2: credits updated to: Top: © Ramunas Bruzas/Dreamstime.com; all other photos: © ArtToday Pg 4: new image of a camel and an elephant Pg 4: Credits updated to: Top: © ArtToday; left to right, top to bottom (1, 3, 5, 7, 8, 10, 11): © ArtToday; (2): © Ramunas Bruzas/Dreamstime.com; (4): © iStock/ambar30; (6): © iStock/Mlenny; (9): © iStock/rhardholt; (12): © iStock/Greg Panosian	Logo updated on all pages. All images on pages 2 and 4 colorized Pg 2: credits updated to: Top: © Ramunas Bruzas/Dreamstime.com; all other photos: © ArtToday Pg 4: new image of a camel and an elephant Pg 4: Credits updated to: Top: © ArtToday; left to right, top to bottom (1, 3, 5, 7, 8, 10, 11): © ArtToday; (2): © Ramunas Bruzas/Dreamstime.com; (4): © iStock/ambar30; (6): © iStock/Mlenny; (9): © iStock/rhardholt; (12): © iStock/Greg Panosian
Publisher	Editorial Change	9780692552841	Teacher	N/A	Places Plants and Animals Live, E, RAZ American English, Worksheet	Worksheets Pg 1: Logo updated, all clipart replaced Pg 2: Logo and design updated, all photos replaced. Credits updated to: Top left: © Kuritafsheen/Dreamstime.com; top right: © iStock/Tatiana Dyuvbanova; bottom left: © iStock/AndreAnita; bottom right: © iStock/skymoon13	Pg 1: Logo updated, all clipart replaced Pg 2: Logo and design updated, all photos replaced. Credits updated to: Top left: © Kuritafsheen/Dreamstime.com; top right: © iStock/Tatiana Dyuvbanova; bottom left: © iStock/AndreAnita; bottom right: © iStock/skymoon13

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Building a Road, C, RAZ American English, Worksheet	Worksheets Pg 1: top left image replaced. Credits updated to: Top row, left to right: © iStock; © Bambulla/Dreamstime.com; © Yury Gubin/123RF; bottom row, left to right: © Vladimir Nenezic/Alamy; © Ron Chapple Stock/Ron Chapple Studios/Thinkstock; © Don Shreve/Alamy	Pg 1: top left image replaced. Credits updated to: Top row, left to right: © iStock; © Bambulla/Dreamstime.com; © Yury Gubin/123RF; bottom row, left to right: © Vladimir Nenezic/Alamy; © Ron Chapple Stock/Ron Chapple Studios/Thinkstock; © Don Shreve/Alamy
Publisher	Editorial Change	9780692552841	Teacher	N/A	Summer Olympics Events, Q, RAZ American English, Worksheet	Worksheets Pg 1: all images colorized, bottom middle image replaced. Credits updated to: Left to right, top to bottom (1): © Shariff Che' Lah/Dreamstime.com; (2,3,4,5): © ArtToday; (6): © Herbert Kratky/Dreamstime.com; (7): © iStock/technotr; (8): © Chelsdo/Dreamstime.com; (9): © Diademimages/Dreamstime.com Pg 3: image cut; credit removed	Pg 1: all images colorized, bottom middle image replaced. Credits updated to: Left to right, top to bottom (1): © Shariff Che' Lah/Dreamstime.com; (2,3,4,5): © ArtToday; (6): © Herbert Kratky/Dreamstime.com; (7): © iStock/technotr; (8): © Chelsdo/Dreamstime.com; (9): © Diademimages/Dreamstime.com Pg 3: image cut; credit removed
Publisher	Editorial Change	9780692552841	Teacher	N/A	Summer Olympics Events, K, RAZ American English, Worksheet	Worksheets Pg 1: all images colorized, bottom middle image replaced. Credits updated to: Left to right, top to bottom (1): © Shariff Che' Lah/Dreamstime.com; (2,3,4,5): © ArtToday; (6): © Herbert Kratky/Dreamstime.com; (7): © iStock/technotr; (8): © Chelsdo/Dreamstime.com; (9): © Diademimages/Dreamstime.com Pg 3: image cut; credit removed	Pg 1: all images colorized, bottom middle image replaced. Credits updated to: Left to right, top to bottom (1): © Shariff Che' Lah/Dreamstime.com; (2,3,4,5): © ArtToday; (6): © Herbert Kratky/Dreamstime.com; (7): © iStock/technotr; (8): © Chelsdo/Dreamstime.com; (9): © Diademimages/Dreamstime.com Pg 3: image cut; credit removed
Publisher	Editorial Change	9780692552841	Teacher	N/A	Summer Olympics Events, H, RAZ American English, Worksheet	Worksheets Pg 1: all images colorized, bottom middle image replaced. Credits updated to: Left to right, top to bottom (1): © Shariff Che' Lah/Dreamstime.com; (2,3,4,5): © ArtToday; (6): © Herbert Kratky/Dreamstime.com; (7): © iStock/technotr; (8): © Chelsdo/Dreamstime.com; (9): © Diademimages/Dreamstime.com Pg 3: image cut; credit removed	Pg 1: all images colorized, bottom middle image replaced. Credits updated to: Left to right, top to bottom (1): © Shariff Che' Lah/Dreamstime.com; (2,3,4,5): © ArtToday; (6): © Herbert Kratky/Dreamstime.com; (7): © iStock/technotr; (8): © Chelsdo/Dreamstime.com; (9): © Diademimages/Dreamstime.com Pg 3: image cut; credit removed
Publisher	Editorial Change	9780692552841	Teacher	N/A	Bird Goes Home, A, RAZ Spanish, Comp Quiz paper quiz	CQ, Q3: change "vuele" to "vuela" to match the answer key	changed to "vuela"
Publisher	Editorial Change	9780692552841	Teacher	N/A	1865: The End of the Civil War, Z, RAZ American English, Worksheet	Worksheets Page 3, Instructions "commas" changed to "a comma" Page 4, change "lines" to "line" in Instructions, and change "through" to "in the" in item 6	Page 3, hanged to "a comma" Page 4, changed to "line", and changed to "in the" in item 6
Publisher	Editorial Change	9780692552841	Teacher	N/A	1865: The End of the Civil War, Z1, RAZ American English, Worksheet	Worksheets Page 4, change "lines" to "line" in the second sentence of the Instructions	Page 4, changed to "line", and changed to "in the" in item 6
Publisher	Editorial Change	9780692552841	Teacher	N/A	1865: The End of the Civil War, Z2, RAZ American English, Worksheet	Worksheets Page 4, change "lines" to "line" in the second sentence of the Instructions	Page 4, changed to "line"
Publisher	Editorial Change	9780692552841	Teacher	N/A	A Rainbow of Food, J, RAZ American English, Worksheet	Worksheets Template and design updated on all pages. Page 2, Instructions, delete "aloud". The period stays. Page 4, Instructions, delete the set of Instructions in the middle of the page and change those at the bottom of the page to "Have students draw a line to connect the left-hand column with words from the right-hand column to create compound words found in <i>A Rainbow of Food</i>. Then have students write the compound words they created on the lines. Have students think of other compound words they know, and write them in the box at the bottom of the page."	Template and design updated on all pages. Page 2, Instructions, deleted "aloud". Page 4, Instructions, deleted the set of Instructions in the middle of the page and changed those at the bottom of the page to "Have students draw a line to connect the left-hand column with words from the right-hand column to create compound words found in A Rainbow of Food. Then have students write the compound words they created on the lines. Have students think of other compound words they know, and write them in the box at the bottom of the page."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Adaptive Athletes, Z, RAZ American English, Worksheet	Worksheets Page 3, Instructions. Change second sentence to "Then, use each word and its synonym in a sentence."	Page 3, Instructions. Changed to "Then, use each word and its synonym in a sentence."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Adaptive Athletes, Z1, RAZ American English, Worksheet	Worksheets Page 3, Instructions. Change second sentence to "Then, use each word and its synonym in a sentence."	Page 3, Instructions. Changed to "Then, use each word and its synonym in a sentence."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Adaptive Athletes, Z2, RAZ American English, Worksheet	Worksheets Page 3, Instructions. Change second sentence to "Then, use each word and its synonym in a sentence."	Page 3, Instructions. Changed to "Then, use each word and its synonym in a sentence."
Publisher	Editorial Change	9780692552841	Teacher	N/A	All Kinds of Faces, A, RAZ American English, Worksheet	Worksheets Template and design updated on all pages. WS Page 1, Instructions insert "of" between "types" and "feelings".	Template and design updated on all pages. WS Page 1, Instructions inserted "of"
Publisher	Editorial Change	9780692552841	Teacher	N/A	American Symbols, G, RAZ American English, Worksheet	Worksheets Page 2, Instructions, second sentence change "where" to "in which" (2 instances). In the last sentence change "columns" to "column".	Page 2, changed "in which" (2 instances). In the last sentence changed to "column".
Publisher	Editorial Change	9780692552841	Teacher	N/A	Are GMOs Safe?, Z, RAZ American English, Worksheet	Worksheets Page 3, in the Word Bank, change "adapt" to "adapted", "safe" to "safety", "unchanged" to "retain", and "modify" to "modified"	Page 3, in the Word Bank, change "adapted", "safety", "retain", and "modified"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Are GMOs Safe?, Z1, RAZ American English, Worksheet	Worksheets Page 3, in the Word Bank, change "adapt" to "adapted", "safe" to "safety", "unchanged" to "retain", and "modify" to "modified"	Page 3, in the Word Bank, change "adapted", "safety", "retain", and "modified"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Are GMOs Safe?, Z2, RAZ American English, Worksheet	Worksheets Page 3, in the Word Bank, change "adapt" to "adapted", "safe" to "safety", "unchanged" to "retain", and "modify" to "modified"	Page 3, in the Word Bank, change "adapted", "safety", "retain", and "modified"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Crocs and Gators, L, RAZ American English, Worksheet	Worksheets Template and design updated on all pages. WS page 2, change Instructions to "Change each singular noun to a plural and write the new word on the line provided. Write a sentence below that uses two or more of the plural nouns." WS page 3, remove italics from "alphabetical" in the instructions.	Template and design updated on all pages. WS page 2, changed to: "Change each singular noun to a plural and write the new word on the line provided. Write a sentence below that uses two or more of the plural nouns." WS page 3, removed italics from "alphabetical"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra A, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra B, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra C, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra CH, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra D, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra E, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra F, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra G, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra H, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra I, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra J, Alphabet Book - SPAN	Colorize images	Updated with color images

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra K, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra L, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra LL, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra M, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra N, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra Ñ, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra O, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra P, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra Q, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra R, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra S, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra T, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra U, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra V, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra X, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra Y, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	Letra Z, Alphabet Book - SPAN	Colorize images	Updated with color images
Publisher	Editorial Change	9780692552841	Teacher	N/A	A Selection from Robinson Crusoe, Z1, RAZ Spanish, Comp Quiz paper quiz	<p>CQ, Answer Key:</p> <p>change "3B" to "3C"</p> <p>4. change skill to "Análisis del argumento"</p> <p>change "8A" to "8B"</p> <p>change "9C" to "9A"</p> <p>change "10D" to "10B"</p> <p>11. set text after "las siguientes:" in italics</p> <p>12. set text after "lo siguiente" in italics</p>	<p>changed "3B" to "3C"</p> <p>4. changed skill to "Análisis del argumento"</p> <p>changed "8A" to "8B"</p> <p>changed "9C" to "9A"</p> <p>changed "10D" to "10B"</p> <p>11. set text after "las siguientes:" to italics</p> <p>12. set text after "lo siguiente" to italics</p>
Publisher	Editorial Change	9780692552841	Teacher	N/A	Animals, Animals, K, RAZ American English, Multiple Types listed	<p>Comprehension Quiz</p> <p>Change question and skill for number 3 to:</p> <p>3. Why does a snow leopard need thick fur?</p> <p>A to move quickly</p> <p>B to stay warm (*correct answer, Skill: Cause and Effect)</p> <p>C to scare away predators</p> <p>D to block sunlight</p>	<p>Changed to:</p> <p>3. Why does a snow leopard need thick fur?</p> <p>A to move quickly</p> <p>B to stay warm (*correct answer, Skill: Cause and Effect)</p> <p>C to scare away predators</p> <p>D to block sunlight</p>

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Bird Goes Home, A, RAZ American English, Multiple Types listed	Comprehension Quiz fix the words below on the questions in both the quiz and answer sheet 1. change “happened” to “happens” 2. change “did” to “does” 3. change “happened” to “happens”	1. changed “happened” to “happens” 2. changed “did” to “does” 3. changed “happened” to “happens”
Publisher	Editorial Change	9780692552841	Teacher	N/A	Coral Reefs, N, RAZ American English, Multiple Types listed	Ancillary Corrections CQ: Template updated. Content changes to all questions. See AM version on the server. DC: Template updated. Change card 2 to “What does the author want readers to know about coral reefs? What actions does the author suggest for protecting coral reefs?” (skill: Author’s Purpose), change skill on card 3 to “Evaluate” and delete the word “so” (Why is it so important..), change card 6 to “What is the main idea of this book? What are three details that support the main idea” (skill: Main Idea and Details) WS: Template and design updated on all pages, see AM version on the server. Page 1 - content stays the same. Page 2 - delete original Main Idea and Details worksheet. Page 3 - new page for Plural Nouns, change page number from 3 to 2. Page 4 – add comma after “Then” in the third sentence of the Instructions. Change page number from 4 to 3. New SP/FR translations in progress of VIRKO AM book. Change to Fix/Uploaded upon completion and upload of new translation.	applied major revisions
Publisher	Editorial Change	9780692552841	Teacher	N/A	Coral Reefs, O, RAZ American English, Multiple Types listed	Ancillary Corrections CQ: Template updated. Content changes to all questions. See AM version on the server. DC: Template updated. Content changes to all cards. See AM version on the server. WS: Template and design updated on all pages, see AM version on the server. Page 1 - content stays the same. Page 2 - delete original Main Idea and Details worksheet. Page 3 - new page for Plural Nouns, change page number from 3 to 2. Page 4 – add comma after “Then” in the third sentence of the Instructions. Change page number from 4 to 3. New SP/FR translations in progress of VIRKO AM book. Change to Fix/Uploaded upon completion and upload of new translation.	applied major revisions
Publisher	Editorial Change	9780692552841	Teacher	N/A	Coral Reefs, U, RAZ American English, Multiple Types listed	Ancillary Corrections CQ: Template updated. Content changes to all questions. See AM version on the server. DC: Template updated. Content changes to all cards. See AM version on the server. WS: Template and design updated on all pages, see AM version on the server. Page 1 - content stays the same. Page 2 - delete original Main Idea and Details worksheet. Page 3 - new page for Plural Nouns, change page number from 3 to 2. Page 4 – add comma after “Then” in the third sentence of the Instructions. Change page number from 4 to 3. New SP/FR translations in progress of VIRKO AM book. Change to Fix/Uploaded upon completion and upload of new translation.	applied major revisions
Publisher	Editorial Change	9780692552841	Teacher	N/A	D-Day, X, RAZ American English, Multiple Types listed	Worksheets Page 2, sentence 1, change to “Also the Germans had placed toothlike forms around the beach to take out any landing craft.” (add the word “any” and change “crafts” to “craft”)	Page 2, sentence 1, changed to “Also the Germans had placed toothlike forms around the beach to take out any landing craft.”

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	D-Day, Z1, RAZ American English, Worksheet	Worksheets Page 2, sentence 1, change to "Also the Germans had placed toothlike forms around the beach to take out any landing craft." (add the word "any" and change "crafts" to "craft") Page 3, mix up the words in the word bank so the correct answers are not next to each other.	Page 2, sentence 1, changed to "Also the Germans had placed toothlike forms around the beach to take out any landing craft."
Publisher	Editorial Change	9780692552841	Teacher	N/A	D-Day, Z2, RAZ American English, Worksheet	Worksheets Page 2, sentence 1, change to "Also the Germans had placed toothlike forms around the beach to take out any landing craft." (add the word "any" and change "crafts" to "craft") Page 3, sentence 2, change "positons" to "positions" (correct the spelling)	Page 2, sentence 1, changed to "Also the Germans had placed toothlike forms around the beach to take out any landing craft."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Discovery in the Americas?, W, RAZ American English, Worksheet	Worksheets Update template and design on all pages Page 1, change Instructions to "Complete the spaces with the appropriate information about the author's purpose."	Page 1, changed Instructions to "Complete the spaces with the appropriate information about the author's purpose."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Early Birds, Y, RAZ American English, Worksheet	Worksheets Page 3, in the Instructions, change "clue" to "clues"	Page 3, in the Instructions, changed to "clues"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Earth's Water, H, RAZ American English, Worksheet	Worksheets Page 3, change the first word in the table from "flows" to "flow" (remove the s)	Page 3, changed to "flow"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Earth's Water, K, RAZ American English, Worksheet	Worksheets Page 3, change the first word in the table from "flows" to "flow" (remove the s)	Page 3, changed to "flow"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Earth's Water, N, RAZ American English, Worksheet	Worksheets Page 3, change the first word in the table from "flows" to "flow" (remove the s)	Page 3, changed to "flow"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Energy Sources: The Pros and Cons, Z, RAZ American English, Worksheet	Worksheets Page 2, in sentence 2 of the Instructions, change "writing" to "and writing"	Page 2, changed to "and writing"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Fast and Faster, I, RAZ American English, Worksheet	Worksheets Update template and design on all pages Page 1, change the Instructions to "Have students choose a section of the book and discuss the main idea and details as a group. Then, have them record the section title, main idea, and details of three other sections in the chart." Page 3, add "have them" to the third sentence of the Instructions so it reads "Then, have them move the boxes around on a flat surface to arrange the words in alphabetical order."	Page 1, changed instruction to "Have students choose a section of the book and discuss the main idea and details as a group. Then, have them record the section title, main idea, and details of three other sections in the chart." Page 3, changed Instructions to reads "Then, have them move the boxes around on a flat surface to arrange the words in alphabetical order."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Genetics at Work, Z, RAZ American English, Worksheet	Worksheets Page 2, change "relative" to "day" in the word bank, change sentence 10 to "Genetics is an exciting and relatively new branch of science that brings new developments and new opportunities almost _____."	Page 2, changed "relative" to "day" in the word bank; changed sentence 10 to "Genetics is an exciting and relatively new branch of science that brings new developments and new opportunities almost _____."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Genetics at Work, Z2, RAZ American English, Worksheet	Worksheets Page 2, delete "relative" from the word bank, change sentence 10 to "Genetics is an exciting and relatively new branch of science that brings new developments and new opportunities almost _____."	Page 2, deleted "relative" from the word bank; changed sentence 10 to "Genetics is an exciting and relatively new branch of science that brings new developments and new opportunities almost _____."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Ghost Towns, L, RAZ American English, Worksheet	Worksheets Page 1, change first sentence of the Instructions to "Place a comma after each introductory word or phrase in the sentences below."	Page 1, changed to "Place a comma after each introductory word or phrase in the sentences below."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Ghost Towns, O, RAZ American English, Worksheet	Worksheets Page 1, change first sentence of the Instructions to "Place a comma after each introductory word or phrase in the sentences below."	Page 1, changed to "Place a comma after each introductory word or phrase in the sentences below."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Ghost Towns, R, RAZ American English, Worksheet	Worksheets Page 1, change first sentence of the Instructions to "Place a comma after each introductory word or phrase in the sentences below."	Page 1, changed to "Place a comma after each introductory word or phrase in the sentences below."
Publisher	Editorial Change	9780692552841	Teacher	N/A	Goats Are Great!, H, RAZ American English, Worksheet	Worksheets Update the template and design on all pages Page 1, change Instructions to "Have students list facts and opinions from the book in each column.", make the column headers plural "Facts" and "Opinions"	Page 1, changed to "Have students list facts and opinions from the book in each column.", made the column headers plural "Facts" and "Opinions"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Going to the Dentist, G, RAZ American English, Worksheet	Worksheets Page 2, delete the commas in sentences 4, 5, and 6.	Page 2, deleted the commas in sentences 4, 5, and 6.
Publisher	Editorial Change	9780692552841	Teacher	N/A	Good Luck!, G, RAZ American English, Worksheet	Worksheets Page 1, delete the unnecessary "for" in the second sentence of the Instructions (it should read "Then, have students write or draw four examples that support the author's purpose in the spaces provided.")	deleted the unnecessary "for" in the second sentence of the Instructions
Publisher	Editorial Change	9780692552841	Teacher	N/A	Groundwater, S, RAZ American English, Worksheet	Worksheets Page 2, Change skill from "Comparative Adjectives" to "Comparative and Superlative Adjectives"	page 2, Changed skill to "Comparative and Superlative Adjectives"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Groundwater, V, RAZ American English, Worksheet	Worksheets Page 2, Change skill from "Comparative Adjectives" to "Comparative and Superlative Adjectives"	page 2, Changed skill to "Comparative and Superlative Adjectives"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Groundwater, Y, RAZ American English, Worksheet	Worksheets Page 2, Change skill from "Comparative Adjectives" to "Comparative and Superlative Adjectives"	page 2, Changed skill to "Comparative and Superlative Adjectives"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Manatees, P, RAZ Spanish, Multiple Types listed	CQ, WS, DC: Global: change title to "Los manatís" to match book	changed title to "Los manatís" to match book
Publisher	Editorial Change	9780692552841	Teacher	N/A	My Brain, B, RAZ American English, Multiple Types listed	Worksheets Change the /brain/ image to /brick/ clipart on page 2	changed image to a brick

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Welcome Back, Butterflies, D. RAZ American English, Multiple Types listed	<p>Change all questions to the following:</p> <p>1.How many characters are in this story? A two Bone (*correct answer, skill: Story Elements) C five</p> <p>2.The child loves _____. Abutterflies (*correct answer, skill: Main Idea and Details) Bseeds C plants</p> <p>3.Where does this story take place? Ain a park Bin a store Cin a yard (*correct answer, skill: Story Elements)</p> <p>4. The butterflies fly back north when it is _____. A cold B fall Cspring (*correct answer, skill: Main Idea and Details)</p> <p>5.The butterflies lay their eggs _____. Awhen they fly south Bin the fall Cin the spring (*correct answer, skill: Make Inferences / Draw Conclusions)</p> <p>6.Extended Response: Have students write and draw why the butterflies are in the child’s yard at the end of the story.</p>	applied new question/answers
Publisher	Editorial Change	9780692552841	Teacher	N/A	American Symbols, G, RAZ Spanish , Multiple Types listed	<p>SP WS, p.3: add photo credits</p> <p>SP CQ, p.2: change “Evaluación rápida” to “Evaluación rápida (continuación)”</p>	<p>SP WS, p.3: added photo credits</p> <p>SP CQ, p.2: changed to “Evaluación rápida (continuación)”</p>
Publisher	Editorial Change	9780692552841	Teacher	N/A	Everest: On Top of the World, V, RAZ American English, Worksheet	<p>Worksheets</p> <p>Template and design updated on all pages.</p> <p>Page 1 - change Instructions to “Before reading, cut out the vocabulary words and use what you know to sort them into the categories on the mountain. After reading, check your predictions, make any necessary changes, then glue them in place.”</p>	<p>Worksheets</p> <p>Template and design updated applied.</p> <p>Page 1 - changed Instructions to “Before reading, cut out the vocabulary words and use what you know to sort them into the categories on the mountain. After reading, check your predictions, make any necessary changes, then glue them in place.”</p>
Publisher	Editorial Change	9780692552841	Teacher	N/A	Here Come the Cranes!, I, RAZ American English, Worksheet	<p>Worksheets</p> <p>Page 1 - change Instructions to “Have students cut out and place the events in order in the boxes.</p> <p>Page 2 - change Instructions to “Have students identify each picture. Then, have them fill in the missing vowel and the silent -e at the end to correctly complete each word.”</p> <p>Page 3 - change Instructions to “Have students read each pair of sentences. Then, have them draw a line under the pronoun they in the second sentence and circle the noun in the first sentence that it replaces or represents.”</p>	<p>Worksheets</p> <p>Page 1 - changed to “Have students cut out and place the events in order in the boxes.</p> <p>Page 2 - changed to “Have students identify each picture. Then, have them fill in the missing vowel and the silent -e at the end to correctly complete each word.”</p> <p>Page 3 - changed to “Have students read each pair of sentences. Then, have them draw a line under the pronoun they in the second sentence and circle the noun in the first sentence that it replaces or represents.”</p>
Publisher	Editorial Change	9780692552841	Teacher	N/A	Maria Goes to School, A, RAZ Spanish , Multiple Types listed	<p>SP Book, FC: move series badge to bottom right corner to match the AM</p> <p>SP WS: swap the last two pages; change page 3 to “2A” and page 2 to “2B”; change “Vocabulario” skill to “Categorizar palabras”</p>	<p>SP Book, FC: move series badge to bottom right corner to match the AM</p> <p>SP WS: changed page 3 to “2A” and page 2 to “2B”; changed skill to “Categorizar palabras”</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Marie Curie, V, RAZ American English, Worksheet	Worksheet Page 3 - delete the words "but", "down", "out", and "up" from the word bank at the top of the page Page 4 - In number 1, add a comma after the word "list" (to the list, and she). In number 2, insert the word "a" between "in" and "search" (joined Marie in a search for).	Worksheet Page 3 - delete the words "but", "down", "out", and "up" from the word bank at the top of the page Page 4 - In number 1, add a comma after the word "list" (to the list, and she). In number 2, insert the word "a" between "in" and "search" (joined Marie in a search for).
Publisher	Editorial Change	9780692552841	Teacher	N/A	Marie Curie, Y, RAZ American English, Worksheet	Worksheet Page 3 - delete the words "but", "down", "out", and "up" from the word bank at the top of the page	Worksheet Page 3 - deleted the words
Publisher	Editorial Change	9780692552841	Teacher	N/A	Marie Curie, Z1, RAZ American English, Worksheet	Worksheet Page 3 - delete the words "but", "down", "out", and "up" from the word bank at the top of the page	Worksheet Page 3 - deleted the words
Publisher	Editorial Change	9780692552841	Teacher	N/A	Memorial Day, N, RAZ American English, Worksheet	Worksheets Page 2 - change "add" to "use" in second sentence of the Instructions, italicize "noun" in the last sentence of the Instructions, remove unnecessary quotation mark from the beginning of sentences 3, 4, and 8, and correct spelling of "Apostrophes" in the skill label on the side of the page.	Worksheets Page 2 - changed to "use", italicized "noun", removed unnecessary quotation marks from the beginning of sentences 3, 4, and 8, and corrected spelling of "Apostrophes"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Migrating Geese, K, RAZ Spanish, Comp Quiz paper quiz	SP CQ: Global: please change answer letters to upper case Answer Key - ORIG AM CRX #4781: Q7: change skill to "Vocabulario"	SP CQ: Global: changed letters to upper case Answer Key - Q7: changed skill to "Vocabulario"
Publisher	Editorial Change	9780692552841	Teacher	N/A	Mike's Good Bad Day, J, RAZ Spanish, Comp Quiz paper quiz	SP CQ: Global: please change answer letters to upper case ORIG AM CRX#2651: Q.6: change to "¿Qué le enseña esta historia al lector?" Answer Key, Q.6: change to "Las respuestas variarán, pero deberían incluir la idea de que todos necesitamos ayuda de vez en cuando."	SP CQ: Global: changed letters to upper case Q.6: changed to "¿Qué le enseña esta historia al lector?" Answer Key, Q.6: changed to "Las respuestas variarán, pero deberían incluir la idea de que todos necesitamos ayuda de vez en cuando."
Publisher	Editorial Change	9780692552841	Teacher	N/A	More Valuable Than Gold, U, RAZ American English, Worksheet	Worksheets Design updated on all pages, see AM version on the server. Page 4 - delete the second sentence from the Instructions ("Use each suffix from the box only once.")	Worksheets Design updated on all pages. Page 4 - deleted the second sentence from the Instructions ("Use each suffix from the box only once.")
Publisher	Editorial Change	9780692552841	Teacher	N/A	Natural Wonders of the World, Z1, RAZ American English, Worksheet	Worksheets Page 3 - change "creation" to "create" in the word bank	Worksheets Page 3 - changed to "create" in the word bank
Publisher	Editorial Change	9780692552841	Teacher	N/A	Ocean Animals, M, RAZ American English, Worksheet	Worksheets Page 2 - change "adjective(s)" to "adjectives" in the second sentence of the Instructions. Delete the word "to" in number 2 so it reads "Flippers and short fur help the California sea lion swim."	Worksheets Page 2 - changed to "adjectives". Deleted the word "to" in number 2 Instructions. Deleted "to" in number 2
Publisher	Editorial Change	9780692552841	Teacher	N/A	Ocean Animals, P, RAZ American English, Worksheet	Worksheets Page 2 - change "adjective(s)" to "adjectives" in the second sentence of the Instructions.	Worksheets Page 2 - changed to "adjectives".

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	Ride, Cling, Run . G, RAZ American English, Worksheet	Worksheets Page 1 - delete "from the story" from the second sentence of the Instructions Page 3 - change "/i/" to "i" (italicized) in the Instructions	Worksheets Page 1 - deleted "from the story" from the second sentence of the Instructions Page 3 - changed to "i" (italicized)
Publisher	Editorial Change	9780692552841	Teacher	N/A	Sugar, Sugar Everywhere, M, RAZ American English, Worksheet	Worksheets Minor design update to all pages. Page 3 - change "quiet" to "bashful" in the word bank	Worksheets Minor design update applied to all pages. Page 3 - changed to "bashful" in the word bank
Publisher	Editorial Change	9780692552841	Teacher	N/A	Sugar, Sugar Everywhere, P, RAZ American English, Worksheet	Worksheets Page 3 - change "quiet" to "bashful" in the word bank	Worksheets Page 3 - changed to "bashful" in the word bank
Publisher	Editorial Change	9780692552841	Teacher	N/A	The History of Halloween, R, RAZ American English, Worksheet	Worksheets Page 2 - change three exclamation marks to periods in the second paragraph Page 3 - change second sentence of the Instructions to say "Choose a synonym and antonym for each word."	Worksheets Page 2 - changed three exclamation marks to periods Page 3 - changed second sentence of the Instructions to say "Choose a synonym and antonym for each word."
Publisher	Editorial Change	9780692552841	Teacher	N/A	The History of Halloween, U, RAZ American English, Worksheet	Worksheets Page 2 - change three exclamation marks to periods in the second paragraph	Page 2 - changed three exclamation marks to periods
Publisher	Editorial Change	9780692552841	Teacher	N/A	The History of Halloween, X, RAZ American English, Worksheet	Worksheets Page 2 - change three exclamation marks to periods in the second paragraph, correct spelling of the word "countries" in the last sentence (from "counties" to "countries"). Page 3 - change second sentence of the Instructions to say "Choose a synonym and antonym for each word."	Worksheets Page 2 - changed three exclamation marks to periods , corrected spelling of the word "countries" in the last sentence. Page 3 - changed second sentence of the Instructions to say "Choose a synonym and antonym for each word."
Publisher	Editorial Change	9780692552841	Teacher	N/A	The Panama Canal, X, RAZ American English, Worksheet	Worksheets Page 1 - change "the" to "each" in the second sentence of the Instructions ("Write each cause...") Page 2 - delete the comma after "column" in the second sentence of the Instructions.	Worksheets Page 1 - changed to "each" in the second sentence of the Instructions Page 2 - deleted the comma after "column" in the second sentence of the Instructions.
Publisher	Editorial Change	9780692552841	Teacher	N/A	The Panama Canal, Z1, RAZ American English, Worksheet	Worksheets Page 1 - change "the" to "each" in the second sentence of the Instructions ("Write each cause...") Page 2 - delete the comma after "column" in the second sentence of the Instructions.	Worksheets Page 1 - changed "each" in the second sentence of the Instructions Page 2 - deleted the comma after "column" in the second sentence of the Instructions.
Publisher	Editorial Change	9780692552841	Teacher	N/A	The Panama Canal, Z2, RAZ American English, Worksheet	Worksheets Page 1 - change "the" to "each" in the second sentence of the Instructions ("Write each cause...") Page 2 - delete the comma after "column" in the second sentence of the Instructions.	Worksheets Page 1 - change "the" to "each" in the second sentence of the Instructions ("Write each cause...") Page 2 - delete the comma after "column" in the second sentence of the Instructions.
Publisher	Editorial Change	9780692552841	Teacher	N/A	Tommy and the Mew-Coo-Coo Birds, N, RAZ American English, Discussion Card	Discussion Cards Change the question on card 3 from "Why do the blue and yellow mew coo birds get along, but the people of BlueLand and YellowLand don't?" to "What else could Tommy have done when he was lost in the forest?"	Discussion Cards Changed the question on card 3 to "What else could Tommy have done when he was lost in the forest?"
Publisher	Editorial Change	9780692552841	Teacher	N/A	What Is Water Worth?, T, RAZ American English, Worksheet	Worksheets Page 2 - add a comma after "provided" in the third sentence of the Instructions. Page 3 - add a comma after "thirtieth" in the blue box in the bottom row (October thirtieth, two thousand eleven), change "sixty-four" to "six four" in the last item (three point six four).	Worksheets Page 2 - added a comma after "provided" in the third sentence of the Instructions. Page 3 - added a comma after "thirtieth" in the blue box in the bottom row (October thirtieth, two thousand eleven), changed to "six four" in the last item (three point six four).

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780692552841	Teacher	N/A	What Is Water Worth?, W, RAZ American English, Worksheet	Worksheets Page 2 - add a comma after “provided” in the third sentence of the Instructions. Page 3 - add a comma after “thirtieth” in the blue box in the bottom row (October thirtieth, two thousand eleven), change “sixty-four” to “six four” in the last item (three point six four).	Worksheets Page 2 - added a comma after “provided” in the third sentence of the Instructions. Page 3 - added a comma after “thirtieth” in the blue box in the bottom row (October thirtieth, two thousand eleven), changed to “six four” in the last item (three point six four).
Publisher	Editorial Change	9780692552841	Teacher	N/A	What Is Water Worth?, Z, RAZ American English, Worksheet	Worksheets Page 2 - add a comma after “provided” in the third sentence of the Instructions.	Worksheets Page 2 - added a comma after “provided” in the third sentence of the Instructions.
Publisher	Editorial Change	9780692552841	Teacher	N/A	Wild and Wacky World of Wigs, S, RAZ American English, Worksheet	Worksheets Page 3 - change Instructions to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - change “line” to “lines” in the last sentence of the Instructions.	Worksheets Page 3 - changed to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - changed to “lines” in the last sentence of the Instructions.
Publisher	Editorial Change	9780692552841	Teacher	N/A	Wild and Wacky World of Wigs, V, RAZ American English, Worksheet	Worksheets Page 3 - change Instructions to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - change “line” to “lines” in the last sentence of the Instructions.	Worksheets Page 3 - changed to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - changed to “lines” in the last sentence of the Instructions.
Publisher	Editorial Change	9780692552841	Teacher	N/A	Wild and Wacky World of Wigs, Y, RAZ American English, Worksheet	Worksheets Page 3 - change Instructions to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - change “line” to “lines” in the last sentence of the Instructions.	Worksheets Page 3 - changed to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - changed to “lines” in the last sentence of the Instructions.
Publisher	Editorial Change	9780692552841	Teacher	N/A	Wild and Wacky World of Wigs, V, RAZ American English, Worksheet	Worksheets Page 3 - change Instructions to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - change “line” to “lines” in the last sentence of the Instructions.	
Publisher	Editorial Change	9780692552841	Teacher	N/A	Wild and Wacky World of Wigs, Y, RAZ American English, Worksheet	Worksheets Page 3 - change Instructions to “For each sentence, circle each adjective and then underline the word that it modifies.” Page 4 - change “line” to “lines” in the last sentence of the Instructions.	
Publisher	New Content	9780692552841	Teacher	N/A	No Fair, Tooth Fairy, S, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Mike on Strike, S, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Muddy Boots, E, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Stephen Hawking: Traveling Through the Universe, Z2, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Stolen Hammer of Thor, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Gilgamesh and Enkidu, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Nellie Bly’s Oceanic Voyage, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Maria Tallchief’s Firebird Performance, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Defeat of the Titans,, Graphic Book	n/a—new book added	n/a—new book added

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Publisher	New Content	9780692552841	Teacher	N/A	The Remarkable Case of Davidson's Eyes, Z1, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Drones, Z, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Building Tunnels, Q, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Flies, H, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Incredible Icebergs, S, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Rumpelstiltskin, W, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Tundra, U, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	I Want to Be a Cat, C, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The History of House Cats, M, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Mom, aa, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Make an Impression, X, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Mount Kilimanjaro, W, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Last Day of School, O, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Box, C, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Last Day of School, L, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Last Day of School, I, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	3D Printing Aids Animals, X, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	3D Printing Aids Animals, U, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	3D Printing Aids Animals, R, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Belling the Cat, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Blackout!, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Elephant Numbers Drop, N, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	I Named Her Rapunzel, G6, Close Read Passage	n/a—new book added	n/a—new book added

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Publisher	New Content	9780692552841	Teacher	N/A	Kick It, Don't Head It, M., Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	My Shadow, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	New Discoveries at Pompeii, Q, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Seeing into the Past, Z2., Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Seeing into the Past, Z1., Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Seeing into the Past, Z., Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	She Isn't Me!, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Stinky Trash, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Deckhand's Shanty, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Farmer and the Bucket, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Morning After Halloween, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Tortoises Make a (Slow) Comeback, U, Close Read Passage	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Animals That Sting, C, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Katherine Johnson, V, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	One Pony Too Many, K, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Return of the Jaguar, Q, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Scorpions, G, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	So Many Shops, B, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Stonecutter, H, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Trouble with Exotic Pets, R, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Wimbledon, U, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Machu Picchu, Z1., Leveled Reader-Nonfiction Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Machu Picchu, V, Leveled Reader-Nonfiction Series	n/a—new book added	n/a—new book added

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Publisher	New Content	9780692552841	Teacher	N/A	Machu Picchu, M., Leveled Reader- Nonfiction Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Napoléon Bonaparte, Z., Leveled Reader- Nonfiction Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Napoléon Bonaparte, Z., Leveled Reader- Nonfiction Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Napoléon Bonaparte, T., Leveled Reader- Nonfiction Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Celia Cruz Qué salsa más rica!, N, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Celia Cruz Qué salsa más rica!, Q, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Celia Cruz Qué salsa más rica!, T, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	El gran escritor Gabriel García Márquez, P, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	El gran escritor Gabriel García Márquez, S, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	El gran escritor Gabriel García Márquez, V, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Frida Kahlo, una pintora de mil colores, N, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Frida Kahlo, una pintora de mil colores, Q, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Frida Kahlo, una pintora de mil colores, T, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Lionel Messi, el astro argentino, P, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780692552841	Teacher	N/A	Lionel Messi, el astro argentino, S, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Lionel Messi, el astro argentino, V, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Mario Moreno, Cantinflas, Q, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Mario Moreno, Cantinflas, T, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Mario Moreno, Cantinflas, N, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Rigoberta Menchú, la lideresa quiché, P, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Rigoberta Menchú, la lideresa quiché, S, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Rigoberta Menchú, la lideresa quiché, V, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Sor Juana Inés de la Cruz, Q, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Sor Juana Inés de la Cruz, T, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Sor Juana Inés de la Cruz, W, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Argentina, H, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Argentina, K, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Argentina, N, Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Colombia, J. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Colombia, M. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Colombia, P. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Ecuador, J. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Ecuador, L. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Ecuador, O. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en España, J. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en España, L. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en España, O. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Guatemala, J. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Guatemala, M. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Guatemala, P. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en México, J. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en México, L. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en México, O. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en República Dominicana, H. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en República Dominicana, K. Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en República Dominicana, N., Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Honduras, J., Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Honduras, M., Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Vivimos en Honduras, P., Authentic Spanish - Leveled Book Series	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Day of Tales, , Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Backwards and Forwards, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Cheater?, , Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Daedalus and Icarus, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Eye of the Beholder, G3, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Homework: Less Is More, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Houston Heights, , Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Jackie Steals Home, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Marine Dog Wins Top Medal, Z, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Paul Bunyan, , Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Safe Water Not a Safe Bet, T, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Safe Water Not a Safe Bet, W, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Safe Water Not a Safe Bet, Z, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Shelter Buddies, P, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	The Final Boss, , Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	The Great Pinball Ban, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	The Snow Maiden, , Close Read Passage	n/a—new passage added	n/a—new passage added

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780692552841	Teacher	N/A	To Find a New Species, Listen Carefully, O, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	To Find a New Species, Listen Carefully, R, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	To Find a New Species, Listen Carefully, U, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Vote for ME!, Close Read Passage	n/a—new passage added	n/a—new passage added
Publisher	New Content	9780692552841	Teacher	N/A	Camp Nowhere, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Camping with the President, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Frank Family: Into the Annex, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Minotaur and the Maze, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Rumble in the Jungle, Graphic Book	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	All Kinds of Buttons, A, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Anne Frank, Z, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Anne Frank, Z1, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Anne Frank, Z2, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Coral Reefs, N, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Coral Reefs, O, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Coral Reefs, U, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Crowdsourcing, Z, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Cy and Medusa, J, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Cy and Medusa, L, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Cy and Medusa, O, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Grasslands, V, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	No Sense of Style, S, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Our Apartment Building, A, Leveled Reader	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Skin Color, T, Leveled Reader	n/a—new book added	n/a—new book added

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780692552841	Teacher	N/A	Test Anxiety, V, Leveled Reader.	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	The Last Piece of Cake, F, Leveled Reader.	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	Too Hot!, C, Leveled Reader.	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	What to Wear, D, Leveled Reader.	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 1), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 10), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 11), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 12), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 13), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 14), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 15), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 16), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 17), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 18), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 19), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 2), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 20), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 21), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 22), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 3), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 4), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 5), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 6), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 7), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 8), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added
Publisher	New Content	9780692552841	Teacher	N/A	A Little Princess (Part 9), X, Leveled Reader - Trade Book Classic Novel	n/a—new book added	n/a—new book added

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McGraw-Hill School Division

English Language Arts and Reading, Kindergarten

Texas Wonders Grade K, print program (ISBN 9780076876068) and *Texas Wonders Grade K*, digital program (ISBN 9780076876051)

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780076771387	Student	49 Unit 1	Talk prompt, sentence 2	Revise sentence for clarity: Now listen to your partner.	[Changed to:] Now listen to what your partner wants to learn.
Publisher	Editorial Change	9780079019080	Student	92 Unit 10	Bottom of page	Change TEKS coding to match the code in the 2017 Final ELAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079018939	Student	27	Instructions at bottom of page	Title of book is incorrect: Ana Goes to Washington	[Changed to:] Ana Goes to Washington, D.C.
Publisher	Editorial Change	9780079018939	Student	77	Instructions at bottom of page, lines 3 and 4	Delete the numbers 1-4 and replace with icons to match the activity on the page.	[Changed to:] Numbers replaced with apple, star, tree, fish icons.
Publisher	Editorial Change	9780079018939	Student	117	Instructions at bottom of page, last line	Change sounds /t//u//b/; /t//o//p/.	[Changed to:] /s//i//p/; /p//i//t/.
Publisher	Editorial Change	9780079018939	Student	118	Instructions at bottom of page	Missing text in first two sentences.	[Changed to:] Point to the first picture and say the word inch. Tell children that inch begins with the /i/ sound.
Publisher	Editorial Change	9780079018939	Student	174	Instructions at bottom of page, sentences 1 and 2	Change first sentence for clarity. Delete second sentence.	[Changed to:] Point to and say the name of the first picture in row 1: duck.
Publisher	Editorial Change	9780079018939	Student	190	First image in row 2	Change image of mat.	[Changed to:] Image of plane flying over clouds to represent the word "over."
Publisher	Editorial Change	9780079018939	Student	190	Third image in row 2	Change image of dog and mat.	[Changed to:] Plane flying under clouds to represent the word "under."
Publisher	Editorial Change	9780079018939	Student	190	Instructions at bottom of page, sentence 2	Incorrect punctuation: "Model by saying The paper is under my desk,"	[Changed to:] Model by saying: The paper is under my desk.
Publisher	Editorial Change	9780079018939	Student	190	Instructions at bottom of page, sentence 4	Missing word "a" and extra "s".	[Changed to:] Then have children circle the pictures that show people or animals in a certain position.
Publisher	Editorial Change	9780079018939	Student	191	First image in row 2	Image of child diving into pool does not clearly represent a position word.	[Changed to:] Image of a cat under a chair to represent the word "under."
Publisher	Editorial Change	9780079018939	Student	191	Second image in row 2	Image of juggler does not clearly represent a position word.	[Changed to:] Image of a child going up the stairs to represent the word "up."
Publisher	Editorial Change	9780079018939	Student	219	First image in row 1	Replace image of tree trunk.	[Changed to:] Image of bee.
Publisher	Editorial Change	9780079018939	Student	219	Second image in row 1	Replace image of flower.	[Changed to:] Image of tree with squirrels.
Publisher	Editorial Change	9780079018939	Student	219	Second image in row 2	Replace image of grass.	[Changed to:] Image of kite.
Publisher	Editorial Change	9780079018939	Student	219	Instructions at bottom of page	Add missing second sentence.	Added missing sentence: The words roots, branch, and leaves are some words that tell about parts of a tree.
Publisher	Editorial Change	9780079018939	Student	277	Instructions at bottom of page	Heading before instructions is incomplete.	[Changed to:] Phonics: l-Blends bl, cl, fl, sl
Publisher	Editorial Change	9780079018939	Student	277	Instructions at bottom of page, sentence 6	Revise sentence for clarity: delete "next to"	[Changed to:] Have children write the letters bl, cl, fl, or sl for the beginning sound in each picture name.
Publisher	Editorial Change	9780079018939	Student	280	Second image in row 2	Replace image of children dancing.	[Changed to:] Image of street sign.
Publisher	Editorial Change	9780079018939	Student	280	Second image in row 3	Replace image of map.	[Changed to:] Image of zoo.
Publisher	Editorial Change	9780079018939	Student	280	Instructions at bottom of page, line 4	Delete "the directions at the bottom of the page"	[Changed to:] "Then have children follow these directions."
Publisher	Editorial Change	9780079018939	Student	280	Instructions at bottom of page, #2	Delete "story might be about"	[Changed to:] Circle the picture that shows what a child might play with.
Publisher	Editorial Change	9780079018939	Student	280	Instructions at bottom of page, #3	Delete "story might take place"	[Changed to:] Circle a picture that shows where a family might go.
Publisher	Editorial Change	9780079018939	Student	375	image in row 1, at top of page	Image of boy and dog running should be on the right of the page.	[Changed to:] Image of boy and dog running moved to the right of the page.
Publisher	Editorial Change	9780079018939	Student	375	image in row 2, at middle of page	Image of school should be on the right of the page.	[Changed to:] Image of school moved to the right of the page.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079018939	Student	375	image in row 3, at bottom of page	Image of bus should be on the right of the page.	[Changed:] Image of bus moved to the right of the page.
Publisher	Editorial Change	9780079018939	Student	375	Instructions at bottom of page, sentence 3	Revise to match what students are asked to do. Delete "circle the preposition or prepositional phrase"	[Changed to:] Tell children to write the answer that best completes each sentence.
Publisher	Editorial Change	9780079018939	Student	399	Numbering of exercise along left side of page.	Need to delete numbers 2, 3, 4 from left side of page.	[Changed to:] #2 for the second exercise: "He is five."
Publisher	Editorial Change	9780079018939	Student	399	Instructions at bottom of page, sentence 3	Delete "write" and "on the line"	[Changed to:] Then have them rewrite the sentence on the blank line provided.
Publisher	Editorial Change	9780079018939	Student	399	Instructions at bottom of page, last sentence	Delete sentence.	[Changed to:] Remind children to leave spaces between words as they rewrite each sentence.
Publisher	Editorial Change	9780079018939	Student	423	First image in row 2	Change image of mule to convey plural form of the word.	[Changed to:] 2 images of mules.
Publisher	Editorial Change	9780079018939	Student	423	Instructions at bottom of page, sentences 1 and 2.	Delete reference to letter to correspond with phonemic awareness: Say cute. Then change the beginning letter...	[Changed to:] Say the word cute. Change the beginning sound /k/ to /f/.
Publisher	Editorial Change	9780079018939	Student	423	instructions at bottom of page, lines 4 and 5	Change text in rows 1 to 4 to delete answers and replace "Row 1: Substitute..."	[Changed to:] Row 1: Change /b/ in cube to /t/. Row 2: Change /m/ in mules to /r/. Row 3: Change /f/ in five to /d/. Row 4: Change /n/ in tune to /b/.
Publisher	Editorial Change	9780079018939	Student	430	image in row 1, at top of page	Need to move hike image for clarity.	Moved hike image above the words "to hike."
Publisher	Editorial Change	9780079018939	Student	430	image in row 2, at middle of page	Need to move bus image to the left of the write-on line for clarity.	Moved bus image above the words "the bus."
Publisher	Editorial Change	9780079018939	Student	430	image in row 3, at bottom of page	Need to move rose image for clarity.	Moved rose image above the words "The rose."
Publisher	Editorial Change	9780079018939	Student	430	Instructions at bottom of page, sentence 1	Revise for clarity.	[Changed to:] Explain to children that a pronoun takes the place of a noun. Remind children that nouns name a person, place or thing, or an animal.
Publisher	Editorial Change	9780079018939	Student	430	Instructions at bottom of page, last sentence	Revise for clarity	[Changed to:] Tell children to circle the pronoun that can take the place of the underlined word(s) and then have them write it on the line provided.
Publisher	Editorial Change	9780079018939	Student	431	image in row 1, at top of page	Need to move carrots image.	Moved carrots image above the word "carrots."
Publisher	Editorial Change	9780079018939	Student	431	image in row 2, at middle of page	Need to move bike image.	Moved bike image above the word "bike."
Publisher	Editorial Change	9780079018939	Student	431	image in row 3, at bottom of page	Need to move cake image.	Moved cake image above the word "cake."
Publisher	Editorial Change	9780079018939	Student	431	Instructions at bottom of page, sentence 1	Revise sentence for clarity.	[Changed to:] Tell children that a pronoun takes the place of a noun. Remind children that nouns name a person, place or thing, or an animal.
Publisher	Editorial Change	9780079018939	Student	431	Instructions at bottom of page, sentences 3 and 4	Revise for clarity.	[Changed to:] Have children circle the pronoun that takes the place of the underlined words and write it on the line provided. Then have children...
Publisher	Editorial Change	9780079018991	Student	102 Unit 2	Bottom of page	Change TEKS coding to match the code in the 2017 Final ELAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079019073	Student	25 Unit 9	Talk About It box, top right of page	Revise sentence: What are some differences between a story and a play?	[Changed to:] What are some differences between a play and a story?
Publisher	Editorial Change	9780079019004	Student	28 Unit 3	Top of page, first prompt	Icon for "Circle" is incorrect.	[Changed to:] Correct icon for "Circle"
Publisher	Editorial Change	9780079019004	Student	28 Unit 3	Top of page, first prompt	Missing page number. Text reads: Circle the word that tells what Tim does to the cat.	[Changed to:] Circle the word on page 29 that tells what Tim does to the cat.
Publisher	Editorial Change	9780079019073	Student	36 Unit 9	Second prompt on page	Student instruction incomplete: "Talk about what happens."	[Changed to:] Talk about and draw what happens.
Publisher	Editorial Change	9780079019073	Student	36 Unit 9	Third prompt on page	Delete prompt to increase size of drawing space for students.	Deleted third prompt: "Draw and write about what happens."
Publisher	Editorial Change	9780079019073	Student	36 Unit 9	Drawing boxes on page	Need to increase size of boxes to give students more room to draw.	Larger boxes provided for students to draw in.
Publisher	Editorial Change	9780079019073	Student	36 Unit 9	Last prompt on page	Add additional question to better facilitate critical thinking.	[Added:] Why do the animals say these things?
Publisher	Editorial Change	9780079019028	Student	37 Unit 5	Top of page, third prompt	Incorrect instruction: Draw and label one of the trees.	[Changed to:] Draw one of the trees.
Publisher	Editorial Change	9780079019042	Student	69 Unit 7	First blue sentence frame on page	Incorrect description of visual: "little photo" should be "small picture."	[Changed to:] The small picture shows

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Publisher	Editorial Change	9780079019042	Student	69 Unit 7	Third blue sentence frame on page	Incorrect description of visual: delete "big."	[Changed to:] The photo shows
Publisher	Editorial Change	9780079019035	Student	72 Unit 6	Quick Tip box, last line	Spelling error: wintry	[Changed to:] . . . wintry
Publisher	Editorial Change	9780079019011	Student	90 Unit 4	Bottom of page	Changed TEKS coding to match the code in the 2017 Final ELAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079019080	Student	91 Unit 10	Second prompt on page, second bullet	Grammatical error: transposed the words "look" and "it"	[Changed to:] What will it look like?
Publisher	Editorial Change	9780079019035	Student	92 Unit 6	Bottom of page	Change TEKS coding to match the code in the 2017 Final ELAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079019059	Student	92 Unit 8	Bottom of page	Change TEKS coding to match the code in the 2017 Final ELAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079019233	Teacher	S15 Unit 1	Top of page, right column:	Delete the word "Step" from each section header: Step 1 Read, Step 2 Spell, Step 3 Write	Move section headers flush left and add periods to read: 1. Read, 2. Spell, 3. Write
Publisher	Editorial Change	9780079019233	Teacher	S78 Unit 1	Top of page, under Connect to Concept	Change header. Currently reads: Genre: Informational Text	Changed to: Genre: Informational Text: Nonfiction
Publisher	Editorial Change	9780079019233	Teacher	S78 Unit 1	Top of page, text under Genre: Informational	Word change. Text reads: Tell children that "Kindergarteners Can!" is an informational text. Say: Informational text gives information about real people . . .	Changed to: Tell children that "Kindergarteners Can!" is a nonfiction text. Say: Nonfiction gives information about real people . . .
Publisher	Editorial Change	9780079019233	Teacher	S78 Unit 1	Middle of page, reduced student page 49	Reduced student page 49 was corrected and is being replaced.	Updated reduced student page 49.
Publisher	Editorial Change	9780079019301	Teacher	T130 Unit 9	Middle of page, reduced student page 36	Reduced student page 36 was corrected and is being replaced.	Updated reduced student page 36.
Publisher	Editorial Change	9780079019301	Teacher	T130 Unit 9	Middle of page, text next to reduced student page, under Author's Craft	Lines 9-10 read: What does each animal hear?	Question changed to match change on student page: Why do the animals say these things?
Publisher	Editorial Change	9780079019264	Teacher	T131 Unit 5	Top of page, reduced student page 37	Reduced student page 37 was corrected and is being replaced.	Updated reduced student page 37.
Publisher	Editorial Change	9780079019264	Teacher	T131 Unit 5	Middle of page, next to ELL icon	Insert header. Text reads: Point to page 28. . .	Changed to: Author's Craft Point to page 28. . .
Publisher	Editorial Change	9780079019264	Teacher	T131 Unit 5	Bottom of page, under Talk About It; second and	Style change: Roman text changed to Italics. Text reads: How does the Big Book help you understand how a tree changes as it grows?	Changed to italic text: How does the Big Book help you understand how a tree changes as it grows?
Publisher	Editorial Change	9780079019264	Teacher	T131 Unit 5	Bottom of page, under Make Connections, last	Style change: Roman text changed to Bold. Text reads: I learned that the tree ____.	Bold text changed to: I learned that the tree____.
Publisher	Editorial Change	9780079019233	Teacher	T139 Unit 1	Top right column, second line under ELL	Insert a word. Text reads: . . . understand the verb can relates . . .	Word added to read: . . . understand that the verb can relates . . .
Publisher	Editorial Change	9780079019233	Teacher	T139 Unit 1	Top right column, second to last line under ELL	Capitalize a letter. Text reads: . . . you do? Can you jump? elicit . . .	Changed to: . . . you do? Can you jump? Elicit . . .
Publisher	Editorial Change	9780079019233	Teacher	T157 Unit 1	Top right column, text in Connect to Content box, lines 11-12	Text referencing column heads not capitalized. Text reads: Make a chart with these heads at the top: wings, webbed feet, long legs, and fins.	Changed to: Make a chart with these heads at the top: Wings, Webbed Feet, Long Legs, and Fins.
Publisher	Editorial Change	9780079019257	Teacher	T219 Unit 3	Bottom of page, first line under Model Fluency	Add more detail to page reference. Text reads: Turn to pages 26-27.	Text updated to read: Turn to pages 26-27 of the Big Book.
Publisher	Editorial Change	9780079019295	Teacher	T244 Unit 7	Top of page, reduced student page 69	Reduced student page 69 was corrected and is being replaced.	Updated reduced student page 69
Publisher	Editorial Change	9780079019295	Teacher	T244 Unit 7	Lower middle of page, second bullet	Replace text. Text reads: Have children look closely at the photograph and label as well as the text. Ask: What does the little photo show? (the animal) What does the label tell? (the name of the animal) What does the big photograph show? (where the animal lives)	Changed to: Have children look closely at the illustration of the fish and label as well as the text. Ask: What does the illustration show? (a clown fish) What does the label tell? (the name of the fish) What does the big photograph show? (a coral reef where clown fish live)
Publisher	Editorial Change	9780079019295	Teacher	T244 Unit 7	Bottom of page, last line under Talk About It	Delete words. Annotation reads: . . . nature or man. Beavers need to build the lodge themselves.)	Changed to: Annotation reads: . . . nature. Beavers need to build the lodge themselves.)
Publisher	Editorial Change	9780079019295	Teacher	T244 Unit 7	Bottom left column under Academic	Delete letter. Word listed as "Cognates"	Changed to: "Cognate"
Publisher	Editorial Change	9780079019233	Teacher	T255 Unit 1	Middle of page, clock next to High-Frequency	The word "Optional" is missing from above the clock.	The word "Optional" added above the clock.

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Publisher	Editorial Change	9780079019233	Teacher	T264 Unit 1	Middle of page, first bullet under Focus on Comprehension	Change the word "art" to "photo." Text reads: Draw a picture about the text or the art.	Changed to: "Draw a picture about the text or the photo."
Publisher	Editorial Change	9780079019233	Teacher	T28 Unit 1	Bottom left column, under ELL, sentence 4	Transpose text. Currently reads: What sound does the word begin map with?	Text changed to read: What sound does the word map begin with?
Publisher	Editorial Change	9780079019301	Teacher	T314 Unit 10	Top of page, fourth line under Plot	Insert comma. Text reads: . . . of a tree in a season and Molly wrote . . .	Changed to: . . . of a tree in a season, and Molly wrote . . .
Publisher	Editorial Change	9780079019301	Teacher	T314 Unit 10	Top of page, under ELL Spotlight On Language, pp. 34-35, second line	Change spelling of a word. Text reads: . . . two meaning. One is an action . . .	Changed to: . . . two meanings. One is an action . . .
Publisher	Editorial Change	9780079019301	Teacher	T314 Unit 10	Middle of page, first line under Fantasy	Insert word. Text reads: Remind children fantasies can have a . . .	Changed to: Remind children that fantasies can have a . . .
Publisher	Editorial Change	9780079019301	Teacher	T314 Unit 10	Bottom of page, right side column, under pp.	Change page span. Text reads: pp. 40-41	Changed to: p. 40
Publisher	Editorial Change	9780079019301	Teacher	T343 Unit 10	Top of page, under Subjective Pronouns, bullet number 2, second line	Grammatical change: Text reads: "Write and read this sentence aloud . . ."	Changed to read: "Write and read these sentences aloud . . ."
Publisher	Editorial Change	9780079019301	Teacher	T343 Unit 10	Middle of page, first line under English Language Learners Scaffold	Text change. Text reads: Use the following scaffolds with Write to the Prompt.	Changed to: Use the following scaffolds with Independent Writing.
Publisher	Editorial Change	9780079019257	Teacher	T393 Unit 4	Top left column, second line under Advanced/Advanced High	Insert word. Text reads: describe details that show how Juan feels. . .	Changed to: describe details that show how Little Juan feels.
Publisher	Editorial Change	9780079019257	Teacher	T393 Unit 4	Middle of page, third line under Intermediate	Add word. Text reads: . . . many things for Juan to carry.	Changed to: . . . many things for Little Juan to carry.
Publisher	Editorial Change	9780079019233	Teacher	T397 Unit 2	Left column, Card 3, third line of Paragraphs 3-6	Insert a word. Text reads: tells about a giant. . .	Changed to read: tells him about a giant. . . .
Publisher	Editorial Change	9780079019233	Teacher	T397 Unit 2	Top right side column, Card 4, third line under Paragraphs 4-8	Capitalize a word. Text reads: The giant says, "that hurt!" . . .	Changed to read: The giant says, "That hurt!" . . .
Publisher	Editorial Change	9780079019257	Teacher	T424 Unit 4	Middle of left column under Academic	Changed word and cognate listed under Academic Language. Text reads: "appreciate"	New word is listed as: category; Cognate is listed as: categoría
Publisher	Editorial Change	9780079019257	Teacher	T424 Unit 4	Middle of the page under Phonological Awareness: Sentence Segmentation, number 2	Add a word to sentence. Fourth sentence reads: Continue clapping the last two lines of the song . . .	Changed to: Continue clapping out the last two lines of the song . . .
Publisher	Editorial Change	9780079019257	Teacher	T435 Unit 4	Top right column, section header under ELL	Change header. Header reads: Adjectives, Talk About It	Changed to: Grammar, Talk About It
Publisher	Editorial Change	9780079019301	Teacher	T436 Unit 10	Middle of page, feather icon listed next to	Feather icon that is used to reference a poem is shown next to number 1.	Feather icon deleted.
Publisher	Editorial Change	9780079019301	Teacher	T436 Unit 10	Left column, middle of page, under Academic	The words listed under Academic Language are: syllable, antonym; Cognates: sílaba, antónimo	The words listed under Academic Language changed to: syllable, opposites; Cognate: sílaba
Publisher	Editorial Change	9780079019301	Teacher	T436 Unit 10	Left column, middle of page, Digital Tool box	First item in Digital Tool box shows the icon and label for Weekly Poem.	Weekly Poem icon and label in Digital Tools box deleted.
Publisher	Editorial Change	9780079019233	Teacher	T444 Unit 2	Top of page, clock next to Phonics header	Clock is missing the word "Optional"	The word "Optional" added above the clock.
Publisher	Editorial Change	9780079019233	Teacher	T444 Unit 2	Bottom of page, last sentence under English Language Learners	Transpose text. Text reads: Finally, help them the sort cards.	Changed to: Finally, help them sort the cards.

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Publisher	Editorial Change	9780079019295	Teacher	T54 Unit 7	Header at the top of the page	Insert a word. Text reads: Writing	Changed to: Independent Writing
Publisher	Editorial Change	9780079019233	Teacher	T541 Unit 2	Middle of page, Build Your Word Bank box,	Delete text. Text reads: . . . down, will, there, and two from the Your Turn Practice Book . . .	Changed to: . . . down, will, there, and two from the Practice Book . . .
Publisher	Editorial Change	9780079019264	Teacher	T542 Unit 6	Middle of page, reduced student page 72	Reduced student page 72 was corrected and is being replaced.	Updated reduced student page 72.
Publisher	Editorial Change	9780079019264	Teacher	T542 Unit 6	Middle of left column, Academic Language	Change words listed under Academic Language. Words listed are cite, compare; Cognates listed are citar, comparar	Changed to: compare, detalles; Cognates now listed are: comparar, detalles
Publisher	Editorial Change	9780079019233	Teacher	T569 Unit 2	Middle of page, under Respond to the Text, first bullet	Insert word into anno. Text reads: (from details in picture such as the green grass)	Annotated text changed to: (from details in the picture such as the green grass)
Publisher	Editorial Change	9780079019233	Teacher	T569 Unit 2	Bottom right column, Level Up box, first	Change text. Text reads: IF Children read We Like Bugs! Approaching Level with fluency and correctly answer the Respond to Reading questions,	Changed to read: IF Children read We Like Bugs! Approaching Level with fluency and correctly answer the Respond to the Text questions,
Publisher	Editorial Change	9780079019257	Teacher	T591 Unit 4	Top of page, second paragraph	Delete text. Text reads: Use the Writing Rubric for Personal Narrative in the Teacher's Resource Book or online . . .	Changed to: Use the Writing Rubric for Personal Narrative online . . .
Publisher	Editorial Change	9780079019257	Teacher	T591 Unit 4	Second to last paragraph from the bottom of the page: English Language Learners: Intermediate	Delete word. Text reads: One thing think I need to work on is ____ . . .	Changed to: One thing I need to work on is ____ . . .
Publisher	Editorial Change	9780079019257	Teacher	T591 Unit 4	Last paragraph on page, under English Language Learners: Advanced/Advanced High	Delete word. Text reads: One thing think I need to work on is ____ . . .	Changed to: One thing I need to work on is ____ . . .
Publisher	Editorial Change	9780079019264	Teacher	T592 Unit 6	Top of page, reduced student page 92	Reduced student page 92 was corrected (as requested by the State Review Panel) and is being replaced.	Updated reduced student page 92.
Publisher	Editorial Change	9780079019264	Teacher	T592 Unit 6	Top left column under Objectives	Changed TEKS coding to match the final code in the 2017 Final ELAR TEKS Official Document for Grade K. Text reads: K.4(A)	Changed to: K.4
Publisher	Editorial Change	9780079019264	Teacher	T592 Unit 6	Middle of page, under Choose Your Own Book,	Sentence added. Text reads: Tell children that choosing books they like is one of the pleasures of being a reader.	Changed to: Tell children that choosing books they like is one of the pleasures of being a reader. Set up a specific time each day for children to choose their own reading materials.
Publisher	Editorial Change	9780079019264	Teacher	T592 Unit 6	Middle of page, under Choose Your Own Book,	Text changed to match revised Student Edition U6, p. 92 (as requested by State Review Panel). Text reads: Then give children time to read or listen to their book of choice.	Changed to: Then provide time for children to read for 12 minutes during class. Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079019264	Teacher	T592 Unit 6	Middle of page, under Choose Your Own Book, Write	Text changed to reflect the change requested by the State Review Panel for the Student Edition. Text reads: After children have finished reading their book of choice, have them come back to page 92 and write their opinion of the book expressing what they liked or disliked about it.	Changed to: After children have finished reading their book of choice, have them turn back to page 92. Guide them to fill in the number of minutes they read in the box. Then have them write their opinion of the book expressing what they liked or disliked about it.
Publisher	Editorial Change	9780079019295	Teacher	T592 Unit 8	Top of page, reduced student page 92	Reduced student page 92 was corrected (as requested by the State Review Panel) and is being replaced.	Updated reduced student page 92
Publisher	Editorial Change	9780079019295	Teacher	T592 Unit 8	Top left column under Objectives	Changed TEKS coding to match the final code in the 2017 Final ELAR TEKS Official Document for Grade K. Text reads: K.4(A)	Changed to: K.4
Publisher	Editorial Change	9780079019295	Teacher	T592 Unit 8	Middle of page, under Choose Your Own Book,	Add text. Text reads: Tell children that choosing books they like is one of the pleasures of being a reader.	Changed to: Tell children that choosing the books they like is one of the pleasures of being a reader. Set up a specific time each day for children to choose their own reading
Publisher	Editorial Change	9780079019295	Teacher	T592 Unit 8	Middle of page, under Choose Your Own Book,	Text changed to match revised Student Edition U8, p. 92 (as requested by State Review Panel). Text reads: Then give children time to read or listen to their book.	Changed to: Then provide time for children to read for 15 minutes during class. Encourage them to read a little bit longer the next time they read at school or at home.
Publisher	Editorial Change	9780079019295	Teacher	T592 Unit 8	Middle of page, under Choose Your Own Book,	Text change to reflect the change requested by the State Review Panel for the Student Edition. Text reads: ... to page 92 and write their opinion of the book, expressing what	Text changed to: . . . to page 92. Guide them to fill in the number of minutes they read in the box. Then have them write their opinion of the book expressing what they liked or
Publisher	Editorial Change	9780079019301	Teacher	T594 Unit 10	Top of page, reduced student page 92	Reduced student page 92 was corrected (as requested by the State Review Panel) and is being replaced.	Updated reduced student page 92.
Publisher	Editorial Change	9780079019301	Teacher	T594 Unit 10	Middle of page, under Choose Your Own Book,	Add text. Text reads: Tell children that choosing books they like is one of the pleasures of being a reader.	Changed to: Tell children that choosing books they like is one of the pleasures of being a reader. Set up a specific time each day for children to choose their own reading materials.
Publisher	Editorial Change	9780079019301	Teacher	T594 Unit 10	Middle of page, under Choose Your Own Book, Tell	Text changed to match revised Student Edition U10, p. 92 (as requested by State Review Panel). Text reads: . . . Be sure that each student tells the other why they'd like to read a specific book.	Changed to: . . . Be sure that each student tells the other why they'd like to read the book they chose. Then provide time for children to read for 15 minutes during class. Encourage them to read a little bit longer the next time they read at school or at home.

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Publisher	Editorial Change	9780079019301	Teacher	T594 Unit 10	Bottom of page, last two lines under Choose Your Own Book, Write	Text change to reflect the change requested by the State Review Panel for the Student Edition. Text reads: After children have had a chance to read or listen to their book of choice, have them come back to page 92 and write their opinion of the book expressing what they liked or disliked about it.	Changed to: After children have had a chance to read or listen to their book of choice, have them turn back to page 92. Guide them to fill in the number of minutes they read in the box. Then have them write their opinion of the book expressing what they liked or disliked about it.
Publisher	Editorial Change	9780079019301	Teacher	T60 Unit 9	Top of page, above "Mom's Helpers"	"Read" lozenge placed above "Mom's Helpers" on a "Reread" day.	"Read" lozenge replaced with a "Reread" lozenge.
Publisher	Editorial Change	9780079019301	Teacher	T60 Unit 9	Top of page, reduced student page 25	Reduced student page 25 was corrected and is being replaced.	Updated reduced student page 25.
Publisher	Editorial Change	9780079019301	Teacher	T60 Unit 9	Bottom of page, third bullet under Author's	Spelling error: Last sentence reads: Then guide children to complete the table on page 25.	Changed to: Then guide children to complete the table on page 25.
Publisher	Editorial Change	9780079019301	Teacher	T60 Unit 9	Bottom of page, last three sentences under Talk About It	Text changed. Text reads: Ask: How would this selection be different if it were a story and not a play? Have volunteers share their ideas. Remind them to use evidence to support their response.	Changed to: Point out that in a play, we pretend to be the characters and say the words written next to the characters' names. That is different than a story where the words are written to share information and there are often illustrations.
Publisher	Editorial Change	9780079019301	Teacher	T60 Unit 9	Bottom of left column under Academic	Words listed under Academic Language include: drama, format	Word listed under Academic Language changed to: play
Publisher	Editorial Change	9780079019257	Teacher	T600 Unit 4	Top of page, reduced student page 90	Reduced student page 90 was corrected (as requested by the State Review Panel) and is being replaced.	Updated reduced student page 90.
Publisher	Editorial Change	9780079019257	Teacher	T600 Unit 4	Top left column under Objectives	Changed TEKS coding to match the final code in the 2017 Final ELAR TEKS Official Document for Grade K. Currently reads: K.4(A)	TEKS code changed to read: K.4.
Publisher	Editorial Change	9780079019257	Teacher	T600 Unit 4	Middle of page, last sentence under Choose Your Own Book, Tell	Delete last sentence and adjust text to match revised Student Edition U4, p. 90 (as requested by State Review Panel). Text: Then give them . . . book of choice.	Changed to: Then provide time for children to read for 12 minutes during class. Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079019257	Teacher	T600 Unit 4	Bottom of page, under Choose Your Own Book, Write	Text change to reflect the change requested on the student page by the State Review Panel for the Student Edition. Text reads: When children have finished reading their book, have them come back to page 90 and share their opinion of the book, expressing what they liked or disliked about it.	Text changed to: When children have finished reading their book, have them turn back to page 90. Guide them to fill in the number of minutes they read in the box. Then have them write their opinion of the book, expressing what they liked and disliked about it.
Publisher	Editorial Change	9780079019233	Teacher	T612 Unit 2	Top of page, reduced student page 102	Reduced student page 102 was corrected (as requested by the State Review Panel) and is being replaced.	Updated reduced student page 102.
Publisher	Editorial Change	9780079019233	Teacher	T612 Unit 2	Top left column, first objective under	Changed TEKS coding to match the final code in the 2017 Final ELAR TEKS Official Document for Grade K. Currently reads: K.4(A)	TEKS code changed to read: K.4.
Publisher	Editorial Change	9780079019233	Teacher	T612 Unit 2	Middle of page, third line under Choose Your Own Book, Tell	Adjust text to match revised Student Edition U2, p. 102 (as requested by State Review Panel). Text reads: Then give children time to read or listen to their book of choice.	Changed to: Then provide time for children to read for 10 minutes during class. Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079019233	Teacher	T612 Unit 2	Bottom of page, under Choose Your Own Book, Write	Text changed to match Student Edition U2, p. 102 (as requested by State Review Panel). Text reads: When children have finished reading their book, have them come back to page 102 and write their opinion of the book expressing what they liked or disliked about it.	Changed to: When children have finished reading their book, have them turn back to page 102. Guide them to fill in the number of minutes they read in the box. Then have them write their opinion of the book expressing what they liked or disliked about it.
Publisher	Editorial Change	9780079019257	Teacher	T65 Unit 3	Middle of page, reduced student page 28	Reduced student page 28 was corrected and is being replaced.	Updated reduced student page 28.
Publisher	Editorial Change	9780079019257	Teacher	T65 Unit 3	Bottom of page, under Make Connections, third	Grammatical change: change the word "thought" to "think." Third line reads: . . . read, I thought about the rules Tim follows in the garden. . . .	Changed to: . . . read, I think about the rules Tim follows in the garden. . . .
Publisher	Editorial Change	9780079019295	Teacher	T65 Unit 7	Top of page, under Verbs, bullet number 1,	Change word. Text reads: Which word is an action verb?	Changed to: Which word is an action word?
Publisher	Editorial Change	9780079019295	Teacher	T65 Unit 7	Right side column, middle, second sentence under ELL: Intermediate	Text changed. Text reads: Have one partner point out the details that show the pup and cub are alike and different.	Changed to: Have one partner point out the details that show how the pup and cub are alike and different.
Publisher	Editorial Change	9780079019233	Teacher	T97 Unit 1	Middle left side column, fifth row under Pages 24-	Insert word. Text reads: 28-29. Goose tells that Bear is a big, old friend and . . .	Word inserted to read: 28-29. Goose tells Fox that Bear is a big, old friend and . . .
Publisher	Editorial Change	9780079019233	Teacher	T97 Unit 1	Top right column, under Advanced/Advanced High, next to last line	Change word. Text reads: help children take turns retell one part using the sequence words.	Changed to: help children take turns retelling one part using the sequence words.
Publisher	Editorial Change	9780079019295	Teacher	T97 Unit 7	Top of page, first paragraph, second line	Text changed. Text reads: Point to the elephant's trunks. These are called trunks.	Changed to: Point to an elephant's trunk. This is called a trunk.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079019295	Teacher	T97 Unit 7	Top of page, text next to the Collaborate icon.	Text change. Text reads: How are people and animals alike and different? Talk to a partner.	Changed to: Let's compare and contrast people and animals.
Publisher	Editorial Change	9780079019295	Teacher	T97 Unit 7	Middle of page, second under Retell.	Insert word. Text reads: . . . a picture and describing it each other.	Changed to: . . . a picture and describing it to each other.
Publisher	Editorial Change	9780079019301	Teacher	T314 Unit 10	Middle of page, right hand column, under pp.	Insert comma. Text reads: . . . case whenever means any . . .	Changed to: . . . case, whenever means any . . .
English Language Arts and Reading <i>Texas Wonders Grade 1, print program (ISBN 9780076876099) and Texas Wonders Grade 1, digital program (ISBN 9780076876174)</i>							
Publisher	Editorial Change	9780079018946	Student	7	Top of page	Revised text added for clarity. Text: Look at the picture. Use a spelling word to complete the sentence.	[Changed to:] Look at the picture. Use a spelling word from the box to complete each sentence.
Publisher	Editorial Change	9780079018946	Student	17	Top of page	Replaced example text with spot art for clarity. Text: delete "Example: Lily likes lemons."	[Changed to:] Spot art of boy feeding fish to demonstrate alliteration of the sound /f/
Publisher	Editorial Change	9780079018946	Student	17	Bottom of page, Teacher Directions, second sentence	Teacher Directions text edited for clarity and to match new spot art. Text: Read the sample sentence and emphasize the /l/ sounds at the beginning of each word.	[Changed to:] Have children look at the picture as you say: Felix feeds fish. Emphasize the /f/ sound in each word.
Publisher	Editorial Change	9780079018946	Student	17	Teacher Directions at bottom of page, third sentence	Teacher Directions text edited for clarity and to match new spot art. Text: Explain that this sentence is an example of alliteration.	[Changed to:] Say: This sentence has alliteration because each word begins with the /f/ sound.
Publisher	Editorial Change	9780079018946	Student	107	Top of page	Edited for clarity. Text: Read the words in the box out loud.	[Changed to:] Read and spell the words in the box.
Publisher	Editorial Change	9780079018946	Student	177	Top of page	Replaced example text with spot art for clarity. Text: delete "Example: Mom made muffins."	[Changed to:] Spot art of girl pointing up at the stars to demonstrate alliteration of the sound /s/
Publisher	Editorial Change	9780079018946	Student	177	Bottom of page, Teacher Directions, second sentence	Teacher Directions text edited for clarity and to match new spot art. Text: Read the sample sentence and emphasize the /m/ sounds at the beginning of each word.	[Changed to:] Have children look at the picture as you say: Sarah sees stars. Emphasize the /s/ sound in each word.
Publisher	Editorial Change	9780079018946	Student	177	Bottom of page, Teacher Directions, third sentence	Teacher Directions text edited for clarity and to match new spot art. Text: Explain that this sentence is an example of alliteration.	[Changed to:] Say: This sentence has alliteration because each word begins with the /s/ sound.
Publisher	Editorial Change	9780079018946	Student	177	Bottom of page, Teacher Directions, fifth sentence	Teacher Directions text edited for clarity. Text: Then say: Kate and Pam like to swim.	[Changed to:] Then say: Kate and Pam swim.
Publisher	Editorial Change	9780079018946	Student	177	Bottom of page, Teacher Directions, sixth sentence	Teacher Directions text edited for clarity. Text: 2. Say: We take the bus to school.	[Changed to:] 2. Say: We take the bus.
Publisher	Editorial Change	9780079018946	Student	177	Bottom of page, Teacher Directions, eighth sentence	Teacher Directions text edited for clarity. Text: 3. Say: The lion roars loudly.	[Changed to:] 3. Say: The lion roars.
Publisher	Editorial Change	9780079018946	Student	177	Bottom of page, Teacher Directions, ninth sentence	Teacher Directions text edited for clarity. Text: Then say: Fred finds fresh fruit.	[Changed to:] Then say: Fred finds fruit.
Publisher	Editorial Change	9780079018946	Student	242	Teacher Directions at bottom of page, third sentence	Change requested by State Review Panel: Edited text for clarity. Text: Say: The words cup and bug have the same middle sound: /u/.	[Changed to:] Say: The words cup and bug have the same short u vowel sound: /u/.
Publisher	Editorial Change	9780079018946	Student	242	Teacher Directions at bottom of page, fourth sentence	Change requested by State Review Panel: Edited text for clarity. Text: Cube has a different middle sound: /ū/.	[Changed to:] Cube has the long u vowel sound: /ū/.
Publisher	Editorial Change	9780079018946	Student	242	Teacher Directions at bottom of page, fifth sentence	Change requested by State Review Panel: Edited text for clarity. Text: Guide children to circle the picture of the cube.	[Changed to:] Guide children to circle the picture whose name has a different middle sound: cube.
Publisher	Editorial Change	9780079018946	Student	277	Teacher Directions at bottom of page, third sentence	Change requested by State Review Panel: Edited for clarity. Text: Say: The words cub and run have the same middle sound: /u/.	[Changed to:] Say: The words cub and run have the same short u vowel sound: /u/.

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Publisher	Editorial Change	9780079018946	Student	277	Teacher Directions at bottom of page, fourth sentence	Change requested by State Review Panel: Edited for clarity. Text: Cube has a different middle sound: /ū/.	[Changed to:] Cube has the long u vowel sound:
Publisher	Editorial Change	9780079018946	Student	277	Teacher Directions at bottom of page, fifth sentence	Change requested by State Review Panel: Edited for clarity. Text: Guide children to circle the picture of the cube.	[Changed to:] Guide children to circle the picture whose name has a different middle sound: cube.
Publisher	Editorial Change	9780079017239	Student	Unit 1 108	First "Talk" prompt	Added text "and pictures" to sentence for clarity. Text: Talk about what the text tells you about how kids play together.	[Changed to:] Talk about what the text and pictures tell about how kids play together.
Publisher	Editorial Change	9780079019110	Student	Unit 2 46	First prompt	Grammatical error (Insert comma after the word "three"). Text: Underline and read aloud the words then, one, three and live.	[Changed to:] Underline and read aloud the words then, one, three, and live.
Publisher	Editorial Change	9780079019110	Student	Unit 2 52	Top paragraph	Grammatical error (delete "s" in the word "happens"). Text: The events are what happens in the story.	[Changed to:] The events are what happen in the story.
Publisher	Editorial Change	9780079019110	Student	Unit 2 52	"Reread" sentence	Capitalization error. Text: Reread "Cubs in a Hut."	[Changed to:] Reread: "Cubs in a Hut."
Publisher	Editorial Change	9780079019127	Student	Unit 3 28	"Talk" prompt	Page reference is incorrect. Text: pages 10-11	[Changed to:] page 10
Publisher	Editorial Change	9780079019127	Student	Unit 3 59	First line in Paired Selection text	Grammatical error (change first "the" to "a"). Text: When the seed is planted, a root grows down in the soil.	[Changed to:] When a seed is planted, a root grows down in the soil.
Publisher	Editorial Change	9780079019134	Student	Unit 4 123	Last sentence of Paired Selection text	Spelling error ("antennas" should be "antennae"). Text: Most insects have antennas and wings.	[Changed to:] Most insects have antennae and wings.
Publisher	Editorial Change	9780079019165	Student	Unit 5 12	"Find Text Evidence" head	Solid line under head should be dotted	Make line dotted
Publisher	Editorial Change	9780079019165	Student	Unit 5 12	"Circle" prompt	Added text "and read aloud" to the sentence for clarity. Text: Circle the words with the ar sound as in cart.	[Changed to:] Circle and read aloud the words with the ar sound as in cart.
Publisher	Editorial Change	9780079019165	Student	Unit 5 136	Head of selection	Capitalization error ("steel" should be "Steel"). Text: Sheets of steel	[Changed to:] Sheets of Steel
Publisher	Editorial Change	9780079019172	Student	Unit 6 135	Text for Shared Read, last sentence	Delete text. Text: But are you aware of the very first Thanksgiving?	[deleted text]
Publisher	Editorial Change	9780079019172	Student	Unit 6 136	Side column, Underline prompt	Add text for clarity. Text: Underline the words favorite and gone.	[Changed to:] Underline and read aloud the words favorite and gone.
Publisher	Editorial Change	9780079019172	Student	Unit 6 136	Side column, Reread prompt	Edit text to reflect new content in selection. Text: Reread and use the illustration and photo to be sure you understand Thanksgiving in 1621 and today.	[Changed to:] Reread and use the photos to be sure you understand Thanksgiving and Kwanzaa.
Publisher	Editorial Change	9780079019172	Student	Unit 6 136	Illustration	Replace photo (move photo from page 137 to 136).	[Replaced photo with photo from page 137.]
Publisher	Editorial Change	9780079019172	Student	Unit 6 136	Caption	Replace caption. Text: In 1620, the people we call Pilgrims sailed ... which crops to plant.	[Changed to:] Many families eat a special meal on Thanksgiving. Foods that are harvested in the fall may be part of the celebration.
Publisher	Editorial Change	9780079019172	Student	Unit 6 136	Selection text, second, third, and fourth sentences	Replace text for second, third, and fourth sentences. Text: The Pilgrims ... Can you compare that to a meal today?	[Changed to:] Today, families and friends still give thanks with a feast. They may each such favorite foods as turkey, corn, and green beans. People like to enjoy the harvest foods before they are gone.
Publisher	Editorial Change	9780079019172	Student	Unit 6 137	Illustration	Replace photo (move photo from page 140 to 137).	[Replaced photo with photo from page 140.]
Publisher	Editorial Change	9780079019172	Student	Unit 6 137	Caption	Replace caption. Text: Many people in the United States celebrate Kwanzaa traditions.	[Changed to:] Many people in the United States celebrate Kwanzaa.
Publisher	Editorial Change	9780079019172	Student	Unit 6 137	Selection text	Replace text. Text: Today, families ... enjoy the harvest foods before they are gone.	[Changed to:] Kwanzaa is also a family celebration. It is based on the harvest. Corn and fruit are symbols of the holiday. Families celebrate with a feast.
Publisher	Editorial Change	9780079019172	Student	Unit 6 138	Caption	Caption changed. Text: In Plymouth, the city ... dress up like Pilgrims and Native Americans.	[Changed to:] In Plymouth, the city ... dress up like Pilgrims.
Publisher	Editorial Change	9780079019172	Student	Unit 6 140	First paragraph, photo, and caption	Delete first paragraph, photo, and caption	[Deleted first paragraph, photo, and caption.]
Publisher	Editorial Change	9780079019172	Student	Unit 6 140	Second paragraph, photo, and caption	Second paragraph, photo, and caption moved to top of page 140.	[Second paragraph, photo, and caption moved.]
Publisher	Editorial Change	9780079019172	Student	Unit 6 141	Map	Map replaced with revised art	[Map replaced with revised art]

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Publisher	Editorial Change	9780079019172	Student	Unit 6 141	Map key	Map key replaced with revised key	[Map key replaced with revised key]
Publisher	Editorial Change	9780079019172	Student	Unit 6 52	"Listen" prompt	Added text for clarity (add "and look at the photos"). Text: Listen to the sentences.	[Changed to:] Listen to the sentences and look at the photos.
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 S17	middle of page, Write to the Prompt, second line	Grammatical error (delete extra word "is"). Text: Write ... the first thing is the girl does is buckle her shoe.	[Changed to:] Write ... the first thing the girl does is buckle her shoe.
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T112	Close Reading Routine sidebar, Read section, third bullet	Grammatical error (Add "s" to word "prompt") Text: Use ACT prompt as needed.	[Changed to:] Use ACT prompts as needed.
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T219C	Reread, Author's Craft, first paragraph, anno text	Spelling error ("live" should be "love"). Text: (fresh water, a safe home, our live, care)	[Changed to:] (fresh water, a safe home, our love, care)
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T250	Academic Language	Change Academic Language for clarity. Text: fiction, text	[Changed to:] fantasy, text
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T250	Academic Language	Change Cognates for clarity. Text: ficción, texto	[Changed to:] fantasía, texto
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T279	Differentiate Small Group Instruction	Page reference is incorrect. Text: On Review pp. T326-T327	[Changed to:] On Review pp. T326-T328
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T281	top of page, reduced student page, p. 108	Reduced student page 108 was updated and is being replaced.	[Updated reduced student page 108.]
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T281	top of page, Ask and Answer Questions, Reading/Writing Companion, pp. 108-109	Insert missing text for clarity. Text: Talk with your partner about what the text tells you about how kids play together.	[Changed to:] Text: Talk with your partner about what the text and pictures tell you about how kids play together.
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T37	ELL: English Language Learner SCAFFOLD, Beginning section	Grammatical error (delete repeated word "about"). Text: Provide a sentence frame ... about about what they do at school ... play.	[Changed to:] Provide a sentence frame ... about what they do at school ... play.
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T373	Differentiate Small Group Instruction	Page reference is incorrect. Text: On Review pp. T410-T411	[Changed to:] On Review pp. T410-T412
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T455	top of page, reduced student page, p. 184	Reduced student page 184 was updated (as requested during State Review Panel) and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T455	Choose Your Own Book, Explain, first paragraph	Page reference is incorrect. Text: page 97	[Changed to:] Text: page S97
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T455	Choose Your Own Book, Guided Practice paragraph	Copy adjusted to match revised Student Edition U1 p. 184 (as requested by State Review Panel). Added text to remind children to read for increasing periods of time.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T455	Choose Your Own Book, Apply paragraph	Copy adjusted to match revised Student Edition U1 p. 184 (as requested by State Review Panel). Text: After ... come back to page 184 in the Reading/Writing Companion and ... book.	[Changed to:] After ... come back to page 184. Guide them to fill in the number of minutes they read in the box. Then have them write what they ... book.
Publisher	Editorial Change	9780079018724	Teacher	Unit 1 T455	side column, Objectives, first Objective	Fix standard coding. Text: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T113	middle of page, third reduced student pages, pp. 46-47	Reduced student pages 46-47 were updated and are being replaced.	[Updated reduced student pages 46-47.]
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T113	ELL: Spotlight on Language, 5th and 6th lines	Edit text for clarity. Text: If I feel as snug as a bug in a rug, I feel warm and cozy, like I'm ... blanket.	[Changed to:] I feel as snug as a bug in a rug. I feel warm and cozy, like I'm ... blanket.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T123	Skill: Character, Setting, Events, Model, first paragraph	Grammatical error (delete "s" in "happens"). Text: ... and events are what happens.	[Changed to:] ... and events are what happen.

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Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T123	middle, reduced student page, p. 52	Reduced student page 52 was updated and is being replaced.	[Updated reduced student page 52.]
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T215H	bottom right of page, Connect to Content box	Grammatical error ("baby" should be plural). Text: Remind ... look again at the baby/parents in Babies in the Bayou.	[Changed to:] Remind ... look again at the babies/parents in Babies in the Bayou.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T277	ELL: English Language Learners, 4th line	Spelling error. Text: children	[Changed to:] children
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T337	Pages 100-101 section, first paragraph, last line	Spelling error. Text: Doe the big rabbits hear her?	[Changed to:] Do the big rabbits hear her?
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T337	Pages 100-101 section, Beginning paragraph	Delete first part of sentence. Text: Guide partners in answering: Point to the rock.	[Deleted first part of sentence. Remaining text:] Point to the rock.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T337	Independent Time section, sixth line	Capitalize the first word of the sentence. Text: when they hear thumping.	[Changed to:] When they hear thumping.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T387A	Literature Anthology reduced pages caption	Lexile score missing "L." Text: Lexile 360	[Changed to:] Lexile 360L
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T418	Digital Tools box	Edit text for clarity. Text: Have students listen to the selection ... pronunciation.	[Changed to:] Have children listen to the selection ... pronunciation.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T418	Interactive Question-Response Routine, third line	Edit text for clarity. Text: Provide sentence starters for Beginning students.	[Changed to:] Provide sentence starters for Beginning and Intermediate children.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T418	Interactive Question-Response Routine, last line	Grammatical error (delete "s" in "structures"). Text: Use the ... structures to help children read the text.	[Changed to:] Use the ... structure to help children read the text.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T455	top of page, reduced student page, p. 174	Reduced student page 174 was updated (as requested during State Review Panel) and is being replaced.	[Updated reduced student page 174.]
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T455	Choose Your Own Book, Guided Practice paragraph	Copy adjusted to match revised Student Edition U2 p. 174 (as requested by State Review Panel). Added text to remind children to read for increasing periods of time.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T455	Choose Your Own Book, Apply paragraph	Copy adjusted to match revised Student Edition U2 p. 174 (as requested by State Review Panel). Text: After ... come back to page 174 in the Reading/Writing Companion and ... book.	[Changed to:] After ... come back to page 174. Guide them to fill in the number of minutes they read in the box. Then have them write what they ... book.
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T455	side column, Objectives, first Objective	Fix standard coding. Text: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079018731	Teacher	Unit 2 T62	middle of page, reduced student page, p. 36	Reduced student page 36 was updated and is being replaced.	[Updated reduced student page 36.]
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T123	Differentiate Small Group Instruction box	Page references are incorrect. Text: Approaching Reteach pp. T148-T149; On Review pp. T158-T159; Beyond Extend pp. T162-T163	[Changed to:] Approaching Reteach pp. T156-T157; On Review p. T161; Beyond Extend p. T165
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T169	Bottom left of page, Intermediate paragraph, third line	Grammatical error. Text: What does Mike likes to do?	[Changed to:] What does Mike like to do?
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T169	Bottom right of page, Make Connections paragraph, second line	Word "is" is missing. Text: Have children imagine their family planting a garden ... vegetables.	[Changed to:] Have children imagine their family is planting a garden ... vegetables.
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T191	Middle of page, Strong Verbs paragraph	Grammatical error. Text: Discuss how the author use the strong verb ... across.	[Changed to:] Discuss how the author uses the strong verb ... across.
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T195	Differentiate Small Group Instruction box	Page references are incorrect. Text: Beyond Extend pp. T246-T247, T279	[Changed to:] Beyond Extend pp. T246-T247
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T211	Middle of page, Think Aloud blue text, last line	Capitalize name of character. Text: papa	[Changed to:] Papa
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T224	Step 4 Write Your Thoughts	Delete extra word "how." Text: I think it is because it is a story about how the rabbit getting help from his friends ... conclusions.	[Changed to:] I think it is because it is a story about the rabbit getting help from his friends ... conclusions.

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Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T254	Language Objective	Update text for clarity. Text: Children will use supports to explain the author's technique.	[Changed to:] Children will discuss patterns and repetitions in the story.
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T254	Pages 52-57, Author's Craft, head	Update text in head. Text: Author's Craft	[Changed to:] Author's Purpose
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T303A	Literature Anthology reduced pages caption	Lexile score missing "L." Text: Lexile 370	[Changed to:] Lexile 370L
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T455	Top of page, reduced student page, p. 174	Reduced student page 174 was updated (as requested during State Review Panel) and is being replaced.	[Updated reduced student page 174.]
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T455	Choose Your Own Book, Guided Practice paragraph	Copy adjusted to match revised Student Edition U3 p. 174 (as requested by State Review Panel). Added text to remind children to read for increasing periods of time.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T455	Choose Your Own Book, Apply paragraph	Copy adjusted to match revised Student Edition U3 p. 174 (as requested by State Review Panel). Text: After ... come back to page 174 in the Reading/Writing Companion and ... book.	[Changed to:] After ... come back to page 174. Guide them to fill in the number of minutes they read in the box. Then have them write what they ... book.
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T455	Top right of page, Objectives, first Objective	Fix standard coding. Text: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079018748	Teacher	Unit 3 T47E	ELL: Spotlight on Language	Edit text for clarity. Text: What two words do you see in gumdrop?	[Changed to:] What two words do you hear in the word gumdrop?
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T113	Check for Success box	Page reference is incorrect. Text: ELL Develop pp. T178-T179	[Changed to:] ELL Develop pp. T178-T179
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T209	middle of page, third reduced student page, Ask and Answer Questions	Grammatical error (add "s" after "answer"). Text: We can read to find the answer.	[Changed to:] We can read to find the answers.
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T211	Grammar, Guided Practice/Practice, sentences	Style error (text in parentheses should be pink for annos). Text: (went), (did), (do), (go)	[Changed style to pink text:] (went), (did), (do), (go)
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T301	Grammar, See and Saw, Model, first paragraph	Spelling error (remove "r" from "another"). Text: another	[Changed to:] another
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T301	ELL: English Language Learners SCAFFOLD, Beginning section, third line	Capitalization error ("If" should be lowercase). Text: We use see If we are talking about ... now.	[Changed to:] We use see if we are talking about ... now.
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T317E	ELL: Spotlight on Language, Page 100, first line	Grammatical error (extra word "the"). Text: Point the the word met.	[Changed to:] Point to the word met.
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T360	middle of page, Prepare to Read, Focus on Vocabulary paragraph, second line	Add in missing words. Text: Use the ... caught, flew, know, laugh, listen, and were.	[Changed to:] Use the ... caught, flew, know, laugh, listen, were, beautiful, and fancy.
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T360	Academic Language	Replace text. Text: pronoun	[Changed to:] illustrations
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T360	Academic Language	Delete text. Text: pronombre	[Deleted text:] pronombre
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T485	Objectives column	Fix standard coding. Text: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T485	top of page, reduced student page	Reduced student page 184 was updated (as requested during State Review Panel) and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T485	Choose Your Own Book: Guided Practice	Copy adjusted to match revised Student Edition U4 p. 184 (as requested by State Review Panel). Added text to remind children to read for increasing periods of time.	Change requested by State Review Panel: Added text: Encourage them to read a little longer the next time they read at home or at school.

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Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T485	Choose Your Own Book: Apply	Copy adjusted to match revised Student Edition U4 p. 184 (as requested by State Review Panel). Text: After ... come back to page 184 in the Reading/Writing Companion and ... book.	Change requested by State Review Panel: Added text: Guide them to fill in the number of minutes they read in the box. Then have them write ... book.
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T79	Readers to Writers box, parenthetical at the end of the paragraph	Style error (anno should be in pink). Text: (Possible response: The other birds gave up ... her next look nice.)	[Changed style to pink text:] (Possible response: The other birds gave up ... her next look nice.)
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T88	top of page, Leveled Reader title	Add text to title. Text: "Snail and Frog"	[Changed to:] "Snail and Frog Race"
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T88	Prepare to Read, Focus on Vocabulary, third line of text	Add missing vocabulary words "splendid" and "special." Text: Before reading ... eight, give, and our.	[Changed to:] Before reading ... eight, give, our, and Vocabulary words splendid and special.
Publisher	Editorial Change	9780079018755	Teacher	Unit 4 T88	Prepare to Read, Focus on Vocabulary, third line of text	Delete text. Text: Display the illustrations in the text and point to the pictures for hopped ... slide.	[Changed to:] Display the illustrations in the text for hopped ... slide.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T129	Check for Success box	Page reference is incorrect. Text: Approaching Reteach p. T164	[Changed to:] Approaching Reteach pp. T164-T165
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T149	Spelling, Word Sort with er, ir, ur, or, Assess paragraph	Grammatical error (delete word "an"). Text: Assess: In order to challenge children, provide an additional words ... sound-spellings.	[Changed to:] In order to challenge children, provide additional words ... sound-spellings.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T211	Grammar, Adjectives That Compare, Link to Writing	Grammatical error (change "their" to "the"). Text: If ... work with children to edit their draft to add them.	[Changed to:] If ... work with children to edit the draft to add them.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T211	ELL: English Language Learners SCAFFOLD, Beginning section, third line	Grammatical error (change "use" to "using"). Text: Use pencils of three different lengths ...	[Changed to:] Using pencils of three different lengths...
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T219	Skill: Connections ... Solution, Model, second line	Edit for clarity (replace "do" with "solve"). Text: A problem is something a person wants to do, change, or find out.	[Changed to:] A problem is something a person wants to solve, change or find out.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T219	Skill: Connections ... Solution, Guided Practice/Practice, third sentence	Page reference to Reading/Writing Companion page is incorrect. Text: Display page 87.	[Changed to:] Display page 80.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T219	Check for Success box	Page range is incorrect. Text: Approaching Reteach p. T244	[Changed to:] Approaching Reteach pp. T254-T255
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T249	Phoneme Addition box, I Do, first sentence	Fix placement of text (slash needs to be moved down to the next line). Text: /	[Moved slash "/" at the end of the first line to the beginning of the second line:] /ô/
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T26	Top of page, Words with /är/ ar, Pretest	Grammatical error (add missing word "the"). Text: After pretest ... names.	[Changed to:] After the pretest ... names.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T28	Bottom of page, reduced student page	Reduced student page 12 was corrected and is being replaced.	[Updated reduced student page 12]
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T389	Second reduced student page	Reduced student page 136 was corrected and is being replaced.	[Updated reduced student page 136]
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T485	Objectives column	Fix standard coding. Text: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T485	top of page, reduced student page	Reduced student page 184 was updated (as requested during State Review Panel) and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T485	Choose Your Own Book: Guided Practice	Copy adjusted to match revised Student Edition U5 p. 184 (as requested by State Review Panel). Added text to remind children to read for increasing periods of time.	Change requested by State Review Panel: Added text: Encourage them to read a little longer the next time they read at home or at school.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T485	Choose Your Own Book: Apply	Copy adjusted to match revised Student Edition U5 p. 184 (as requested by State Review Panel). Text: After ... come back to page 184 in the Reading/Writing Companion and ... book.	Change requested by State Review Panel: Added text: Guide them to fill in the number of minutes they read in the box. Then have them write ... book.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T90	Language Objective	Edit text for clarity. Text: Children will read text aloud accurately and with expression.	[Changed to:] Children will learn new vocabulary as they read text.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T90	middle of page, Focus on Vocabulary paragraph, second line	Add in missing words ("trouble" and "whole"). Text: Use the ... four, large, none, only, put, and round.	[Changed to:] Use the ... four, large, none, only, put, round, trouble, and whole.
Publisher	Editorial Change	978007901872	Teacher	Unit 5 T90	Pages 146-147, Author's Craft, head	Page reference is incorrect. Text: Pages 146-147, Author's Craft	[Changed to:] Pages 142-147, Author's Craft
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T22	Main column, sentence under "Set a Purpose for Reading" section	Punctuation error (add period). Text: Read aloud the title	[Changed to:] Read aloud the title.
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T237	Create the Presentation section, last sentence	Add word "research" for clarity. Text: You may wish to have children collaborate on projects.	[Changed to:] You may wish to have children collaborate on research projects.
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T237	Side column, English Language Learners section	Edit run-in head for clarity. Text: Step 1, Write Your Questions	[Changed to:] Apply, Write Your Questions
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T290	Digital Tools box in side column, first tool	Update Digital Tools reference. Text: Sharing Traditions	[Changed to:] Discuss Concept
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T303	Main column, Think Aloud section, third line	Capitalization error. Text: hora	[Changed to:] Hora
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T385	Side column, ELL: English Language Learners, Phonics paragraph	Replace text. Text: There is no direct sound transfer ... Hmong, Korean, and Khmer.	[Changed to:] There is no direct sound transfer ... Hmong, Korean, Tagalog, and Arabic.
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T389	Top, first reduced student pages	Reduced student page 135 was updated and is being replaced.	[Updated reduced student page 135.]
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T389	Top, second reduced student pages	Reduced student pages 136-137 were updated and are being replaced.	[Updated reduced student pages 136-137.]
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T389	Middle, third reduced student pages	Reduced student page 138 is being updated and is being replaced.	[Updated reduced student page 138.]
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T389	Bottom, fourth reduced student pages	Reduced student pages 140-141 are being updated and are being replaced.	[Updated reduced student pages 140-141.]
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T389	Main column, prompts, second "Reread" prompt	Edit text to reflect new content on student page. Text: Let's reread, using the picture and photo to help us grasp ... and today.	[Changed to:] Let's reread, using the photos to help us understand how people celebrate Thanksgiving and Kwanzaa.
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T389	Side column, vertical dotted line	Design error: Vertical dotted line should be solid.	[Changed to vertical solid line]
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T389	Side column, English Language Learners section	Delete text in run-in head to reflect change to student page 140.	[Deleted text]
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T46	Spelling section; Guided Practice/Practice section; last paragraph	Grammatical error (missing word "with"). Text: If children need additional practice spelling words variant vowel /ü/, see Practice Book page 427 or the online activity.	[Changed to:] If children need additional practice spelling words with variant vowel /ü/, see Practice Book page 427 or the online activity.
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T485	Top, reduced student page	Reduced student page 184 was updated (as requested during State Review Panel) and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T485	Choose Your Own Book, Guided Practice paragraph	Copy adjusted to match revised Student Edition U6 p. 184 (as requested by State Review Panel). Added text to remind children to read for increasing periods of time.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T485	Choose Your Own Book, Apply paragraph	Copy adjusted to match revised Student Edition U6 p. 184 (as requested by State Review Panel). Text: After ... come back to page 184 in the Reading/Writing Companion and ... book.	[Changed to:] After ... come back to page 184. Guide them to fill in the number of minutes they read in the box. Then have them write what they ... book.
Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T485	Top right of page, Objectives, first Objective	Fix standard coding. Text: 1.5(A)	[Changed to:] 1.5

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Publisher	Editorial Change	9780079018779	Teacher	Unit 6 T55	Digital Tools box in side column, first tool	Update Digital Tools reference. Text: online Proofreading Marks	[Changed to:] Proofreading Marks
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>							
Publisher	Editorial Change	9780079018953	Student	38	Section A, #2	Update image: [image of boy]; Update Answer Stem. Text: _ ad	[replaced with:] [image of clock] [changed to:] _ ock
Publisher	Editorial Change	9780079018953	Student	38	Section A, #4	Update image: [image of smile] Update Answer Stem. Text: _ in	[replaced with:] [image of frog] [changed to:] _ og
Publisher	Editorial Change	9780079018953	Student	137	Header	Updated Header. Text: Content Words	[changed to:] Related Words
Publisher	Editorial Change	9780079018953	Student	149	Item #5	Incorrect word. Text: teeth	[changed to:] tooth
Publisher	Editorial Change	9780079018953	Student	243	Section A, #5	Update image: [image of toolbox] Update Answer stem. Text: _ s ful	[replaced with:] [image of elephant] [changed to:] h _ g _
Publisher	Editorial Change	9780079018953	Student	361	Teacher Directions, line 1	Typo. Text: /j/	[changed to:] /b/
Publisher	Editorial Change	9780079018953	Student	379	Header	Incorrect head. Text: ...and /û/ oo, ou, u	[changed to:] ...and /û/ oo, ou, u
Publisher	Editorial Change	9780079018953	Student	443	Collaborate: line 2	Incorrect word. Text: ... words related to animals.	[changed to:] ... words related to money.
Publisher	Editorial Change	9780079019226	Student	16 U4	Talk About It, 1st line	Incorrect page reference. Text: Reread pages 330-331.	[changed to:] Reread pages 328-329.
Publisher	Editorial Change	9780079019189	Student	17 U2	Cite Text Evidence	Incorrect page reference. Text: Write the heading on page 118.	[changed to:] Write the heading on page 120.
Publisher	Editorial Change	9780079019189	Student	17 U2	Combine Information box	Capitalization error. Text: Why does the author include that Bamboo grows in the panda's habitat?	[changed to:] Why does the author include that bamboo grows in the panda's habitat?
Publisher	Editorial Change	9780079019219	Student	30 U3	Focus on an Event, 1st line	Incorrect format of title; typo in title. Text: [ital] Land on Your Feet	[changed to:] "Landing on Your Feet"
Publisher	Editorial Change	9780079017246	Student	44 U1	"peered" example sentence	Second line is widow.	Broke first line after "in" to eliminate widow.
Publisher	Editorial Change	9780079017246	Student	44 U1	"peered" vocabulary question	Incorrect end punctuation. Text: What did you see when you peered out of the classroom window.	[changed to:] What did you see when you peered out of the classroom window?
Publisher	Editorial Change	9780079017246	Student	44 U1	footer	Typo. Text: 2.7(E)	[changed to:] 2.7(F)
Publisher	Editorial Change	9780079017246	Student	71 U1	First paragraph, end of second line	Missing word "as." Text: It can have text features, such photographs with captions and charts.	[changed to:] It can have text features, such as photographs with captions and charts.
Publisher	Editorial Change	9780079019349	Student	73 U6	Cite Text Evidence, 2nd line	Incorrect end punctuation. Text: What details show how the poet feels about eating and reading.	[changed to:] What details show how the poet feels about eating and reading?
Publisher	Editorial Change	9780079019349	Student	80 U6	Analyze an Expert Model, 3rd line	Incorrect page reference. Text: Reread page 532.	[changed to:] Reread page 533.
Publisher	Editorial Change	9780079019349	Student	80 U6	Word Wise Box	Incorrect poem title. Text: "Reading While Reading"	[changed to:] "Eating While Reading"
Publisher	Editorial Change	9780079019189	Student	84 U2	Analyze an Expert Model 1st line	Title of poem incorrectly formatted. Text: [ital] The Little Turtle	[changed to:] "The Little Turtle"
Publisher	Editorial Change	9780079019226	Student	98 U4	first line under box	Replace antonym. Text: discourage	[changed to:] calm
Publisher	Editorial Change	9780079018786	Teacher	T139 U1	Read Independently paragraph last sentence before bullets	Leveled Reader Library name change. Text: Children can... Leveled Reader Database for selections.	[changed to:] Children can... Leveled Reader Library for selections.
Publisher	Editorial Change	9780079018793	Teacher	T157 U2	Paragraph 1, line 3	Page reference changed. Text: pages 116-117	[changed to:] pages 118-119

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Publisher	Editorial Change	9780079018793	Teacher	T185 U2	Skill: Problem and Solution Think Aloud third sentence	Duplicate text: "in the." Text: I also read, in the in the second paragraph, that ...	[changed to:] I also read, in the second paragraph, that...
Publisher	Editorial Change	9780079018786	Teacher	T191 U1	Reduced student page	Reduced Student page 44 was updated and is being replaced.	Updated reduced student page 44 inserted
Publisher	Editorial Change	9780079018809	Teacher	T198 U3	Last paragraph, anno	Spelling error. Text: ...to look at the nighttime sky for...	[changed to:] ...to look at the nighttime sky for...
Publisher	Editorial Change	9780079018816	Teacher	T201 U4	Digital Tools box	Delete extra text: (Animated Tutorial) Text: Take Notes: Print (Animated Tutorial)	[changed to:] Take Notes: Print
Publisher	Editorial Change	9780079018823	Teacher	T201L U5	Write About the Text section last sentence	Update page reference. Text: For a full lesson on writing a response using text evidence, see page T46.	[changed to:] For a full lesson on writing a response using text evidence, see pages T202-T203.
Publisher	Editorial Change	9780079018809	Teacher	T202 U3	Side column Fluency WCPM rate	Rate updated to reflect fluency norms research. Text: Rate: 62-82 WCPM	[changed to:] Rate: 74-94 WCPM
Publisher	Editorial Change	9780079018823	Teacher	T211 U5	Banner head top right	Update head. Text: BIOGRAPHY	[changed to:] REALISTIC FICTION
Publisher	Editorial Change	9780079018816	Teacher	T235 U4	Directions next to cursive L	Add directions next to L to make clear. Text: Curve up to the top line.	[changed to:] Begin at the middle line. Curve up to the top line.
Publisher	Editorial Change	9780079018809	Teacher	T29 U3	ELL Spotlight head	Incorrect Head: "Spotlight on Idioms"	[changed to:] "Spotlight on Language"
Publisher	Editorial Change	9780079018816	Teacher	T335 U4	Strategy: Make Inferences section. First sentence after blue Think Aloud text.	Text: Read lines 11 and 12.	[changed to:] Read lines 3-6.
Publisher	Editorial Change	9780079018786	Teacher	T338 U1	Differentiated Reading box ELL	Spelling error ("multiple") Text: available in mutple languages	[changed to:] available in multiple languages
Publisher	Editorial Change	9780079018830	Teacher	T342 U6	Model section	Add component and page number for clarity. Text: the first stanza in "A Box of Crayons."	[changed to:] the first stanza in "A Box of Crayons" on page 60 of the Reading/Writing Companion.
Publisher	Editorial Change	9780079018830	Teacher	T342 U6	Guided Practice section	Add page numbers for clarity. Text: identify features in "The Ticket" that identify	[changed to:] identify features in "The Ticket" on pages 62-63 that identify
Publisher	Editorial Change	9780079018786	Teacher	T347 U1	Check for Success box: Approaching	Page reference changed. Text: Reteach p. T408	[changed to:] Reteach p. T409
Publisher	Editorial Change	9780079018786	Teacher	T347 U1	Check for Success box: On	Page reference changed. Text: Review p. T416	[changed to:] Review p. T417
Publisher	Editorial Change	9780079018786	Teacher	T347 U1	Check for Success box: Beyond	Page reference changed. Text: Extend p. T422	[changed to:] Extend p. T423
Publisher	Editorial Change	9780079018786	Teacher	T347 U1	Reduced student page	Reduced student page 71 was updated and is being replaced.	Updated reduced student page 71 inserted
Publisher	Editorial Change	9780079018816	Teacher	T350 U4	Side column Fluency WCPM rate	Rate updated to reflect fluency norms research. Text: Rate: 62-82 WCPM	[changed to:] Rate: 74-94 WCPM
Publisher	Editorial Change	9780079018830	Teacher	T359 U6	Reduced student page	Reduced student page 80 was updated and is being replaced.	Updated reduced student page 80 inserted
Publisher	Editorial Change	9780079018793	Teacher	T36 U2	First sentence in Model section	Grammatical error: "you" is missing. Text: ...can help understand why eaglets are helpless.	[changed to:] ...can help you understand why eaglets are helpless.
Publisher	Editorial Change	9780079018793	Teacher	T363 U2	Reduced student page	Reduced student page 84 was updated and is being replaced.	Updated reduced student page 84 inserted
Publisher	Editorial Change	9780079018823	Teacher	T39 U5	Check for Success box: Approaching	Page reference changed. Text: Reteach p. T136	[changed to:] Reteach p. T137
Publisher	Editorial Change	9780079018816	Teacher	T414 U4	Antonyms box Think Aloud section	Opposite is spelled incorrectly. Text: ...words that have opposite meanings.	[changed to:] words that have opposite meanings.
Publisher	Editorial Change	9780079018816	Teacher	T415 U4	Self Sected Reading section. Text under Read Purposefully first sentence	Graphic Organizer reference incorrect. Text: online Theme Graphic Organizer 80.	[changed to:] online Theme Graphic Organizer 55.

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Publisher	Editorial Change	9780079018793	Teacher	T427 U2	Column 2, above Stanza 1 paragraph	Missing head.	[changed to:] "A Bat Is Not a Bird," Page 67
Publisher	Editorial Change	9780079018793	Teacher	T427 U2	Right column, under new head, Intermediate section, last line	Delete extra word: "a." Text: A cat has neither wings nor a hump.	[changed to:] A cat has neither wings nor hump.
Publisher	Editorial Change	9780079018793	Teacher	T427 U2	Left column, under "Desert Camels head, Intermediate section	Incorrect formatting. Text: Intermediate [black]	[changed to:] Intermediate [purple]
Publisher	Editorial Change	9780079018786	Teacher	T429 U1	Intermediate/Advanced ...	Delete extra word "the." Page reference changed. Text: ... from the Reading/Writing Companion pages 64-67 ...	[changed to:] ... from Reading/Writing Companion pages 68-69 ...
Publisher	Editorial Change	9780079018786	Teacher	T429 U1	Digital Tools box	Extra icon: Grammar Video	[Grammar Video icon deleted]
Publisher	Editorial Change	9780079018830	Teacher	T45 U6	Check for Success box: Approaching	Page reference changed. Text: Reteach pp. T87, T131	[changed to:] Reteach pp. T95, T131
Publisher	Editorial Change	9780079018816	Teacher	T450 U4	Reduced student page	Reduced student page 98 was updated and is being replaced.	Updated reduced student page 98 inserted
Publisher	Editorial Change	9780079018830	Teacher	T464 U6	Teacher Choice box, first check mark	Update page reference. Text: See page T442.	[changed to:] See pages T442-T443.
Publisher	Editorial Change	9780079018793	Teacher	T47 U2	Check for Success box: Approaching	Page reference changed. Text: Reteach p. T89, T138	[changed to:] Reteach pp. T97, T138
Publisher	Editorial Change	9780079018793	Teacher	T47 U2	Check for Success box: ELL	Page reference changed. Text: Develop p. T89, T138	[changed to:] Develop pp. T97, T160
Publisher	Editorial Change	9780079018793	Teacher	T49D U2	First sentence of text in right column	Page reference changed. Text: Reread pages 116–117.	[changed to:] Reread pages 118–119.
Publisher	Editorial Change	9780079018793	Teacher	T49I U2	Head at top of page	Incorrect Head. Text: Oral Vocabulary	[changed to:] About the Author
Publisher	Editorial Change	9780079018809	Teacher	T49L U3	Analyze the Text section	No Reread prompt on T49D. Text: use the Reread prompts on pages T49B, T49D, T49F, T49H, and T49J.	[changed to:] use the Reread prompts on pages T49B, T49F, T49H, and T49J.
Publisher	Editorial Change	9780079018830	Teacher	T52 U6	Sidebar above Academic Language	Missing Fluency rate	[added:] Rate: 90-110 WCPM
Publisher	Editorial Change	9780079018809	Teacher	T53 U3	Footer	Incorrect Footer Text: WRITING PROCESS	[changed to:] AUTHOR'S CRAFT
Publisher	Editorial Change	9780079018809	Teacher	T63 U3	ELL Scaffold Intermediate	Incorrect tense. Text: Where are you? Why did you do that? What is happening now? How do you feel about that?	[changed to:] Where were you? Why did you do that? What happened? How did you feel about that?
Publisher	Editorial Change	9780079018809	Teacher	T63 U3	Reduced student page	Reduced student page 30 was updated and is being replaced.	Updated reduced student page 30 inserted
Publisher	Editorial Change	9780079018786	Teacher	T69 U1	Text under Day 3	Reference to notebook changed. Text: Have children copy them into their word study notebooks.	[changed to:] Have children copy them into their writer's notebooks.
Publisher	Editorial Change	9780079018793	Teacher	T73 U2	Day 8 last line Practice Book reference	Page reference changed. Text: See Practice Book page 121.	[changed to:] See Practice Book page 120.
Publisher	Editorial Change	9780079018786	Teacher	T90 U1	Above time clock	Option eyebrow listed. Text: OPTION	Delete: OPTION
English Language Arts and Reading, Grade 3 <i>Texas Wonders Grade 3, print program (ISBN 9780076876112) and Texas Wonders Grade 3, digital program (ISBN 9780076876198)</i>							
Publisher	Editorial Change	9780079018960	Student	213	Paragraph 2 of selection, end of last sentence.	Spelling error ("bluejay's" should be two words: "blue jay's"). Text: ...when I saw the bluejay's picture.	[Changed to:] ...when I saw the blue jay's picture.
Publisher	Editorial Change	9780079019356	Student	117 U4	"Talk About It" first sentence	Students must read all of page 291 to answer the question. Text: Reread the first four paragraphs on page 291.	[Changed to:] Reread page 291.
Publisher	Editorial Change	9780079019356	Student	135 U4	Paragraph 1, last sentence	Grammatical error (missing word "an"). Text: They have excellent sense of smell, too.	[Changed to:] They have an excellent sense of smell, too.
Publisher	Editorial Change	9780079019363	Student	152 U6	Quick Tip box, sentence 2	Photo replaced (permissions). Change references to boy (Craig) in photo to girl (Chloe). Text: Look at what Craig is doing to understand what he thinks is important.	[Changed to:] Look at what Chloe is doing to understand what she thinks is important.

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Publisher	Editorial Change	9780079019363	Student	152 U6	Bottom right, photo	Photo replaced (permissions). Image of boy helping boy on crutches is now image of girl helping in food bank.	[Changed to image of girl helping in food bank.]
Publisher	Editorial Change	9780079019363	Student	152 U6	Bottom right, photo caption	Photo replaced (permissions). Text: When Jason broke his leg, Craig carried his books and helped him get around school.	[Changed to:] Chloe is always busy, but she volunteers at the food bank every week.
Publisher	Editorial Change	9780079019363	Student	152 U6	Cite Text Evidence paragraph	New photo caused text edits. Text: Circle clues that show why Craig is helping Jason. Underline what Craig is doing in the photograph and caption. Draw a box... how Craig feels.	[Changed to:] Circle clues that show how Chloe is helping. Underline the words in the caption that tell what Chloe is doing. Draw a box... how Chloe feels.
Publisher	Editorial Change	9780079019356	Student	178 U4	Bottom right, photo	Photo replaced (permissions). Image of grandmother in museum with grandchildren is now image of grandfather in garden with grandson.	[image changed to that of grandfather and grandson in a garden]
Publisher	Editorial Change	9780079019356	Student	178 U4	Bottom right, photo caption	(Permissions.) Text: June is an artist. She teaches art on the weekends and loves to visit the art museum. She also loves to take her grandchildren with her to... new paintings on display.	[Changed to:] Alex is a gardener. He works in a community garden on the weekends. He loves to take his grandson with him to show him how to grow vegetables and flowers.
Publisher	Editorial Change	9780079019356	Student	178 U4	"Text Connections" question	Photo replaced (permissions). Photo now shows a man instead of a woman. Text: How is the woman in the photograph below like...	[Changed to:] How is the man in the photograph below like...
Publisher	Editorial Change	9780079019356	Student	178 U4	"Talk About It" sentence 2	Photo replaced (permissions). Grandmother/grandchildren image is now grandfather/grandson. Text: Discuss what the grandmother and her grandchildren are doing.	[Changed to:] Discuss what the grandfather and his grandson are doing.
Publisher	Editorial Change	9780079019356	Student	178 U4	"Write" sentence stem	Photo replaced (permissions). Grandmother image is now grandfather image. Text: The grandmother and the characters in the poems are alike because they	[Changed to:] The grandfather and the characters in the poems are alike because they
Publisher	Editorial Change	9780079017253	Student	18 U1	"Talk About It" first sentence	Students must read all of page 21 to answer the question. Text: Reread the last two paragraphs on page 21.	[Changed to:] Reread page 21.
Publisher	Editorial Change	9780079017253	Student	180 U2	"Talk About It" sentence 2	Grammatical error (delete extra word "how"). Text: Talk with a partner about how the words that rhyme and how they help you picture the flight.	[Changed to:] Talk with a partner about the words that rhyme and how they help you picture the flight.
Publisher	Editorial Change	9780079019356	Student	184 U4	Quick Tip box, beginning of sentence 2	Spelling error ("your" should be "you"). Text: As you revise, make sure you....	[Changed to:] As you revise, make sure you...
Publisher	Editorial Change	9780079018960	Student	235B	Last word in word box at top	Spelling error. Text: gaint	[Changed to:] giant
Publisher	Editorial Change	9780079019356	Student	45 U3	"Your Turn" sentence 2	Grammatical error (missing word "do"). Text: What message you think the author is trying to share?	[Changed to:] What message do you think the author is trying to share?
Publisher	Editorial Change	9780079017253	Student	81 U1	page reference above tan text box	Page reference is incorrect. Text: Page 52	[Changed to:] Page 51
Publisher	Editorial Change	9780079017253	Student	81 U1	"Your Turn" sentence 2	Direction refers to "both paragraphs," but there are five paragraphs on the page. Text: Take turns reading both paragraphs aloud with a partner.	[Changed to:] Take turns reading the first and second paragraphs of "Too Many Visitors" aloud with a partner.
Publisher	Editorial Change	9780079018861	Teacher	T88 U5	Main col., 3rd line from bottom	Grammatical and style errors. (delete extra word "the" and fix italics) Text: [italics] What prefix does the disliked [no italics] include? [next question is roman]	[Changed to:] [italics] What prefix does [no italics] disliked [italics] include? [italicized next question]
Publisher	Editorial Change	9780076848225	Teacher	T119 U4	Top, reduced student page	Reduced student page 135 was corrected and is being replaced.	[Updated reduced student page 135.]
Publisher	Editorial Change	9780076848225	Teacher	T119 U4	Right side col., ELL Vocabulary, second listing, line 1	Replace Spanish meaning of "blend in" with more accurate word. Text: blend in (fundirse)	[Changed to:] blend in (camuflarse)
Publisher	Editorial Change	9780079018861	Teacher	T132 U5	Main col., Guided Practice, sentence 2	Grammatical error. (delete extra word "the") Text: Remind them to look for details that show how the Juanita feels about Pepe.	[Changed to:] Remind them to look for details that show how Juanita feels about Pepe.
Publisher	Editorial Change	9780079018854	Teacher	T135 U3	Top, reduced student page	Reduced student page 45 was corrected and is being replaced.	[Updated reduced student page 45.]
Publisher	Editorial Change	9780079018854	Teacher	T135 U3	Main col., Beginning, line 6, second anno	Change singular to plural. Text: banana	[Changed to:] bananas
Publisher	Editorial Change	9780079018847	Teacher	T145 U1	Main col., sentence 1	Section reference changed. Text: Use the following scaffolds with Explain.	[Changed to:] Use the following scaffolds with Guided Practice.
Publisher	Editorial Change	9780079018847	Teacher	T145 U1	Top right, Digital Tools box	Digital Tools references were updated. Text: Students may watch the Take Notes: Print (Animated Tutorial) and Organizing Notes (Animated Tutorial).	[Changed to:] Students may watch "Take Notes: Print" and "Organizing Notes."
Publisher	Editorial Change	9780079018854	Teacher	T150 U3	Side col., Fluency WCPM rate	Rate updated to reflect latest fluency norms research. Text: 82-102	[Changed to:] 87-107

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079018854	Teacher	T150 U3	Side col., bottom	Delete extra text at bottom. Text: ...speakers of certain languages. accommodating those students.	[Changed to:] ...speakers of certain languages.
Publisher	Editorial Change	9780076848232	Teacher	T166 U6	Top, reduced student page	Reduced student page 152 was corrected and is being replaced.	[Updated reduced student page 152.]
Publisher	Editorial Change	9780076848232	Teacher	T166 U6	Main col., Talk About It, lines 4-5.	Change text to go with replacement photo on reduced student page. Text: ...“Photo of Craig Helping Jason,” ...	[Changed to:] ...“Photo of Chloe Volunteering at a Food Bank,” ...
Publisher	Editorial Change	9780076848195	Teacher	T194 U2	Left side col., Academic Language, Cognates	Spelling error. Text: passaje	[Changed to:] pasaje
Publisher	Editorial Change	9780076848195	Teacher	T194 U2	Main col., Prepare to Read, Vocabulary, line 3	Reference to component is incomplete. Text: Use the online Visual Vocabulary Cards to teach ELL words...	[Changed to:] Use the online ELL Visual Vocabulary Cards to teach additional words...
Publisher	Editorial Change	9780079018847	Teacher	T203 U1	Main col., under "Chapter 4, Page 13", last sentence	Grammatical error (change "the" to "them" and "the" to "each"). Text: Then have the match the description with the illustration.	[Changed to:] Then have them match each description with the illustration.
Publisher	Editorial Change	9780079018847	Teacher	T203 U1	Run-in head beside fourth Collaborate icon	Style error. Respond to Reading run-in head should be black/bold, not purple/bold.	[Run-in subhead style changed to black bold]
Publisher	Editorial Change	9780076848225	Teacher	T215 U4	Main col., Beginning, last sentence	Change directive from drawing and labeling to completing the graphic organizer. Text: Guide them to draw and label an image to describe that person.	[Changed to:] Help them describe that person and complete the graphic organizer.
Publisher	Editorial Change	9780076848225	Teacher	T215 U4	Right side col., Newcomers box, last line	Typo in reference to component (Newcomer is singular). Text: Newcomers Teacher’s Guide.	[Changed to:] Newcomer Teacher’s Guide.
Publisher	Editorial Change	9780076848225	Teacher	T256 U4	Top, reduced student page	Reduced student page 178 was corrected and is being replaced.	[Updated reduced student page 178.]
Publisher	Editorial Change	9780076848225	Teacher	T256 U4	Main Col., Talk About It, last half of third sentence (lines 4-5)	Replacement student page image caused edits. Text: ...the photograph of the artist and her grandchildren at the museum, and “An Inspirational Poet” Blast.	[Changed to:] ...the photograph of the grandfather and his grandson in a community garden, and “An Inspirational Poet” Blast.
Publisher	Editorial Change	9780079018847	Teacher	T261 U1	Top, reduced student page	Reduced student page 81 was updated and is being replaced.	[Updated reduced student page 81.]
Publisher	Editorial Change	9780076848225	Teacher	T311 U4	Top, reduced student page	Reduced student page 184 was corrected and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780076848225	Teacher	T311 U4	Top right, Digital Tools box, second listing	Delete second listing. It does not apply to poetry. Text to delete: Students can use the Revise Checklist.	[Deleted second listing. Remaining text:] Students can view the Revised Student Model.
Publisher	Editorial Change	9780076848225	Teacher	T311 U4	Main column, Advanced/Advanced High, sentences 1-2	Change to include similes, visualization. Text: Have partners discuss whether they thought the metaphors in “The Giant” were successful. What metaphor would you do differently?	[Changed to:] Have partners discuss whether they thought the similes and metaphors in “The Giant” were successful. How did each simile/metaphor help you visualize the... player?
Publisher	Editorial Change	9780076848225	Teacher	T313 U4	Main col., Beginning, first sentence frame (lines 2-3)	Change to present tense and change ending. Text: Could you add figurative language to your poem here ____.	[Changed to:] Can you add figurative language to describe ____?
Publisher	Editorial Change	9780079018847	Teacher	T42 U1	Main col., Guided Practice word list	The last word in list was not a clear example of the short "a" sound. Text: want	[Changed to:] ran
Publisher	Editorial Change	9780079018847	Teacher	T42 U1	Side col., Fluency WCPM rate	Rate updated to reflect latest fluency norms research. Text: 61-81	[Changed to:] 73-93
Publisher	Editorial Change	9780076848195	Teacher	T45 U2	Main col., Intermediate, sentence 2	Spelling error (hyphenate "thank-you") and grammatical error (insert "a"). Text: Does this thank you note include all the parts of thank-you note?	[Change to:] Does this thank-you note include all the parts of a thank-you note?
Publisher	Editorial Change	9780076848195	Teacher	T45 U2	Top right, Digital Tools box	Digital Tools reference was updated. Text: Students may watch the Outline to Draft (Video).	[Changed to:] Students may watch "Outline to Draft."
Publisher	Editorial Change	9780076848195	Teacher	T45 U2	Right side col., Research Process box, Step 5	Reword to include writing in an authentic tone. Text: Make sure students write neatly and follow the correct format for writing a thank-you note.	[Changed to:] Make sure students write neatly, follow the correct format, and use an authentic tone for a thank-you note.
Publisher	Editorial Change	9780076848195	Teacher	T45L U2	Top right "9 Vocabulary: Prefixes" end of last line (anno)	Punctuation error (answer is a fragment; should not end in a period). Text: (“causing someone to have the wrong idea about someone or something.”)	[Changed to:] (“causing someone to have the wrong idea about someone or something”)
Publisher	Editorial Change	9780076848195	Teacher	T45L U2	Right col., "10 Make Inferences" anno	Answer is incomplete (insert text: "plus a bumper sticker"). Text: (The illustration shows four signs for Brown and three signs for Smith.)	[Changed to:] (The illustration shows four signs plus a bumper sticker for Brown and three signs for Smith.)

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Publisher	Editorial Change	9780076848195	Teacher	T45L U2	Bottom, Spotlight on Language run-in subhead	Reference unclear. Text: Page 110, Speech Bubbles, Paragraph 4	[Changed to:] Page 110, Paragraph 4 and Illustrations
Publisher	Editorial Change	9780079018847	Teacher	T47B U1	Bottom blue box, first bullet anno	Text should not be italicized.	[Changed to roman style.]
Publisher	Editorial Change	9780079018847	Teacher	T47B U1	Bottom blue box, second bullet, text after anno	Delete dummy text: Equi odis delit alique nobitia cus.	[Dummy text deleted.]
Publisher	Editorial Change	9780076848225	Teacher	T80 U4	Main col., Preview and Predict, last line, second word	Spelling error. Text: predications	[Changed to:] predictions
Publisher	Editorial Change	9780076848195	Teacher	T87 U2	Bottom box, Read Purposefully, line 1	Grammatical error (missing word "texts"). Text: Encourage students to read different to learn about a variety of subjects.	[Changed to:] Ask students to read different texts to learn about a variety of subjects.
Publisher	Editorial Change	9780076848225	Teacher	T92 U4	Main col., Prepare to Read, Vocabulary, sentence 2	Reference to component is incomplete. Text: Use the online Visual Vocabulary Cards to teach additional ELL Vocabulary from the Shared Read...	[Changed to:] Use the online ELL Visual Vocabulary Cards to teach additional vocabulary from the Shared Read...
Publisher	Editorial Change	9780076848232	Teacher	T92 U6	Main col., Prepare to Read, Build Background, end of last sentence	Fix ending of sentence (transpose text). Text: ...leader of a mission called Apollo 13 to land on the Moon.	[Changed to:] ...leader of a mission to land on the Moon called Apollo 13.
Publisher	Editorial Change	9780076848232	Teacher	T92 U6	Main col., bottom, last question	Spelling error (James' should be James's). Text: What was James' dream?	[Changed to:] What was James's dream?
Publisher	Editorial Change	9780076848225	Teacher	T93 U4	Left col., first anno	Third word is missing (insert "my"). Text: (I, me)	[Changed to:] (I, me, my)
Publisher	Editorial Change	9780076848225	Teacher	T93 U4	Left col., by first Collaborate icon, "Paragraphs 2-3", sentence 1	Directive unclear. Separate into two directives. Text: With a partner, make a list of Carla's ideas for the pet show and why she wants Daniel to be the announcer.	[Changed to:] With a partner, make a list of Carla's ideas for the pet show. Discuss why she wants Daniel to be the announcer.
Publisher	Editorial Change	9780076848225	Teacher	T93 U4	Right col., center, "Page 107" Intermediate, lines 1-6	Change past to present. Text: What caused Perro to... attention? (The bunnies were jumping... boxes.) Have students...about what happened... What verbs... were doing?	[Changed to:] What causes Perro to... attention? (The bunnies are jumping... boxes.) Have students...about what happens... What verbs... are doing?
Publisher	Editorial Change	9780079018854	Teacher	T98 U3	Bottom left, Digital Tools box	Reference to audio content is incorrect (selection, not summary). Text: Have students listen to the summary of the selection, available in multiple languages.	[Changed to:] Have students listen to the selection to develop comprehension and practice fluency and pronunciation.
English Language Arts and Reading, Grade 4							
<i>Texas Wonders Grade 4, print program (ISBN 9780076876136) and Texas Wonders Grade 4, digital program (ISBN 9780076876228)</i>							
Publisher	Editorial Change	9780079018977	Student	20	Section B, #17	Revise definition for better understanding. Text: writing surface	[Changed to:] a flat, black stone
Publisher	Editorial Change	9780079018977	Student	166	Top of page, Remember, paragraph 2, last sentence	Reword to clarify instruction. Text: The word watch has one syllable. Watches has two.	[Changed to:] The word watch has one syllable, while watches has two syllables.
Publisher	Editorial Change	9780079018977	Student	259	Top left of page, boxed text	Reword to include example. Text: Look at the syllable mo.	[Changed to:] Look at the syllable mo in the word motor.
Publisher	Editorial Change	9780079019400	Student	124 U6	Digital Tools	Update reference to video title. Text: Narrative Nonfiction slide presentation	[Changed to:] Purpose of Informational Writing tutorial
Publisher	Editorial Change	9780079019394	Student	16 U3	Top, question prompt	Clarified referent. Text: How does what Marilia tells Margarita on the bus trip back to school help you understand how she feels?	[Changed to:] How does what Marilia tells Margarita on the bus trip back to school help you understand how Marilia feels?
Publisher	Editorial Change	9780079019394	Student	163 U4	Character callout	Callout bracket needed expanding to indicate all text.	[Changed to:] [Bracket expanded to include all text]
Publisher	Editorial Change	9780079019400	Student	179 U6	Shaded box with poem	Words/letters identifying alliteration should not be in anno type	[Changed to:] [Replaced font in examples of alliteration]
Publisher	Editorial Change	9780079017260	Student	186 U2	Question 1, answer choice C	Grammatical error. Text: Morning and evening is best time for armadillos to find food.	[Changed to:] Morning and evening are the best times for armadillos to find food.

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Publisher	Editorial Change	9780079019394	Student	24 U3	Analyze an Expert Model, second sentence	Spelling error. Text: Aquinaldo	[Changed to:] Aguinaldo
Publisher	Editorial Change	9780079019400	Student	26 U5	Digital Tools	Update reference to video title. Text: Just the Facts: How to Take Notes	[Changed to:] Take Notes: Print tutorial
Publisher	Editorial Change	9780079019394	Student	37 U3	Top of page, right photo of Judy Bonds and caption	Photo and caption deleted due to permissions issue.	[Changed to:] [Updated page without photo and caption]
Publisher	Editorial Change	9780079017260	Student	63 U1	Suffixes, Find Text Evidence, second sentence	Reword. Text: Looking at its word parts, I see the root word innovate.	[Changed to:] Looking at its word parts, I see the base word innovate.
Publisher	Editorial Change	9780079017260	Student	7 U1	Example sentence for "unpredictable"	Changed noun to adjective. Text: rain	[Changed to:] rainy
Publisher	Editorial Change	9780079019400	Student	95 U5	First sentence top of page	Reworded for clarity. Text: Experiments are when scientists conduct tests to answer questions.	[Changed to:] Experiments are tests that scientists conduct to answer questions.
Publisher	Editorial Change	9780079019400	Student	95 U5	Bottom of page, last paragraph	Typo. Text: After you finish, discuss with you partner some other questions you have about magnets.	[Changed to:] After you finish, discuss with your partner some other questions you have about magnets.
Publisher	Editorial Change	9780079018878	Teacher	T102 U1	Sidebar, Digital Tools	Typo. Text: Have students listen to the selection to develop comprehension and practice COMP: Pfluency and pronunciation.	[Changed to:] Have students listen to the selection to develop comprehension and practice fluency and pronunciation.
Publisher	Editorial Change	9780076848249	Teacher	T102 U2	Upper left, Lexile reference under reduced student page	Update lexile scale. Text: Lexile 610L	[Changed to:] Lexile 620L
Publisher	Editorial Change	9780076848249	Teacher	T102 U2	Sidebar, Academic Language	Update academic language and cognates. Text: [bullet] adaptation, survive, camouflage [bullet] Cognates: adaptación, camuflaje	[Changed to:] [bullet] pronoun, antonym, synonym [bullet] Cognates: pronombre, antónimo, sinónimo
Publisher	Editorial Change	9780079018878	Teacher	T103 U1	Left column, Page E2, Intermediate	Incorrect anno. Text: blocks and absorbs water	[Changed to:] blocks water
Publisher	Editorial Change	9780079018878	Teacher	T103 U1	Bottom of left column, top of right column	Incorrect anno. Text: Levees and wetlands are similar because [anno] they absorb water so water gets to [end anno] land.	[Changed to:] Levees and wetlands are similar because [anno] they both stop flooding [end anno].
Publisher	Editorial Change	9780079018892	Teacher	T103 U5	Left column, top, header "Pages E1-E2"	Wrong page references. Text: Pages E1-E2, Paragraphs 4-6	[Changed to:] Page E1, Paragraph 4, E2, Paragraphs 1-2
Publisher	Editorial Change	9780079018892	Teacher	T103 U5	Left column, header "Page E2"	Wrong page reference. Text: Page E2, Paragraphs 7-8	[Changed to:] Page E2, Paragraphs 3-4
Publisher	Editorial Change	9780076848249	Teacher	T120 U2	Social Emotional Learning, last sentence	Reworded for clarity. Text: Ask: How does concentrating on the opening of the dialogue help you understand the rest of it better?	[Changed to:] Ask: How does concentrating on the opening of the dialogue help you better understand the rest of the scene?
Publisher	Editorial Change	9780079018878	Teacher	T124 U1	Bottom of page, Access Complex Text	Page reference is incorrect. Text: third paragraph on page 37	[Changed to:] third paragraph on page 35
Publisher	Editorial Change	9780079018885	Teacher	T125 U3	Top of page, reduced student page	Reduced student page 37 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 37]
Publisher	Editorial Change	9780076848263	Teacher	T126 U4	Context Clues	Incorrect Heading. Text: Context Clues	[Changed to:] Synonyms
Publisher	Editorial Change	9780079018878	Teacher	T133 U1	Beginning, line 2	Page reference is incorrect. Text: Read page 36 with students.	[Changed to:] Read page 37 with students.
Publisher	Editorial Change	9780079018878	Teacher	T133 U1	Intermediate, sentence 2	Paragraph and page reference are incorrect. Text: Have partners read the last three paragraphs on page 36.	[Changed to:] Have partners read the first three paragraphs on page 37.
Publisher	Editorial Change	9780076848249	Teacher	T141F U2	Right column, Author's Craft	Incorrect page reference. Text: Reading/Writing Companion, 114	[Changed to:] Reading/Writing Companion, 144
Publisher	Editorial Change	9780079018885	Teacher	T141F U3	Lower left, English Language Learners, line 5	Typo. Text: Pont to the illustration ...	[Changed to:] Point to the illustration ...
Publisher	Editorial Change	9780079018885	Teacher	T141F U3	Lower right, Make Inferences box, Discuss	Italicize text for clarity. Text: Based on Grandma's actions, what can we infer about Grandma's feelings?	[Changed to:] [italicized question]
Publisher	Editorial Change	9780079018885	Teacher	T141F U3	Lower right, Make Inferences box, Discuss	Restyle anno text for clarity and add end punctuation. Text: (She is angry but calm. She does not talk back to the woman. She shows how she feels by leaving the store.	[Changed to:] [anno font] (She is angry but calm. She does not talk back to the woman. She shows how she feels by leaving the store.)

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Publisher	Editorial Change	9780079018878	Teacher	T141J U1	English Language Learners, Build Background, line 5	Typo. Text: When Rodney says "How hard could it have been to name her Jessica Mintz-Pepper instead of Jessica Pepper-Mintz?"	[Changed to:] When Rodney says "How hard could it have been to name her Jessica Mintz-Pepper instead of Jessica Pepper-Mintz?"
Publisher	Editorial Change	9780079018878	Teacher	T141J U1	Evaluate Information,	Header is incorrect. Text: Evaluate Information	[Changed to:] Synthesize Information
Publisher	Editorial Change	9780079018878	Teacher	T141J U1	Evaluate Information, Discuss	Page reference is incorrect. Text: Refer students to page 33	[Changed to:] Refer students to page 32
Publisher	Editorial Change	9780079018878	Teacher	T143B U1	Top of page, reduced student page	Reduced student page 37 was updated and replaced.	[Changed to:] [Replaced with updated student page 37]
Publisher	Editorial Change	9780079018878	Teacher	T143C U1	Skill: Problem and Solution	Reworded anno copy for clarity. Text: Tell a trusted adult if you are being bullied or you see someone else being bullied.	[Changed to:] Ask a trusted adult for help if you are being bullied or you see someone else being bullied.
Publisher	Editorial Change	9780079018878	Teacher	T143C U1	Top of page, reduced student page	Reduced Literature Anthology student page 38 was updated and replaced.	[Changed to:] [Replaced with updated reduced Literature Anthology student page 38]
Publisher	Editorial Change	9780079018885	Teacher	T200 U3	Upper left, Lexile reference under reduced student page	Update lexile scale. Text: Lexile 730L	[Changed to:] Lexile 710L
Publisher	Editorial Change	9780079018885	Teacher	T200 U3	Sidebar, Academic Language	Typo. Remove period after cognate, for style consistency. Text: sinónimo.	[Changed to:] sinónimo
Publisher	Editorial Change	9780079018885	Teacher	T200 U3	Main column, Page E1, text by "Collaborate" icon	Typo. Text: Discuss the meaning of urban and rural.	[Changed to:] Discuss the meanings of urban and rural.
Publisher	Editorial Change	9780079018885	Teacher	T215 U3	Top of page, reduced student page	Reduced student page 57 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 57]
Publisher	Editorial Change	9780079018878	Teacher	T223 U1	Top of page, reduced student page	Reduced student page 63 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 63]
Publisher	Editorial Change	9780076848263	Teacher	T227 U4	Top of page, reduced student page	Reduced student page 163 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 163]
Publisher	Editorial Change	9780076848263	Teacher	T227 U4	Readers to Writers box	Grammatical error. Text: "My sister sat at the piano, then she started to play," is smoother.	[Changed to:] "My sister sat at the piano, and then she started to play," is smoother.
Publisher	Editorial Change	9780076848263	Teacher	T227 U4	Main column, Beginning, line 4	Unclear antecedent. Text: The characters are the [narrator] and his [brother].	[Changed to:] The characters are the [narrator] and the narrator's [brother].
Publisher	Editorial Change	9780076848300	Teacher	T249 U6	Top of page, reduced student page	Reduced student page 179 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 179]
Publisher	Editorial Change	9780079018878	Teacher	T281 U1	Left column, Paragraphs 2-5, line 3	Delete vocabulary word and move lower on page. Text: innovative, donated, immediately	[Changed to:] innovative, immediately
Publisher	Editorial Change	9780079018878	Teacher	T281 U1	Left column, Page 60, lines 1 and 2	Move vocabulary word here from above. Text: Read the text with students and review the Vocabulary word expanded.	[Changed to:] Read the text with students and review the Vocabulary words donated and expanded.
Publisher	Editorial Change	9780079018878	Teacher	T29 U1	Top of page, reduced student page	Reduced student page 7 replaced with updated page	[Changed to:] [Replaced with updated student page 7]
Publisher	Editorial Change	9780079018878	Teacher	T291 U1	Level Up box, bullet 2	Wrong skill cited. Text: summarize author's reasons	[Changed to:] summarize main idea and details
Publisher	Editorial Change	9780079018892	Teacher	T291 U5	Right column, Respond to Reading, 1. Sequence, line 2	Typo. Text: Have students find signal words that tell about the tiime period in the first paragraph.	[Changed to:] Have students find signal words that tell about the time period in the first paragraph.
Publisher	Editorial Change	9780079018892	Teacher	T291 U5	Right column, Respond to Reading, 3., line 2	Typo; article added for clarity. Text: What difficulties did the Chinese immigrants have during gold rush?	[Changed to:] What difficulties did the Chinese immigrants have during the gold rush?
Publisher	Editorial Change	9780079018878	Teacher	T299 U1	Right column, English Language Learners, line 8	Reword to focus on just the first paragraph. Text: As needed, have students read the first and last paragraphs.	[Changed to:] As needed, have students read the first paragraph.
Publisher	Editorial Change	9780076848249	Teacher	T303 U2	Top of page, reduced student page	Reduced student page 186 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 186]
Publisher	Editorial Change	9780079018892	Teacher	T309 U5	Top of page, reduced student page	Reduced student page 95 was updated and is being replaced.	[Changed to:] [Replaced with updated reduced page 95]

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Publisher	Editorial Change	9780079018878	Teacher	T317 U1	Top of page, reduced student page	Reduced student page 85 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 85]
Publisher	Editorial Change	9780079018885	Teacher	T317 U3	Top of page, reduced student page	Reduced student page 85 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 85]
Publisher	Editorial Change	9780079018878	Teacher	T42 U1	Top of page, Explain, line 3	Missing word. Text: Then sum up the keys to reading directions	[Changed to:] Then sum up the key points to reading directions
Publisher	Editorial Change	9780076848300	Teacher	T42 U6	Explain, second sentence	Delete extra words. Text: Students should type in key words to find the find the information they are looking for.	[Changed to:] Students should type in key words to find the information they are looking for.
Publisher	Editorial Change	9780079018892	Teacher	T43P U5	Bottom left, Spotlight on Language, second line	Update vocabulary. Text: Use the photographs to help define the words frost, dew, humid, reflects, refract, and wavelength.	[Changed to:] Use the photographs to help define the words frost, dew, humid, and reflects.
Publisher	Editorial Change	9780079018892	Teacher	T43P U5	Bottom left, Spotlight on Language, last line	Update cognates. Text: Point out cognates to students whose native language is Spanish: humid/húmedo; reflect/reflejar; refract/refractor; spherical/esférico.	[Changed to:] Point out cognates to students whose native language is Spanish: humid/húmedo; reflect/reflejar.
Publisher	Editorial Change	9780079018885	Teacher	T51 U3	Top of page, reduced student page	Reduced student page 24 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 24]
Publisher	Editorial Change	9780079018885	Teacher	T51 U3	Classroom Culture	Spelling error. Text: We learn thorough modeling and practice. Using an expert writing model allows students an opportunity to ... ask questions about its pupurpose...	[Changed to:] We learn through modeling and practice. Using an expert writing model allows students an opportunity to ... ask questions about its purpose...
Publisher	Editorial Change	9780079018885	Teacher	T53 U3	English Language Learners, Beginning, Freewrite	Incorrect header. Text: Freewrite	[Changed to:] Freewriting
Publisher	Editorial Change	9780079018885	Teacher	T53 U3	English Language Learners, Intermediate, last sentence	Added specific name of chart. Text: Have them write the information in a flow chart in their writer's notebooks.	[Changed to:] Have them write the information in the Sequence of Events chart they create in their writer's notebooks.
Publisher	Editorial Change	9780079018885	Teacher	T53 U3	English Language Learners, Advanced/Advanced High, first sentence	Incorrect skill. Reword for clarity. Text: Have partners use the a problem and solution as they plot out their events ... of the story on their flow charts.	[Changed to:] Have partners plot out their events at the beginning, middle, and end of the story in their Sequence of Events charts.
Publisher	Editorial Change	9780076848249	Teacher	T54 U2	Header	Incorrect Heading. Text: Plan: Compare-and-Contrast Text Structure	[Changed to:] Plan: Text Structure
Publisher	Editorial Change	9780076848249	Teacher	T54 U2	Blue subhead	Incorrect heading. Text: How are animal adaptations alike and different?	[Changed to:] Compare and Contrast
Publisher	Editorial Change	9780079018892	Teacher	T55 U5	Top of page, reduced student page	Reduced page 26 was updated and replaced.	[Changed to:] [Replaced with updated reduced student page 26]
Publisher	Editorial Change	9780076848300	Teacher	T55 U6	Top of page, reduced student page	Reduced student page 124 was updated and was replaced.	[Changed to:] [Replaced with updated reduced page 124]
Publisher	Editorial Change	9780076848300	Teacher	T55 U6	ELL English Language Learners SCAFFOLD, 1st sentence	Delete inaccurate sentence. Text: Use the following scaffolds with Putting Events in Order.	[Changed to:] [Sentence was deleted]
Publisher	Editorial Change	9780079018885	Teacher	T57 U3	English Language Learners, Intermediate, line 4	Typo. Text: Then have partners use them to write a the dialogue in their story.	[Changed to:] Then have partners use them to write the dialogue in their story.
Publisher	Editorial Change	9780079018885	Teacher	T57 U3	English Language Learners, Advanced/Advanced High, first sentence	Typo. Text: Have students discuss how to make a dialogue realistic and to generate words and expressions they use words and expressions they use ...	[Changed to:] Have students discuss how to make a dialogue realistic and to generate words and expressions they use ...
Publisher	Editorial Change	9780079018878	Teacher	T66 U1	Day 7, last line	Page reference is incorrect. Text: Practice Book page 24.	[Changed to:] Practice Book page 23.
Publisher	Editorial Change	9780079018892	Teacher	T87 U5	Fluency	Incorrect heading Text: Fluency: Accuracy and Rate	[Changed to:] Fluency: Expression
Publisher	Editorial Change	9780079018892	Teacher	T87 U5	Fluency, first sentence	Incorrect skill. Text: Model reading page 9 with proper rate and attention to accuracy.	[Changed to:] Model reading page 9 with proper rate and attention to expression.
Publisher	Editorial Change	9780079018878	Teacher	T93 U1	Left column, 4th paragraph, line 2	Missing vocabulary word. Text: collapse, substantial	[Changed to:] collapse, collection, substantial

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 5 <i>Texas Wonders Grade 5, print program (ISBN 9780076876143) and Texas Wonders Grade 5, digital program (ISBN 9780076876235)</i>							
Publisher	Editorial Change	9780079018984	Student	vii	Practice Book Table of Contents - Unit 5 Week 1 Grammar Test	Wrong test name used. Text: Grammar Test: Adjectives	[Changed to:] Grammar Test: Clauses
Publisher	Editorial Change	9780079018984	Student	55	Practice Book unlabeled text box, sentence 2 (top of page)	Typo ("furge" should be "fur"). Text: furge.	[Changed to:] fur.
Publisher	Editorial Change	9780079017277	Student	148 U2	Literature Anthology reduced page (top of page)	Wrong reduced Literature Anthology page used. Page 137 was placed, and it should have been page 135.	[Correct reduced Literature Anthology page 135 added.]
Publisher	Editorial Change	9780079017284	Student	193 U4	Time for Kids reduced image (top, right of page)	Wrong reduced image used. Caption reads "Time for Kids: Droughtbusters" but the reduction printed is from "The Long Road"	[Correct reduced "Time for Kids: Droughtbusters" image added.]
Publisher	Editorial Change	9780079017291	Student	20 U5	Evaluate box heading (top right of page)	Box heading incomplete. Text: Evaluate	[Changed to:] Evaluate Information
Publisher	Editorial Change	9780079017277	Student	27 U1	Write a Draft (bottom of page), sentence 3	Typo ("you" should be "your"). Text: you	[Changed to:] your
Publisher	Editorial Change	9780079017291	Student	35 U5	Dialect paragraph reference (middle, right of page)	Students must read paragraphs 4 and 5 to answer the question. Text: Paragraph 4	[Changed to:] Paragraphs 4-5
Publisher	Editorial Change	9780079017284	Student	86 U3	Connect to Content (bottom left), bullet point 2	Wrong title used. Text: Compare and Contrast	[Changed to:] Parts of a Dolphin
Publisher	Editorial Change	9780079018922	Teacher	T118 U5	Digital Tools box (bottom left of page, below Watch Video label)	Missing photo [people outdoors] and label [Discuss Images]. Both should be placed below the image of two people and "Watch Video" label	[Missing photo and label added.]
Publisher	Editorial Change	9780079018922	Teacher	T123 U5	Reading/Writing Companion reduced student page	Reduced student page was updated and is being replaced.	[Updated reduced student page 35 added.]
Publisher	Editorial Change	9780076848317	Teacher	T129 U2	Reading/Writing Companion reduced student page	Reduced student page was updated and is being replaced (as requested during State Review Panel).	[Updated reduced student page 138 added.]
Publisher	Editorial Change	9780079018908	Teacher	T141O U1	Illustrator's Craft section, lines 1-2	Reworded for clarity. Text: How do the illustrations improve the reader's understanding of the story?	[Changed to:] How do the illustrations contribute to the beauty and the reader's understanding of the story?
Publisher	Editorial Change	9780079018908	Teacher	T141O U1	ELL Spotlight on Idioms heading (bottom right of page)	Wrong heading. Text: [ELL icon] Spotlight on Idioms	[Changed to:] [ELL icon] Spotlight on Language
Publisher	Editorial Change	9780076848324	Teacher	T146 U4	Word Count Per Minute number range (middle left of page)	Rate range updated to reflect latest fluency norms research. Text: 117-137	[Changed to:] 123-143
Publisher	Editorial Change	9780079018915	Teacher	T182 U3	Review Vocabulary Words - We Do, word 1	Typo ("Real" should be "Read"). Text: Real aloud	[Changed to:] Read aloud
Publisher	Editorial Change	9780076848324	Teacher	T192 U4	"Where's Brownie?" Text Reconstruction box, item number 6, lines 1-2	Rewritten for clarity. Text: Where are the girls at the beginning of the play? (They are in their bedroom.) What is missing? (their pet chameleon Brownie) What is	[Changed to:] Where are Sam and Evan at the beginning of the play? (They are in a bedroom.) What is missing? (the sisters' pet chameleon Brownie) What is
Publisher	Editorial Change	9780076848324	Teacher	T192 U4	"Where's Brownie?" Text Reconstruction box - Beginning section, line 3	Sentence removed. Text: hear them. Let students use their books when summarizing the paragraphs.	[Changed to:] hear them.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780076848317	Teacher	T193 U2	Write a Summary, line 1 (bottom of page)	Delete page reference. Text: [Collaborate icon] Write a Summary Have students use page 9 of the online Shared	[Changed to:] [Collaborate icon] Write a Summary Have students use the online Shared
Publisher	Editorial Change	9780076848317	Teacher	T193 U2	Academic Language (right column, bullet point 1, term 3)	Incorrect Academic Language term listed ("apostrophe" should be removed). Text: [bullet point] noun, plural, apostrophe	[Changed to:] [bullet point] noun, plural
Publisher	Editorial Change	9780076848317	Teacher	T193 U2	Academic Language - Cognates (right column, bullet point 2)	Incorrect Academic Language cognate listed ("apóstrofe" should be removed). Cognate should then be singular. Text: [bullet point] Cognates: plural, apóstrofe	[Changed to:] [bullet point] Cognate: plural
Publisher	Editorial Change	9780079018922	Teacher	T214 U5	Academic Language cognates (left column, bullet point 2, term 2)	Typo in cognates list ("urban" should be "urbano"). Text: urban	[Changed to:] urbano
Publisher	Editorial Change	9780079018908	Teacher	T221 U1	ELL Spotlight on Language heading (bottom right of page)	Wrong heading. Text: [ELL icon] Spotlight on Language	[Changed to:] [ELL icon] Spotlight on Idioms
Publisher	Editorial Change	9780076848270	Teacher	T231 U6	Make Inferences box, Think Aloud, second to last sentence (right column)	Typo ("businesses" should be "busyness"). Text: businesses.	[Changed to:] busyness.
Publisher	Editorial Change	9780076848324	Teacher	T233 U4	English Language Learners Scaffold section, line 1	Copy added to help students prepare to write. Text: Use the following scaffolds with Respond.	[Changed to:] Use the following scaffolds with Respond to help students prepare to write.
Publisher	Editorial Change	9780076848324	Teacher	T233 U4	English Language Learners Scaffold - Intermediate section, line 6	Term changed for clarity. Text: they complete the other two sentence frames.	[Changed to:] they complete the other two sentence starters.
Publisher	Editorial Change	9780076848324	Teacher	T233 U4	English Language Learners Scaffold - Advanced/ Advanced High, line 2	Term changed for clarity. Text: complete the sentence frames on page 166. Invite partners to discuss	[Changed to:] complete the sentence starters on page 166. Invite partners to discuss
Publisher	Editorial Change	9780076848270	Teacher	T238 U6	Academic Language cognates (left column, bullet point 2, term 3)	Typo in cognates list ("communicar" should be "comunicar"). Text: comunicar	[Changed to:] comunicar
Publisher	Editorial Change	9780076848270	Teacher	T238 U6	Teach in Small Group section - ELL, line 3	Typo (extra period [.] at end of sentence). Text: and respond to the prompt..	[Changed to:] and respond to the prompt.
Publisher	Editorial Change	9780079018915	Teacher	T28 U3	Digital Tools Visual Vocabulary Cards image (bottom left of page)	New photo. Original photo: three people in a kitchen. Visual Vocabulary Cards were updated and this photo is being replaced.	[New photo of kids with a piñata added.]
Publisher	Editorial Change	9780079018915	Teacher	T28 U3	Context Clues - Explain, sentence 3	Copy adjusted to better clarify context clues. Text: Words and phrases that point to cause-and-effect relationships may also hint at a word's meaning.	[Changed to:] Words and phrases that point to... may also help determine the meaning of words or phrases since they often hint at a word's meaning.
Publisher	Editorial Change	9780076848317	Teacher	T284 U2	"Stage Fright" and "Catching Quiet," bullet point 2, vocabulary terms 4-7	Incorrect vocabulary terms listed [free verse, narrative, repetition, rhyme]. Text: (ambitious, memorized,... shuddered).	[Changed to:] (ambitious, memorized, satisfaction, shuddered).
Publisher	Editorial Change	9780076848317	Teacher	T299 U2	ELL English Language Learners section - Author's Point of View, line 11	Wrong paragraph referenced. Text: for the words in the third, fourth, and	[Changed to:] for the words in the second, fourth, and
Publisher	Editorial Change	9780079018908	Teacher	T30 U1	ELPS, left column, word 2	Remove brackets around "for". Text: [for]	[Changed to:] for
Publisher	Editorial Change	9780079018908	Teacher	T30 U1	Explain - Anchor chart, sentence 1, word 6	"Question" should not be capitalized. Text: Begin an ask and answer Questions anchor chart.	[Changed to:] Begin an ask and answer questions anchor chart.
Publisher	Editorial Change	9780079018908	Teacher	T30 U1	Model, sentence 3	Quotation mark placed in incorrect position. Text: ...in the text such "as chatter of guests...	[Changed to:] ...in the text such as "chatter of guests...

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Publisher	Editorial Change	9780079018908	Teacher	T30 U1	Guided Practice, sentence 1	Students need to read more than 1 sentence to answer the question. Text: Help students work in pairs to reread the second sentence in the section "Back to Concord"...	[Changed to:] Help students work in pairs to reread the section "Back to Concord" on page 5.
Publisher	Editorial Change	9780079018908	Teacher	T30 U1	Guided Practice, sentence 2	Students need to read more than 1 sentence to answer the question. Text: Have partners ask and answer a question about this sentence.	[Changed to:] Have partners ask and answer a question about this section.
Publisher	Editorial Change	9780079018915	Teacher	T302 U3	Reading/Writing Companion reduced student page	Reduced student page was updated and is being replaced.	[Updated reduced student page 86 added.]
Publisher	Editorial Change	9780079018915	Teacher	T302 U3	Teacher Choice box, bullet point 1	Change ELL label for clarity ("Approaching/ELL" should be "Approaching/ELL Beginning and Intermediate")	[Changed to:] Approaching/ELL Beginning and Intermediate
Publisher	Editorial Change	9780076848270	Teacher	T305 U6	English Language Learners section - line 1	Error in component location. Text: Page 187, Stanza 2, Line 3	[Changed to:] Page 187, Stanza 2
Publisher	Editorial Change	9780076848324	Teacher	T309 U4	Reading/Writing Companion reduced student page	Reduced student page was updated and is being replaced.	[Updated reduced student page 193 added.]
Publisher	Editorial Change	9780079018908	Teacher	T31 U1	Reading/Writing Companion reduced student page	Reduced student page was updated and is being replaced (as requested during State Review Panel).	[Updated reduced student page 8 added.]
Publisher	Editorial Change	9780079018908	Teacher	T31 U1	English Language Learners section - Beginning, sentence 3	Reworded for clarity. Text: Based on the sentence, what question would you want to ask?	[Changed to:] What question can you ask about this sentence?
Publisher	Editorial Change	9780076848317	Teacher	T329 U2	Literature Circles (bottom of page)	Reference to Literature Circles added.	[Changed to:] Literature Circles Suggest that students hold... or favorite parts from the books they read.
Publisher	Editorial Change	9780079018908	Teacher	T40 U1	Word Count Per Minute number range (middle left of page)	Rate updated to reflect latest fluency norms research. Text: Rate: 100-120 WCPM	[Changed to:] Rate: 111-131 WCPM
Publisher	Editorial Change	9780076848317	Teacher	T40 U2	Word Count Per Minute number range (middle left of page)	Rate updated to reflect latest fluency norms research. Text: Rate: 100-120 WCPM	[Changed to:] Rate: 111-131 WCPM
Publisher	Editorial Change	9780079018922	Teacher	T40 U5	Word Count Per Minute number range (middle left of page)	Rate range updated to reflect latest fluency norms research. Text: 129-149	[Changed to:] 136-156
Publisher	Editorial Change	9780079018915	Teacher	T43F U3	Author's Craft: Dialogue (middle, right), sentences 1-2	Copy adjusted to match revised Student Edition Unit 3 page 15 (as requested during State Review Panel). Text: Reread the fourth...customs?	[Changed to:] Reread paragraphs 4-6 on page 187. How does the author use dialogue to help you understand Mary's and her mother's different opinions about dessert?
Publisher	Editorial Change	9780079018915	Teacher	T43F U3	Author's Craft: Dialogue (middle, right) annotation copy (magenta text)	Annotation copy adjusted to match revised Student Edition Unit 3 page 15 (as requested during State Review Panel). Text: (The dialogue... after the meal.)	[Changed to:] (Possible response: The dialogue helps the reader see that Mary wants to follow American customs and serve dessert...So, she didn't make a dessert to serve.)
Publisher	Editorial Change	9780079018915	Teacher	T43F U3	English Language Learners section, sentences 2-3	Copy adjusted to match revised Student Edition Unit 3 page 15 (as requested during State Review Panel). Text: to prove their...second helping.	[Changed to:] . For example, students may use non-verbal cues to demonstrate meaning of... dumped.
Publisher	Editorial Change	9780076848324	Teacher	T43G U4	Callout icons 6 and 7 placed on reduced Literature Anthology page 268	Incorrectly placed callout number icons. Shift callout numbers 6 and 7 up.	[Callout numbers placed next to line of text reading "Not tired from work..." since they both apply to the previous 2 paragraphs.]
Publisher	Editorial Change	9780076848324	Teacher	T43H U4	Evaluate Information box (bottom right of page)	Box heading updated. Text: Evaluate Information	[Changed to:] Make Inferences
Publisher	Editorial Change	9780076848317	Teacher	T43N U2	ELL Spotlight on Language, line 8, word 1 (bottom right of page)	Typo ("test" should be "rest"). Text: Which word does the writer use to transition, or connect the last sentence to the test of the paragraph?	[Changed to:] ...rest of the paragraph?

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Publisher	Editorial Change	9780079018908	Teacher	T49 U1	Fluency clock icon (middle of page)	Delete "OPTION" above clock icon to correspond with Suggested Lesson Planner.	["OPTION" above clock icon removed.]
Publisher	Editorial Change	9780076848317	Teacher	T49 U2	Fluency clock icon (middle of page)	Delete "OPTION" above clock icon to correspond with Suggested Lesson Planner.	["OPTION" above clock icon removed.]
Publisher	Editorial Change	9780079018915	Teacher	T51 U3	English Language Learners section - Beginning, line 2, cognate term 2	Typo ("ajustar" should be "ajustar"). Text: 183 in the Literature Anthology. (Cognates: familia, ajustar, invitar)	[Changed to:] 183 in the Literature Anthology. (Cognates: familia, ajustar, invitar)
Publisher	Editorial Change	9780079018915	Teacher	T51 U3	Newcomer section, line 13, word 1	Typo ("Newcomers" should be "Newcomer"). Text: Newcomers Teacher's Guide to	[Changed to:] Newcomer Teacher's Guide to
Publisher	Editorial Change	9780076848270	Teacher	T51 U6	English Language Learners Scaffold - Beginning, word 3	Typo ("meainng" should be "meaning"). Text: meainng	[Changed to:] meaning
Publisher	Editorial Change	9780076848270	Teacher	T51 U6	English Language Learners Scaffold - Advanced/ Advanced High, sentence 2	Rewritten for clarity. Text: "he would not want to touch my home or my family with those pictures?"	[Changed to:] "I would not want to touch my home or my family with those pictures?"
Publisher	Editorial Change	9780076848270	Teacher	T51 U6	English Language Learners Scaffold - Advanced/ Advanced High, anno	Rewritten for clarity. Text: (memory is too difficult for him to talk about)	[Changed to:] (Memory is too difficult for him to talk about.)
Publisher	Editorial Change	9780079018908	Teacher	T57 U1	Reading/Writing Companion reduced student page	Reduced student page was updated and is being replaced.	[Updated reduced student page 27 added.]
Publisher	Editorial Change	9780079018908	Teacher	T57 U1	English Language Learners section - Beginning, sentence 1	Reworded for clarity. Text: Writers use sensory details to help readers feel like they can see, hear, smell, taste, and feel what is happening in the story.	[Changed to:] Help students understand sensory language.
Publisher	Editorial Change	9780079018908	Teacher	T57 U1	English Language Learners section - Beginning, lines 5-6	Reworded for clarity. Text: Review sensory language as you reread the paragraph and add the sensory language to the chart. This sensory language helps me "hear"	[Changed to:] As you reread the paragraph, tell students to listen for words that help them see, hear, or feel what is happening and add the sensory language to the... "hear"
Publisher	Editorial Change	9780079018908	Teacher	T57 U1	English Language Learners section - Intermediate, line 1	Reworded for clarity. Text: Writers of personal narratives use sensory language to help readers	[Changed to:] Writers of personal narratives use descriptions that help readers
Publisher	Editorial Change	9780079018908	Teacher	T80 U1	Close Reading - Note Taking (middle of page)	Typo. Text: Note Taking: Ask students to use a copy of online Cause and Effect Graphic Organize 86 as they read.	[Changed to:] Organizer 86
Publisher	Editorial Change	9780076848317	Teacher	T93 U2	Advanced High section (bottom right of page), line 3	Incorrect text reference used. Text: author use rather than in this sentence? (to contrast	[Changed to:] author use rather than in paragraph 3? (to contrast
Publisher	Editorial Change	9780079018908	Teacher	T96 U1	Camping with the President, bullet point 2, vocabulary term 3	Incorrect vocabulary term listed [encounter]. Text: (debris, emphasis, encounter, generations,...spectacular).	[Changed to:] (debris, emphasis, generations,...spectacular).
Publisher	Editorial Change	9780079018908	Teacher	T96 U1	Academic Language (left column, bullet point 1, term 2)	Incorrect Academic Language term listed ("sensory language" should be removed). Text: [bullet point] visualize, sensory language, dialogue	[Changed to:] [bullet point] visualize, dialogue

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 6 <i>Texas StudySync Grade 6</i> (ISBN 9780076876006)							
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 6 Extended Writing Project Revise Skill: Prepositions and Prepositional Phrases Your Turn Item 2	Revised Question 1 for stronger standards alignment. Original question and answer option read: How many prepositional phrases does the following sentence contain? Without hesitation, Abdul volunteered to run for the office of secretary of the student council. A. six B. five C. four D. This sentence does not contain a prepositional phrase.	Question was revised to read: Which preposition best completes the following sentence? Without hesitation, Abdul volunteered to run _____ the office of secretary of the student council. A. of B. by C. to D. for
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 6 Extended Writing Project Revise Skill: Prepositions and Prepositional Phrases Your Turn Item 2	Revised Question 2 for stronger standards alignment. Original question and answer option read: How many prepositional phrases does the following sentence contain? They spent a lot of time out west at a campsite. A. one B. three C. five D. This sentence does not contain a prepositional phrase.	Question was revised to read: Which preposition best completes the following sentence? They spent a lot of time out west _____ a campsite. A. at B. for C. to D. into
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 6 Extended Writing Project Revise Research Writing Process: Edit and Publish Write Paragraph 4	Item added to checklist to guide students as they edit.	Item added: Have I used prepositions and prepositional phrases correctly?
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 2 Integrated Reading and Writing Roll of Thunder, Hear My Cry	Title: Roll of Thunder	Changed title to Roll of Thunder, Hear My Cry
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 2 Integrated Reading and Writing Roll of Thunder, Hear My Cry First Read: Roll of Thunder, Hear My Cry	Title: Roll of Thunder	Changed title to Roll of Thunder, Hear My Cry

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Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 2 Integrated Reading and Writing Roll of Thunder, Hear My Cry Close Read: Roll of Thunder, Hear My Cry	Title: Roll of Thunder	Changed title to Roll of Thunder, Hear My Cry
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 4 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Title: Literary Analysis Writing Process: Plan	Changed title to Argumentative Writing Process - Literary Analysis: Plan
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 4 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Header: Introduction to Literary Analysis Writing	Changed title to Introduction to Argumentative Writing
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 4 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Added paragraph with focus on argumentative writing.	An argumentative essay is a form of persuasive writing where the writer makes a claim about a topic and then provides evidence—facts, details, examples, and quotations—to convince readers to accept and agree with the writer’s claim. In order to provide convincing supporting evidence for an argumentative essay, the writer must often do outside research as well as cite the sources of the evidence that are presented in the essay.
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 4 Extended Writing Project Draft Argumentative Writing Process - Literary Analysis: Draft	Title: Literary Analysis Writing Process: Draft	Changed title to Argumentative Writing Process - Literary Analysis: Draft

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 4 Extended Writing Project Revise Argumentative Writing Process - Literary Analysis: Revise	Title: Literary Analysis Writing Process: Revise	Changed title to Argumentative Writing Process - Literary Analysis: Revise
Publisher	Editorial Change	1910004918	Student	N/A	Core ELAR Grade 6 Unit 4 Extended Writing Project Edit and Publish Argumentative Writing Process - Literary Analysis: Edit and Publish	Title: Literary Analysis Writing Process: Edit and Publish	Changed title to Argumentative Writing Process - Literary Analysis: Edit and Publish
Publisher	Editorial Change	1910004919	Teacher	N/A	Core ELAR Grade 6 Unit 5 Integrated Reading and Writing Listen, Slowly Close Read: Listen, Slowly Teacher's Edition Write Connect to Extended Oral Project	Activity had the wrong title in it. It mentioned "Saying Yes" but it should reference "Listen, Slowly."	Revised activity to reference "Listen, Slowly."
English Language Arts and Reading, Grade 7 <i>Texas StudySync Grade 7</i> (ISBN 9780076876013)							
Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 1 ELL Resources A World Away First Read Read Paragraph 2	Typo in the word newspaper. It was written "newspaper"	Text corrected to read "newspaper"
Publisher	Editorial Change	1910004923	Teacher	N/A	Core ELAR Grade 7 Unit 1 Integrated Reading and Writing Seventh Grade Close Read Teacher's Edition Answer Key Vocabulary	Vocabulary chart displayed incorrect words and was missing content in the meaning column.	Removed incorrect words, adjusted order of words to match the vocabulary chart in the lesson, and added definitions to the meaning column.

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Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 1 Integrated Reading and Writing Nimona Skill: Plot Model Model	Model displayed incorrect page from selection; image was in the wrong location.	Inserted correct page from selection and placed in the correct spot within the lesson.
Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 2 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Title: Literary Analysis Writing Process: Plan	Changed title to Argumentative Writing Process - Literary Analysis: Plan
Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 2 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Header: Introduction to Literary Analysis Writing	Changed title to Introduction to Argumentative Writing
Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 2 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Added paragraph with focus on argumentative writing.	An argumentative essay is a form of persuasive writing where the writer makes a claim about a topic and then provides evidence—facts, details, examples, and quotations—to convince readers to accept and agree with the writer’s claim. In order to provide convincing supporting evidence for an argumentative essay, the writer must often do outside research as well as cite the sources of the evidence that are presented in the essay.
Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 2 Extended Writing Project Draft Argumentative Writing Process - Literary Analysis: Draft	Title: Literary Analysis Writing Process: Draft	Changed title to Argumentative Writing Process - Literary Analysis: Draft

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 2 Extended Writing Project Revise Argumentative Writing Process - Literary Analysis: Revise	Title: Literary Analysis Writing Process: Revise	Changed title to Argumentative Writing Process - Literary Analysis: Revise
Publisher	Editorial Change	1910004922	Student	N/A	Core ELAR Grade 7 Unit 2 Extended Writing Project Edit and Publish Argumentative Writing Process - Literary Analysis: Edit and Publish	Title: Literary Analysis Writing Process: Edit and Publish	Changed title to Argumentative Writing Process - Literary Analysis: Edit and Publish
English Language Arts and Reading, Grade 8 <i>Texas StudySync Grade 8</i> (ISBN 9780076876044)							
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Integrated Reading and Writing Theories of Time and Space	Title: Theories of Space and Time	Changed title to: Theories of Time and Space
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Integrated Reading and Writing Theories of Time and Space The House on Mango Street	Lessons were listed in the wrong order.	Rearranged lessons to be in the following order: Independent Read: Theories of Time and Space Write: Analyze Genre First Read: The House on Mango Street Skill: Figurative Language Skill: Compare and Contrast Close Read: The House on Mango Street
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 6 English Language Learners Resources H.G. Wells: Fiction of the Future Skill: Pronouns and Antecedents Model Paragraph 2	Incorrect pronoun/antecedent agreement in paragraph 2.	Changed sentence in paragraph 2 to "Pronouns must agree in number and gender with their antecedents."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 4 Integrated Reading and Writing /HUG Skill: Setting Your Turn	Your Turn was missing an image from the text.	Added image from text to Your Turn tab so students can answer questions.
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 4 Integrated Reading and Writing /HUG Skill: Making Connections Model Paragraph 6	Incorrect image placed after paragraph 6; image was a duplicate of the image after paragraph 3.	Placed correct image after paragraph six with sample student annotation reading "Birdy wishes her life were different..."
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Title: Literary Analysis Writing Process: Plan	Changed title to Argumentative Writing Process - Literary Analysis: Plan
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Revised writing prompt for clarity. Original prompt: Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. In your analysis be sure to explain each metaphor and what it reveals about each speaker, character, or author. Be sure your literary analysis includes the following:	Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. Your analysis should explain each metaphor and make an argument about how the metaphor reveals something about each speaker, character, or author. Be sure your literary analysis includes the following:
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Header: Introduction to Literary Analysis Writing	Changed title to Introduction to Argumentative Writing

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Plan Argumentative Writing Process - Literary Analysis: Plan	Added paragraph with focus on argumentative writing.	An argumentative essay is a form of persuasive writing where the writer makes a claim about a topic and then provides evidence—facts, details, examples, and quotations—to convince readers to accept and agree with the writer’s claim. In order to provide convincing supporting evidence for an argumentative essay, the writer must often do outside research as well as cite the sources of the evidence that are presented in the essay.
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Draft Argumentative Writing Process - Literary Analysis: Draft	Title: Literary Analysis Writing Process: Draft	Changed title to Argumentative Writing Process - Literary Analysis: Draft
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Draft Argumentative Writing Process - Literary Analysis: Draft	Revised writing prompt for clarity. Original prompt: Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. In your analysis be sure to explain each metaphor and what it reveals about each speaker, character, or author. Be sure your literary analysis includes the following:	Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. Your analysis should explain each metaphor and make an argument about how the metaphor reveals something about each speaker, character, or author. Be sure your literary analysis includes the following:
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Revise Argumentative Writing Process - Literary Analysis: Revise	Title: Literary Analysis Writing Process: Revise	Changed title to Argumentative Writing Process - Literary Analysis: Revise
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Revise Argumentative Writing Process - Literary Analysis: Revise	Revised writing prompt for clarity. Original prompt: Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. In your analysis be sure to explain each metaphor and what it reveals about each speaker, character, or author. Be sure your literary analysis includes the following:	Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. Your analysis should explain each metaphor and make an argument about how the metaphor reveals something about each speaker, character, or author. Be sure your literary analysis includes the following:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Edit and Publish Argumentative Writing Process - Literary Analysis: Edit and Publish	Title: Literary Analysis Writing Process: Edit and Publish	Changed title to Argumentative Writing Process - Literary Analysis: Edit and Publish
Publisher	Editorial Change	1910004920	Student	N/A	Core ELAR Grade 8 Unit 2 Extended Writing Project Edit and Publish Argumentative Writing Process - Literary Analysis: Edit and Publish	Revised writing prompt for clarity. Original prompt: Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. In your analysis be sure to explain each metaphor and what it reveals about each speaker, character, or author. Be sure your literary analysis includes the following:	Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. Your analysis should explain each metaphor and make an argument about how the metaphor reveals something about each speaker, character, or author. Be sure your literary analysis includes the following:
Publisher	Editorial Change	1910004921	Teacher	N/A	Core ELAR Grade 8 Unit 3 English Language Learners Resources The History of the Space Shuttle Spelling Patterns and Rules Model Teacher's Edition Discuss the Model	Corrected typo in the sample answer for Discuss the Model #3	Changed "and" to "an" in sample answer for Discuss the Model #3
English Language Arts and Reading, Kindergarten <i>Texas Maravillas Grade K, print program (ISBN 9780076876242) and Texas Maravillas Grade K, digital program (ISBN 9780076876365)</i>							
Publisher	Editorial Change	9780079010742	Student	92 U10	Bottom of page	Changed TEKS coding to match the code in the 2017 Final SLAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079010612	Student	102 U2	Bottom of page	Changed TEKS coding to match the code in the 2017 Final SLAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079010742	Student	35 U10	Second box on page, top right	Missing "crayon" icon at top right of box	[Changed to:] Inserted crayon icon at top right of box to better support students.
Publisher	Editorial Change	9780079010711	Student	37 U8	Second box on page, top right	Missing "crayon" icon at top right of box	[Changed to:] Inserted crayon icon at top right of box to better support students.
Publisher	Editorial Change	9780079010698	Student	59 U7	Second prompt on page	Missing text at end of second prompt. Text was: Luego, escribe si acertaste o no.	[Changed to:] Luego, escribe si acertaste o no. ¿Por qué?
Publisher	Editorial Change	9780079010698	Student	59 U7	Last question on page	Reword text for clarity. Text was: ¿Acerté?	[Changed to:] ¿Acertaste?
Publisher	Editorial Change	9780079010650	Student	90 U4	Bottom of page	Changed TEKS coding to match the code in the 2017 Final SLAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079010681	Student	90 U6	Top of page	Changed text in order to have same term across all units. Text was: Los textos en línea tienen elementos especiales, llamados hipervínculos.	[Changed to:] Los textos en línea tienen elementos especiales, llamados enlaces.
Publisher	Editorial Change	9780079010681	Student	90 U6	First prompt on page	Changed text in order to have same term across all units. Text was: Escucha "Cambios con el viento". Pide a tu maestro que haga clic en los hipervínculos.	[Revised page for term consistency. Text reads:] Escucha "Cambios con el viento". Pide a tu maestro que haga clic en los enlaces.
Publisher	Editorial Change	9780079010681	Student	90 U6	Second prompt on page	Changed text in order to have same term across all units. Text was: Comenta lo que sucede cuando haces clic en el primer hipervínculo.	[Revised page for term consistency. Text reads:] Comenta lo que sucede cuando haces clic en el primer enlace.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079010681	Student	90 U6	Third prompt on page	Changed text in order to have same term across all units. Text was: Escribe acerca del último hipervínculo de la página. . . .	[Revised page for term consistency. Text reads:] Escribe acerca del último enlace de la página. . . .
Publisher	Editorial Change	9780079010681	Student	92 U6	Bottom of page	Changed TEKS coding to match the code in the 2017 Final SLAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079010711	Student	92 U8	Bottom of page	Changed TEKS coding to match the code in the 2017 Final SLAR Official Document for Grade K: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079008404	Student	p. 255	Instructions at bottom of page, 2nd to last sentence.	"...de la primera fila"	[Changed to:] "...de la primera fila para mostrar en que lugar de la palabra está esa sílaba."
Publisher	Editorial Change	9780079008404	Student	p. 42	Teacher Instructions at bottom of page.	Students are asked to write instead of trace"Pida a los niños que tracen..."	[Changed to:] "Pida a los niños que escriban..."
Publisher	Editorial Change	9780079008404	Student	p.174	Instructions at bottom of page.	"que tracen la sílaba junto al dibujo del pato..."	[Changed to:] "que escriban la sílaba junto al dibujo de la foca..."
Publisher	Editorial Change	9780079008404	Student	p.176	Bottom of page	Changed TEKS coding for Grade K: .2(B)(ii)	[Changed to:] K.2(B)(i)
Publisher	Editorial Change	9780079008404	Student	p.176	Instructions at bottom of page.	Second line"...tiene una sílaba con fo."	[Changed to:] "...tiene la sílaba fo."
Publisher	Editorial Change	9780079008404	Student	p.253	Instructions at bottom of page:First half of sentence #4.	Text deleted: "Repita el ejercicio con otras tres palabras y pida a los niños"	[Changed to:] "Pida a los niños..."
Publisher	Editorial Change	9780079008404	Student	p.253	Instructions at bottom of page.	A sentence of instruction was added.	[Changed to:] " Indíqueles que digan las palabras en voz alta e identifiquen la sílaba tónica."
Publisher	Editorial Change	9780079008404	Student	p.267	Instructions at bottom of page.	Example #2: "Rosa tiene una campera nueva"	[Changed to:] " Rosa tiene un abrigo nuevo."
Publisher	Editorial Change	9780079008404	Student	p.267	Instructions at bottom of page, example #4.	"Juli juega con Julio. Juli quiere a su amigo."	[Changed to:] "Julia juega con Julio. Juli quiere a su gato."
Publisher	Editorial Change	9780079008404	Student	p.268	Instructions at bottom of page.	Last sentence: "...la sílaba con r y y, ch..."	[Changed to:] "la primera sílaba"
Publisher	Editorial Change	9780079008404	Student	p.382	Top of page.	Replacement of Sound-Spelling card for letter C with image of a camel.	[Changed to:] Sound-Spelling card for Cc (ce, ci) with image of a brush.
Publisher	Editorial Change	9780079008404	Student	p.382	Bottom of page, 2nd half of 2nd sentence.	Letter change: "Para escribir el sonido /c / usamos la letra c,"	[Changed to:] "Para escribir el sonido /s/ usamos la letra c,"
Publisher	Editorial Change	9780079008404	Student	p.382	Bottom of page, 3rd sentence.	Students are asked to write vs. trace"Pida a los niños que tracen..."	Students are asked to write vs. trace"Pida a los niños que escriban..."
Publisher	Editorial Change	9780079008404	Student	p.54	Teacher Instructions at bottom of page.	Students are asked to write instead of trace"Pida a los niños que tracen..."	[Changed to:] "Pida a los niños que escriban..."
Publisher	Editorial Change	9780079008404	Student	p.66	Teacher Instructions at bottom of page.	Students are asked to write vs. trace"Pida a los niños que tracen..."	[Changed to:] "Pida a los niños que escriban..."
Publisher	Editorial Change	9780079008404	Student	p.69	Last line of teacher's instructions.	Last sentence is eliminated, and next to last sentence is elongated.	[Changed to:] "...algo con sus sentidos e identifiquen la palabra de acción que se ..."
Publisher	Editorial Change	9780079008404	Student	p.78	Teacher Instructions at bottom	Students are asked to write vs. trace"Pida a los niños que tracen..."	[Changed to:] "Pida a los niños que escriban..."
Publisher	Editorial Change	9780079008404	Student	p.80	Teacher Instructions at bottom of page.	replaced the word "piedra"	[Changed to:] "papa"
Publisher	Editorial Change	9780079010650	Student	15 U4	Top of page, first prompt	Page references were corrected. Text was: . . . pages 25-29	[Replaced with:] Mira las páginas 25 a 30.
Publisher	Editorial Change	9780079010636	Student	2 U3	Middle of the page, main col., under Lectura compartida	Spelling error. The word "sí" was missing an accent. Text was: Así sí puedo	[Replaced with:] Así sí puedo
Publisher	Editorial Change	9780079010735	Student	25 U9	"Coméntalo" box, top right of page	Sentence reordered to better connect to focus genre. Text: ¿Cuáles son algunas diferencias entre un cuento y una obra de teatro?	[Replaced with:] ¿Cuáles son algunas diferencias entre una obra de teatro y un cuento?
Publisher	Editorial Change	9780079010742	Student	35 U10	First box on page, top right	Missing "crayon" icon at top right of box	[Changed to:] Inserted crayon icon at top right of box to better support students.

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Publisher	Editorial Change	9780079010667	Student	37 U5	Top of page, third prompt	Incorrect instruction: Dibuja y rotula uno de los arbolitos.	[Replaced with:] Dibuja uno de los arbolitos.
Publisher	Editorial Change	9780079010711	Student	37 U8	First box on page, top right	Missing "crayon" icon at top right of box	[Changed to:] Inserted crayon icon at top right of box to better support students.
Publisher	Editorial Change	9780079019615	Student	49 U1	Comenta prompt, sentence 2	Revise sentence for clarity: Luego escucha a tu compañero.	[Changed to:] Luego escucha lo que tu compañero quiere aprender.
Publisher	Editorial Change	9780079009401	Teacher	S12 Vol. 1	Middle of page, Recursos digitales box	Spelling error ("convesar" is missing an "r"). Text: Convesar y colaborar	[Changed to:] Conversar y colaborar
Publisher	Editorial Change	9780079009401	Teacher	S12 Vol. 1	Middle of page, Recursos digitales box	Spelling error ("convesar" is missing an "r"). Text: Convesar y colaborar	[Changed to:] Conversar y colaborar
Publisher	Editorial Change	9780079009401	Teacher	S78 Vol. 1	Bottom of page, reduced student page	Reduced student page 49 was updated and is being replaced.	[Updated reduced student page 49.]
Publisher	Editorial Change	9780079009401	Teacher	S78 Vol. 1	Top of page, under Conectar con el concepto	Change header. Text was: Género: Texto informativo	[Changed to:] Género: No ficción
Publisher	Editorial Change	9780079009401	Teacher	S78 Vol. 1	Top of page, text under Género: Texto informativo	Term changed to make it consistent with header. Text was: Diga a los niños que "¡Los niños podemos!" es un texto informativo. Diga: Los textos informativos dan información acerca de...	[Changed to:] Diga a los niños que "¡Los niños podemos!" es un texto de no ficción. Diga: Los textos de no ficción dan información acerca de personas o cosas reales...
Publisher	Editorial Change	9780079009401	Teacher	S78 Vol. 1	Bottom of page, reduced student page	Reduced student page 49 was updated and is being replaced.	[Updated reduced student page 49.]
Publisher	Editorial Change	9780079009401	Teacher	S78 Vol. 1	Top of page, under Conectar con el concepto	Change header. Text was: Género: Texto informativo	[Changed to:] Género: No ficción
Publisher	Editorial Change	9780079009401	Teacher	S78 Vol. 1	Top of page, text under Género: Texto informativo	Term changed to make it consistent with header. Text was: Diga a los niños que "¡Los niños podemos!" es un texto informativo. Diga: Los textos informativos dan información acerca de...	[Changed to:] Diga a los niños que "¡Los niños podemos!" es un texto de no ficción. Diga: Los textos de no ficción dan información acerca de personas o cosas reales. . . .
Publisher	Editorial Change	9780079009456	Teacher	T109 Vol. 4 U7	Main col., third paragraph, line 1	Spelling error (delete accent over "cría"). Text was: Para cría una iguana en casa, ...	[Changed to:] Para criar una iguana en casa, ...
Publisher	Editorial Change	9780079009456	Teacher	T109 Vol. 4 U7	Main col., third paragraph, line 1	Spelling error (delete accent over "cría"). Text was: Para cría una iguana en casa, ...	[Changed to:] Para criar una iguana en casa, ...
Publisher	Editorial Change	9780079009432	Teacher	T129 Vol. 3 U5	Top of page, reduced student page	Reduced student page 37 was updated and is being replaced.	[Updated reduced student page 37.]
Publisher	Editorial Change	9780079009432	Teacher	T129 Vol. 3 U5	Top of page, reduced student page	Reduced student page 37 was updated and is being replaced.	[Updated reduced student page 37.]
Publisher	Editorial Change	9780079009432	Teacher	T155 Vol. 3 U5	Main col., Práctica guiada, fourth sentence	Text was changed for decodability purpose. Text was: Zac y yo cantamos. . . .	[Changed to:] José y yo cantamos. . . .
Publisher	Editorial Change	9780079009432	Teacher	T155 Vol. 3 U5	Main col., Práctica guiada, fourth sentence	Text was changed for decodability purpose. Text was: Zac y yo cantamos. . . .	[Changed to:] José y yo cantamos. . . .
Publisher	Editorial Change	9780079009425	Teacher	T213 Unit 3	Bottom of page, first line under Modelar la fluidez	Add more detail to page reference. Text reads: Muestre las páginas 25-25.	[Changed to read:] Muestre las páginas 25-25 del Superlibro de literatura.
Publisher	Editorial Change	9780079009425	Teacher	T213 Unit 3	Bottom of page, first line under Modelar la fluidez	Add more detail to page reference. Text reads: Muestre las páginas 25-25.	[Changed to read:] Muestre las páginas 25-25 del Superlibro de literatura.
Publisher	Editorial Change	9780079009456	Teacher	T217 Vol. 4 U7	Top of page, reduced student page	Reduced student page 59 was updated and is being replaced.	[Updated reduced student page 59.]
Publisher	Editorial Change	9780079009456	Teacher	T217 Vol. 4 U7	Top of page, reduced student page	Reduced student page 59 was updated and is being replaced.	[Updated reduced student page 59.]
Publisher	Editorial Change	9780079009425	Teacher	T327 Vol. 2 U4	Top of page, reduced student page	Reduced student page 15 was updated and is being replaced.	[Updated reduced student page 15.]
Publisher	Editorial Change	9780079009425	Teacher	T327 Vol. 2 U4	Top of page, reduced student page	Reduced student page 15 was updated and is being replaced.	[Updated reduced student page 15.]

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Publisher	Editorial Change	9780079009456	Teacher	T403 Vol. 4 U8	Top of page, reduced student page	Reduced student page 37 was updated and is being replaced.	[Updated reduced student page 37.]
Publisher	Editorial Change	9780079009456	Teacher	T403 Vol. 4 U8	Top of page, reduced student page	Reduced student page 37 was updated and is being replaced.	[Updated reduced student page 37.]
Publisher	Editorial Change	9780079009463	Teacher	T403 Vol. 5 U10	Top of page, reduced student page	Reduced student page 35 was updated and is being replaced.	[Updated reduced student page 35.]
Publisher	Editorial Change	9780079009463	Teacher	T403 Vol. 5 U10	Top of page, reduced student page	Reduced student page 35 was updated and is being replaced.	[Updated reduced student page 35.]
Publisher	Editorial Change	9780079009425	Teacher	T409 Vol. 2 U4	Blue header at the top of the page	Missing word on head. Text was: Palabras que describen	[Changed to:] Palabras que describen: (Adjetivos)
Publisher	Editorial Change	9780079009425	Teacher	T409 Vol. 2 U4	Blue header at the top of the page, right column	Missing word on head. Text was: Describing Words	[Changed to:] Describing Words: (Adjectives)
Publisher	Editorial Change	9780079009425	Teacher	T409 Vol. 2 U4	Blue header at the top of the page	Missing word on head. Text was: Palabras que describen	[Changed to:] Palabras que describen: (Adjetivos)
Publisher	Editorial Change	9780079009425	Teacher	T409 Vol. 2 U4	Blue header at the top of the page, right column	Missing word on head. Text was: Describing Words	[Changed to:] Describing Words: (Adjectives)
Publisher	Editorial Change	9780079009425	Teacher	T419 Vol. 2 U4	Top of page, clock next to "Palabras de uso frecuente"	The word "Opcional" is missing from above the clock.	[Word "Opcional" was added above the clock.]
Publisher	Editorial Change	9780079009425	Teacher	T419 Vol. 2 U4	Top of page, clock next to "Palabras de uso frecuente"	The word "Opcional" is missing from above the clock.	[Word "Opcional" was added above the clock.]
Publisher	Editorial Change	9780079009432	Teacher	T49 Vol. 3 U5	Main col., Práctica, last paragraph, line 2	Text was changed for consistency with lesson taught. Text was: Si los niños necesitan práctica adicional con los pronombres subjetivos, ...	[Changed to:] Si los niños necesitan práctica adicional con los pronombres personales, ...
Publisher	Editorial Change	9780079009432	Teacher	T49 Vol. 3 U5	Main col., Práctica, last paragraph, line 2	Text was changed for consistency with lesson taught. Text was: Si los niños necesitan práctica adicional con los pronombres subjetivos, ...	[Changed to:] Si los niños necesitan práctica adicional con los pronombres personales, ...
Publisher	Editorial Change	9780079009432	Teacher	T566 Vol. 3 U6	Top of page, reduced student page	Reduced student page 90 was updated and is being replaced.	[Updated reduced student page 90.]
Publisher	Editorial Change	9780079009432	Teacher	T566 Vol. 3 U6	Top of page, reduced student page	Reduced student page 90 was updated and is being replaced.	[Updated reduced student page 90.]
Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Top of page, reduced student page	Reduced student page 92 was updated and is being replaced.	[Updated reduced student page 92.]
Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Middle of page, under Elige un libro, Escribir	Text change to reflect the change requested by the State Review Panel for the Student Edition. Text was: ...a la página 92 y escriban su opinión acerca del libro, expresando lo que les...	[Changed to:] ...a la página 92. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídale que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Top of page, reduced student page 92	Reduced student page 92 was corrected (as requested by the State Review Panel) and is being replaced.	[Updated reduced student page 92.]
Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Middle of page, under Elige un libro, Explicar	Sentence added. Text reads: ...los placeres de ser lector.	[Changed to:] ...os placeres de ser lector. Establezca un tiempo específico todos los días para que los niños escojan su propio material de lectura.

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Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Middle of page, under Elige un libro, Decir	Adjust text to match revised Student Edition U6, p. 92 (as requested by State Review Panel). Text reads: Luego, debes tiempo para leer o escuchar el libro que eligieron.	[Changed to:] Luego, debes tiempo para leer por 12 minutos durante la clase. Animelos a leer más tiempo la próxima vez que lean en la escuela o en la casa.
Publisher	Editorial Change	9780079009432	Teacher	T568 Vol. 3 U6	Middle of page, under Elige un libro, Escribir	Text changed to match Student Edition U6, p. 92 (as requested by State Review Panel). Text was: ... a la página 92 y escriban su opinión acerca del libro, expresando lo que les gustó y ...	[Changed to:] ...a la página 92. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Top of page, reduced student page	Reduced student page 92 was updated and is being replaced.	[Updated reduced student page 92.]
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Middle of page, under Elige un libro, Escribir	Text change to reflect the change requested by the State Review Panel for the Student Edition. Text was: ...a la página 92 y escriban su opinión acerca del libro, expresando lo que les...	[Changed to:] ...a la página 92. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Top of page, reduced student page 92	Reduced student page 92 was corrected (as requested by the State Review Panel) and is being replaced.	Updated reduced student page 92
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Middle of page, under Elige un libro, Explicar	Sentence added. Text reads: Diga a los niños que elegir libros que a uno le gustan es uno de los placeres de ser lector.	[Changed to:] ...los placeres de ser lector. Establezca un tiempo específico todos los días para que los niños escojan su propio material de lectura.
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Middle of page, under Elige un libro, Decir	Adjust text to match revised Student Edition U8, p. 92 (as requested by State Review Panel). Text reads: Luego, debes tiempo para leer o escuchar el libro que eligieron.	[Changed to:] Luego, debes tiempo para leer por 15 minutos durante la clase. Animelos a leer más tiempo la próxima vez que lean en la escuela o en la casa.
Publisher	Editorial Change	9780079009456	Teacher	T568 Vol. 4 U8	Middle of page, under Elige un libro, Escribir	Text changed to match Student Edition U8, p. 92 (as requested by State Review Panel). Text was: ... a la página 92 y escriban su opinión acerca del libro, expresando lo que les gustó y ...	[Changed to:] ... a la página 92. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009463	Teacher	T570 Vol. 5 U10	Top of page, reduced student page	Reduced student page 92 was updated and is being replaced.	[Updated reduced student page 92.]
Publisher	Editorial Change	9780079009463	Teacher	T570 Vol. 5 U10	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009463	Teacher	T570 Vol. 5 U10	Middle of page, under Elige un libro, Escribir	Text change to reflect the change requested by the State Review Panel for the Student Edition. Text was: ...a la página 92 y escriban su opinión acerca del libro, expresando lo que les...	[Changed to:] ...a la página 92. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009463	Teacher	T570 Vol. 5 U10	Top of page, reduced student page 92	Reduced student page 92 was corrected (as requested by the State Review Panel) and is being replaced.	[Updated reduced student page 92.]
Publisher	Editorial Change	9780079009463	Teacher	T570 Vol. 5 U10	Middle of page, under Elige un libro, Explicar	Sentence added. Text reads: Diga a los niños que elegir libros que a uno le gustan es uno de los placeres de ser lector.	[Changed to:] ...los placeres de ser lector. Establezca un tiempo específico todos los días para que los niños escojan su propio material de lectura.
Publisher	Editorial Change	9780079009463	Teacher	T570 Vol. 5 U10	Middle of page, under Elige un libro, Decir	Adjust text to match revised Student Edition U10, p. 92 (as requested by State Review Panel). Text reads: Luego, debes tiempo para leer o escuchar el libro que eligieron.	[Changed to:] Luego, debes tiempo para leer por 15 minutos durante la clase. Animelos a leer más tiempo la próxima vez que lean en la escuela o en la casa.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079009463	Teacher	T570 Vol. 5 U10	Middle of page, under Elige un libro, Escribir	Text changed to match Student Edition U8, p. 92 (as requested by State Review Panel). Text was: ... a la página 92 y escriban su opinión acerca del libro, expresando lo que les gustó y ...	[Changed to:] ... a la página 92. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando ...
Publisher	Editorial Change	9780079009425	Teacher	T576 Vol. 2 U4	Top of page, reduced student page	Reduced student page 90 was updated and is being replaced.	[Updated reduced student page 90.]
Publisher	Editorial Change	9780079009425	Teacher	T576 Vol. 2 U4	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009425	Teacher	T576 Vol. 2 U4	Middle of page, under Elige un libro, Escribir	Text change to reflect the change requested by the State Review Panel for the Student Edition. Text was: ... la página 90 y escriban su opinión acerca del libro, expresando lo que les...	[Changed to:] ...a la página 90. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009425	Teacher	T576 Vol. 2 U4	Top of page, reduced student page 90	Reduced student page 90 was corrected (as requested by the State Review Panel) and is being replaced.	[Updated reduced student page 90.]
Publisher	Editorial Change	9780079009425	Teacher	T576 Vol. 2 U4	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009425	Teacher	T576 Vol. 2 U4	Middle of page, under Elige un libro, Decir	Adjust text to match revised Student Edition U4, p. 90 (as requested by State Review Panel). Text reads: Luego, deles tiempo para leer o escuchar el libro que eligieron.	[Changed to:] Luego, deles tiempo para leer por 12 minutos durante la clase. Anímelos a leer más tiempo la próxima vez que lean en la escuela o en la casa.
Publisher	Editorial Change	9780079009425	Teacher	T576 Vol. 2 U4	Middle of page, under Elige un libro, Escribir	Text changed to match Student Edition U4, p. 90 (as requested by State Review Panel). Text was: ... a la página 90 y escriban su opinión acerca del libro, expresando lo que les gustó y ...	[Changed to:] ... a la página 90. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009401	Teacher	T588 Vol. 1 U2	Top of page, reduced student page	Reduced student page 102 was updated and is being replaced.	[Updated reduced student page 102.]
Publisher	Editorial Change	9780079009401	Teacher	T588 Vol. 1 U2	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009401	Teacher	T588 Vol. 1 U2	Middle of page, under Elige un libro, Escribir	Text change to reflect the change requested by the State Review Panel for the Student Edition. Text was: ...a la página 102 y escriban su opinión acerca del libro, expresando lo que les...	[Changed to:] ...a la página 102. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009401	Teacher	T588 Vol. 1 U2	Top of page, reduced student page 102	Reduced student page 102 was corrected (as requested by the State Review Panel) and is being replaced.	[Updated reduced student page 102.]
Publisher	Editorial Change	9780079009401	Teacher	T588 Vol. 1 U2	Top middle column, first objective under Objetivos	Changed TEKS coding to match the final code in the 2017 Final SLAR TEKS Official Document for Grade K. Currently reads: K.4(A)	[Changed to:] K.4
Publisher	Editorial Change	9780079009401	Teacher	T588 Vol. 1 U2	Middle of page, under Elige un libro, Decir	Adjust text to match revised Student Edition U2, p. 102 (as requested by State Review Panel). Text reads: Luego, deles tiempo para leer o escuchar el libro que eligieron.	[Changed to:] Luego, deles tiempo para leer por 10 minutos durante la clase. Anímelos a leer más tiempo la próxima vez que lean en la escuela o en la casa.
Publisher	Editorial Change	9780079009401	Teacher	T588 Vol. 1 U2	Middle of page, under Elige un libro, Escribir	Text changed to match Student Edition U2, p. 102 (as requested by State Review Panel). Text was: ... a la página 102 y escriban su opinión acerca del libro, expresando lo que les gustó y ...	[Changed to:] ...a la página 102. Guíelos para que anoten el número de minutos que han pasado leyendo el libro. Luego pídeles que escriban su opinión acerca del libro, expresando...
Publisher	Editorial Change	9780079009463	Teacher	T62 Vol. 5 U9	Top of page, reduced student page	Reduced student page 25 was updated and is being replaced.	[Updated reduced student page 25.]
Publisher	Editorial Change	9780079009463	Teacher	T62 Vol. 5 U9	Top of page, reduced student page	Reduced student page 25 was updated and is being replaced.	[Updated reduced student page 25.]

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 1 <i>Texas Maravillas Grade 1, print program (ISBN 9780076876273) and Texas Maravillas Grade 1, digital program (ISBN 9780076876297)</i>							
Publisher	Editorial Change	9780079019622	Student	108 U1	First "Comenta" prompt	Added text "y las imágenes" to sentence for clarity.. Text: Comenta lo que el texto dice sobre cómo los niños juegan juntos.	[Changed to:] Comenta lo que el texto y las imágenes enseñan sobre cómo los niños juegan juntos.
Publisher	Editorial Change	9780079017031	Student	135 U6	Main text, last sentence	Deleted text. Text: Pero ¿sabes cómo fue el primer Día de Acción de Gracias?	[deleted text]
Publisher	Editorial Change	9780079017031	Student	136 U6	Illustration	Illustration deleted and replaced with photo on page 137.	Illustration was replaced with photo on page 137.
Publisher	Editorial Change	9780079017031	Student	136 U6	Caption	Replaced caption with caption from page 137. Text to be changed: En 1620, los peregrinos navegaron desde Inglaterra hasta Plymouth, en Massachusetts. Los indígenas...	[Changed to:] Muchas familias preparan platos especiales el Día de Acción de Gracias. Los alimentos de la cosecha del otoño suelen estar en la mesa.
Publisher	Editorial Change	9780079017031	Student	136 U6	Selection text, third sentence	Replaced text to match new image. Text to be changed: Los peregrinos que llegaron a Estados Unidos hicieron una fiesta para agradecer la cosecha. Comieron...	[Changed to:] Hoy las familias y los amigos continúan dando gracias con una celebración. El pavo no puede faltar. Tampoco faltan el maíz ni los frijoles. La idea ...
Publisher	Editorial Change	9780079017031	Student	137 U6	Main text	Replaced text to match new image. Text to be changed: Hoy las familias continúan dando gracias con una celebración. El pavo no puede faltar. Tampoco faltan el maíz ni los frijoles. La idea ...	[Changed to:] Kwanzaa es también una celebración familiar. Está basada en la cosecha. El maíz y las frutas son símbolos de los festejos.
Publisher	Editorial Change	9780079017031	Student	137 U6	Photo	Photo deleted and replaced with photo from page 140.	Photo was replaced with photo on page 140.
Publisher	Editorial Change	9780079017031	Student	137 U6	Caption	Replaced caption with caption from page 140: Muchas familias preparan platos especiales el Día de Acción de Gracias. Los alimentos de la cosecha del otoño suelen estar en la mesa.	[Changed to:] Kwanzaa comienza el 26 de diciembre. Es una celebración de la cosecha en África. Mucha gente en Estados Unidos festeja Kwanzaa.
Publisher	Editorial Change	9780079017031	Student	138 U6	Caption	Caption changed. Text: En Plymouth, la ciudad donde se festejó el Día de Acción de Gracias por primera vez, las personas se disfrazan de peregrinos y de indígenas.	[Changed to:] En Plymouth, la ciudad donde se festejó el Día de Acción de Gracias por primera vez, las personas se disfrazan de peregrinos.
Publisher	Editorial Change	9780079017031	Student	140 U6	Main text, first paragraph	Deleted text. Text to be deleted: Kwanzaa, que significa "primeros frutos", es otra fiesta de la cosecha. En ella, se agradecen los cultivos como el maíz, las manzanas y las peras.	Text deleted. Page has new layout.
Publisher	Editorial Change	9780079017031	Student	140 U6	Top right photo	Photo deleted and moved to page 137.	Photo was deleted.
Publisher	Editorial Change	9780079010766	Student	174 U2	Top of page, next to "Elige un libro" head	Added text to remind children to read for increasing periods of time, to match Wonders change.	Added "Acuérdate" box with the following text: Intenta leer durante un tiempo un poquito más largo cada vez.
Publisher	Editorial Change	9780079010766	Student	174 U2	Middle of page, next to "Elige qué te gustó del libro"	Added text to clarify how long children read for.	Added "Minutos que lei" box for children to fill in after they read independently.
Publisher	Editorial Change	9780079010780	Student	174 U3	Top of page, next to "Elige un libro" head	Added text to remind children to read for increasing periods of time, to match Wonders change.	Added "Acuérdate" box with the following text: Intenta leer durante un tiempo un poquito más largo cada vez.
Publisher	Editorial Change	9780079010780	Student	174 U3	Middle of page, next to "Elige qué te gustó del libro"	Added text to clarify how long children read for.	Added "Minutos que lei" box for children to fill in after they read independently.
Publisher	Editorial Change	9780079010780	Student	174 U3	Bottom of page	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079019622	Student	184 U1	Top of page, next to "Elige un libro" head	Added text to remind children to read for increasing periods of time, to match Wonders change.	Added "Acuérdate" box with the following text: Intenta leer durante un tiempo un poquito más largo cada vez.
Publisher	Editorial Change	9780079019622	Student	184 U1	Middle of page, next to "Elige qué te gustó del libro"	Added text to clarify how long children read for.	Added "Minutos que lei" box for children to fill in after they read independently.
Publisher	Editorial Change	9780079019622	Student	184 U1	Bottom of page	Changed TEKS coding to match code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079010797	Student	184 U4	Top of page, next to "Elige un libro" head	Added text to remind children to read for increasing periods of time, to match Wonders change.	Added "Acuérdate" box with the following text: Intenta leer durante un tiempo un poquito más largo cada vez.
Publisher	Editorial Change	9780079010797	Student	184 U4	Middle of page, next to "Elige qué te gustó del libro"	Added text to clarify how long children read for.	Added "Minutos que lei" box for children to fill in after they read independently.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079015747	Student	184 U5	Top of page, next to "Elige un libro" head	Added text to remind children to read for increasing periods of time, to match Wonders change.	Added "Acuérdate" box with the following text: Intenta leer durante un tiempo un poquito más largo cada vez.
Publisher	Editorial Change	9780079015747	Student	184 U5	Middle of page, next to "Elige qué te gustó del libro"	Added text to clarify how long children read for.	Added "Minutos que lei" box for children to fill in after they read independently.
Publisher	Editorial Change	9780079015747	Student	184 U5	Bottom of page	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079017031	Student	184 U6	Top of page, next to "Elige un libro" head	Added text to remind children to read for increasing periods of time, to match Wonders change.	Added "Acuérdate" box with the following text: Intenta leer durante un tiempo un poquito más largo cada vez.
Publisher	Editorial Change	978007901031	Student	184 U6	Middle of page, next to "Elige qué te gustó del libro"	Added text to clarify how long children read for.	Added "Minutos que lei" box for children to fill in after they read independently.
Publisher	Editorial Change	978007901031	Student	184 U6	Bottom of page	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079018946	Student	p. 387	Center of page.	Question #4, 3rd distractor answer: "ciudad"	[Changed to:] "cudaid"
Publisher	Editorial Change	9780079018946	Student	p. 6	Between top of page and word box	An additional line of student instruction was added.	[Changed to:] "Lee las palabras del recuadro. Luego, ..."
Publisher	Editorial Change	9780079018946	Student	p. SS17	Top of page, last sentence.	Student instruction: "Colorea un recuadro por cada sílaba"	[Changed to:] "Dibuja una <u>X</u> en un recuadro por cada sílaba"
Publisher	Editorial Change	9780079018946	Student	p. SS46	Top of page	Top portion of page Instructions need to be separated.	[Changed to:] having instructions set in a box.
Publisher	Editorial Change	9780079018946	Student	p. SS46	Between top of page instructions and Exercise #1	An additional line of student instruction was added.	[Changed to:] "Encierra en un círculo la sílaba con acento escrito."
Publisher	Editorial Change	9780079018946	Student	p.163	Below Instructions box top of page	Revision to instruction on the second line. "...tienen el sonido rr, como ropa o perro."	[Changed to:] "...empiezan como río. Escribe rren los dibujos que tienen el sonido rr en el medio, como perro. "
Publisher	Editorial Change	9780079018946	Student	p.179	Top of page.	Revisions to instructions below box: "suenan como naranja o árbol."	[Changed to:] "tienen el sonido r en el medio, como naranja o árbol."
Publisher	Editorial Change	9780079018946	Student	p.180	Part B, exercise #1	The activity: la+dri+llo	[Changed to:] ha+ri+na
Publisher	Editorial Change	9780079018946	Student	p.231	Top of page	Part A instructions : "suenan como yogur"	[Changed to:] "tienen el sonido con el que comienza yogur."
Publisher	Editorial Change	9780079018946	Student	p.231	Bottom of page.	Part B instructions: "los dibujos que suenan como ñandú."	[Changed to:] "el dibujo que tiene el sonido con el que comienza ñandu."
Publisher	Editorial Change	9780079018946	Student	p.254	Top of page.	Student instructions : "...escribe <u>ch</u> y <u>ch</u> ."	[Changed to:] "...escribe <u>C</u> , <u>c</u> , y <u>h</u> ."
Publisher	Editorial Change	9780079018946	Student	p.265	Top of page.	Student instructions : "Colorea un recuadro por cada sílaba."	[Changed to:] "Dibuja una X en un recuadro por cada sílaba"
Publisher	Editorial Change	9780079018946	Student	p.271	Top of page.	Part A instruction was eliminated: "Puedes usar una palabra dos veces."	Last sentence is: "Luego, clasificalas en la tabla."
Publisher	Editorial Change	9780079018946	Student	p.271	Bottom of page.	Part B instruction: "Piensa otras palabras con esas sílabas."	[Changed to:] "Piensa otras palabras con esas letras."
Publisher	Editorial Change	9780079018946	Student	p.333	Top of page.	Instruction: "La terminación -ista tiene el sonido s y t y se escribe con s y t."	[Changed to:] "La terminación -ista nombra profesiones."
Publisher	Editorial Change	9780079018946	Student	p.345	Top of page.	Instruction inside box:" En algunas palabras, el sonido s se escribe ce, ci, za, zo, zu, xe y xi."	[Changed to:] "El sonido s se puede escribir con c, con z o con x."
Publisher	Editorial Change	9780079018946	Student	p.357	Exercise #1	"Tengo un cheque del"	[Changed to:] "Me siento en este"
Publisher	Editorial Change	9780079018946	Student	p.364	Top of page.	Student instruction added to space in between two text boxes.	"Di la palabra que nombra el dibujo. Dibuja una palabra que rime."
Publisher	Editorial Change	9780079018946	Student	p.386	Center of page.	Box that reads: "Palabras con <u>iu</u> "	[Changed to:] "Palabras con <u>ui</u> "
Publisher	Editorial Change	9780079018946	Student	p.386B	Bottom of page.	Section B: "Piensa en otras palabras con las sílabas ia y iu."	[Changed to:] "Piensa en otras palabras con io y iu."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079018946	Student	p.413	Top of page.	Part A: Second sentence: "Subraya un error en los adjetivos en plural."	[Changed to:]Subraya un error de concordancia.
Publisher	Editorial Change	9780079018946	Student	p.413	Center of page.	Part B: "Asegúrate de que el adjetivo en plural esté escrito correctamente."	[Changed to:] "Asegúrate de que los adjetivos concuerden con los sustantivos."
Publisher	Editorial Change	9780079018946	Student	p.477	Center of page.	Part B: "Escribe tu propia oración con una o dos sílabas del recuadro."	[Changed to:] "Escribe tu propia oración con una o dos palabras del ejercicio anterior."
Publisher	Editorial Change	9780079018946	Student	p.494	Bottom of page.	Part B: "Piensa otras palabras con esas sílabas."	[Changed to:] "Piensa otras palabras con esas combinaciones de consonantes."
Publisher	Editorial Change	9780079018946	Student	p.494B	Bottom of page.	Part B: "Piensa en otras palabras con esas sílabas."	[Changed to:] "Piensa en otras palabras con esas combinaciones de consonantes."
Publisher	Editorial Change	9780079018946	Student	p.SS40	Bottom right corner of page.	Removal of letter "q" in fill-in-the -blank writing exercise: "queta"	[Changed to:] "ueta"
Publisher	Editorial Change	9780079018946	Student	p.SS45	Top of page	Top portion of page Instructions need to be separated.	[Changed to:] having instructions set in a box.
Publisher	Editorial Change	9780079018946	Student	p.SS45	Between top of page instructions and Exercise 1	An additional line of student instruction was added.	[Changed to:] "Encierra en un círculo la sílaba con"
Publisher	Editorial Change	97800790009487	Teacher	S79	Middle of the page	Title of the section misplaced	Moved "Palabras de uso frecuente" above the line
Publisher	Editorial Change	97800790009487	Teacher	S95	First section, Modelar	Spelling error. Text to be changed: En la palabra pantalón, el acento está en la última sílaba, tón	[Changed to:] En la palabra pantalón, el acento está en la última sílaba, lón
Publisher	Editorial Change	97800790009487	Teacher	S95	Translation column	Spelling error. Text to be changed:In the word pantalón, the stress is on the last syllable, tón	[Changed to:] In the word pantalón, the stress is on the last syllable, lón
Publisher	Editorial Change	97800790009487	Teacher	T425 U1	Top, reduced student page	Reduced student page 184 was corrected and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	97800790009487	Teacher	T425 U1	Main column; title	Replaced title for consistency with the rest of the units. Text: Escoge un libro	[Changed to:] Elige un libro
Publisher	Editorial Change	97800790009487	Teacher	T425 U1	Main column; bottom	Replacement of image caused edits.	[Added text:] Anímelos a leer un poco más la próxima vez que lean en la escuela o en casa.
Publisher	Editorial Change	97800790009487	Teacher	T425 U1	Main column; last pagrapgraph	Replacement of student page image caused edits. Text: Cuando hayan terminado de leer, pídale que regresen a la página 184 de Mi libro...	[Changed to:] Cuando hayan terminado de leer, pídale que regresen a la página 184, y escriban ... les gustó del libro.
Publisher	Editorial Change	97800790009487	Teacher	T425 U1	"Objetivos" column	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	97800790009487	Teacher	T425 U1	Translation column	Translation of edits caused by replacement of student page.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	97800790009487	Teacher	T425 U1	Translation column	Translation of edits caused by replacement of student page. Text to be changed: After children have had a chance to read their book of choice, have them ... best about the book.	[Changed to:] After children have had a chance to read their book of choice, have them ... they liked best about the book.
Publisher	Editorial Change	9780079009500	Teacher	T425 U2	Top, reduced student page	Reduced student page 184 was corrected and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079009500	Teacher	T425 U2	Main column; bottom	Replacement of image on student page caused edits.	[Added text:] Anímelos a leer un poco más la próxima vez que lean en la escuela o en casa.
Publisher	Editorial Change	9780079009500	Teacher	T425 U2	Main column; last pagrapgraph	Replacement of student page image caused edits. Text to be changed: Luego de que los niños hayan leído el libro ... escriban lo que más les gustó.	[Changed to:] Luego de que los niños hayan leído el libro elegido, pídale que regresen a la página 174 ... leyeron y lo que más les gustó.
Publisher	Editorial Change	9780079009500	Teacher	T425 U2	"Objetivos" column	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079009500	Teacher	T425 U2	Translation column	Translation for the edits caused by the replacement student page.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079009500	Teacher	T425 U2	Translation column	Translation for edits caused by replacement of student page. Text to be changed: After children have had a chance to read ... liked best about the book.	[Changed to:] After children have had a chance to read their book of choice, ask them to return ...they liked best about the book.
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	Top, reduced student page	Reduced student page 184 was corrected and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	Main column; bottom	Replacement of image on student page caused edits.	[Added text:] Anímelos a leer un poco más la próxima vez que lean en la escuela o en casa.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	Main column; last pagragraph	Replacement of image on student page caused edits. Text to be changed: Cuando hayan terminado de leer, pídale que regresen a la página 174 y escriban si el libro les gustó o no y el tema...	[Changed to:] Cuando hayan terminado de leer, pídale que regresen a la página 174 y anoten la cantidad de minutos que leyeron. Pídale que escriban si el libro les gustó o no y el...
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	"Objetivos" column	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	Translation column	Translation of edits caused by replacement student page.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	Translation column	Translation for the edits caused by replacement of student page. Text to be changed: After children have had a c... the book was about and whether they liked it or not.	[Changed to:] After children have had a chance to read their book of choice, have them come back to page 174 , fill in the amount of minutes they read, and write what the book was...
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	Translation column	Translation for the edits caused by the replacement student page.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079009517	Teacher	T425 U3	Translation column	Translation for the edits caused by replacement of student page. Text to be changed: After children have had a chance to read their book of choice, have them come back to page 174 and write what the book was about and whether they liked it or not.	[Changed to:] After children have had a chance to read their book of choice, have ... book was about and whether they liked it or not.
Publisher	Editorial Change	9780079009531	Teacher	T455 U4	Top, reduced student page	Reduced student page 184 was corrected and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079009531	Teacher	T455 U4	Main column; bottom	Replacement of image on student page caused edits.	[Added text:] Anímelos a leer un poco más la próxima vez que lean en la escuela o en casa.
Publisher	Editorial Change	9780079009531	Teacher	T455 U4	Main column; last pagragraph	Replacement of image on student page caused edits. Text to be changed: Pida que escriban ... compañero la manera en que el libro los hizo sentir.	[Changed to:] Pida que anoten cuántos minutos leyeron, escriban lo que ... que el libro los hizo sentir.
Publisher	Editorial Change	9780079009531	Teacher	T455 U4	"Objetivos" column	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079009531	Teacher	T455 U4	Translation column	Translation for the edits caused by replacement of student page.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079009531	Teacher	T455 U4	Translation column	Translation fo edits caused by replacement of student page. Text to be changed: Have children write what they ... how it made them feel.	[Changed to:] Have children fill in the amount of minutes they ... how it made them feel.
Publisher	Editorial Change	9780079009555	Teacher	T455 U5	Top, reduced student page	Reduced student page 184 was corrected and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079009555	Teacher	T455 U5	Main column; bottom	Replacement of image on student page caused edits.	[Added text:] Anímelos a leer un poco más la próxima vez que lean en la escuela o en casa.
Publisher	Editorial Change	9780079009555	Teacher	T455 U5	Main column; last pagragraph	Replacement student page image caused edits. Text to be changed: Cuando hayan terminado ... su opinión sobre el libro.	[Changed to:] Cuando hayan terminado de leer el libro que eligieron, pídale ... escriban su opinión sobre el libro.
Publisher	Editorial Change	9780079009555	Teacher	T455 U5	"Objetivos" column	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079009555	Teacher	T455 U5	Translation column	Translation for edits caused by replacement of student page.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079009555	Teacher	T455 U5	Translation column	Translation for edits caused by replacement of student page. Text to be changed: After children have had ... write their opinion of the book.	[Changed to:] After children have had a chance to read their book of choice, have them ... write their opinion of the book.
Publisher	Editorial Change	9780079009531	Teacher	T455 U6	Top, reduced student page	Reduced student page 184 was corrected and is being replaced.	[Updated reduced student page 184.]
Publisher	Editorial Change	9780079009531	Teacher	T455 U6	Main column; bottom	Replacement of image on student page caused edits.	[Added text:] Anímelos a leer un poco más la próxima vez que lean en la escuela o en casa.
Publisher	Editorial Change	9780079009531	Teacher	T455 U6	Main column; last pagragraph	Replacement student page image caused edits. Text to be changed: Cuando hayan terminado ... compañero la manera en que el libro los hizo sentir.	[Changed to:] Cuando hayan terminado de leer el libro que eligieron, pídale ... un compañero la manera en que el libro los hizo sentir.
Publisher	Editorial Change	9780079009531	Teacher	T455 U6	"Objetivos" column	Changed TEKS coding to match the code in the Final SLAR Official Document for Grade 1: 1.5(A)	[Changed to:] 1.5
Publisher	Editorial Change	9780079009531	Teacher	T455 U6	Translation column	Translation for edits caused by replacement of student page.	[Added text:] Encourage them to read a little longer the next time they read at school or at home.
Publisher	Editorial Change	9780079009531	Teacher	T455 U6	Translation column	Translation for edits caused by replacement of student page. Text to be changed: After children have had ... write their opinion of the book.	[Changed to:] After children have had a chance to read their book ... they read, and write their opinion of the book.
Publisher	Editorial Change	9780079009487	Teacher	Unit 1 W4 T265	top, reduced student page, p. 108	Reduced student page 108 was updated and is being replaced.	[Updated reduced student page 108.]

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Publisher	Editorial Change	97800790009487	Teacher	Unit 1 W4 T265	top, Comprensión	Text is missing. Text added: Comentemos lo que dice el texto sobre cómo los niños juegan juntos.	[Changed to:] Text added: Comentemos lo que enseñan el texto y las imágenes sobre cómo los niños juegan juntos.
Publisher	Editorial Change	97800790009487	Teacher	Unit 1 W4 T265	Translation column	Translation for edits caused by replacement of student page. Text to be changed: Let's discuss what the text says about how children play together	[Changed to:] Let's discuss what the text and the images show about how children play together
Publisher	Editorial Change	97800790009487	Teacher	Unit 6 W5 T367	Middle column	Reduced student page 135 was corrected and is being replaced.	[Updated reduced student page 134-135.]
Publisher	Editorial Change	97800790009487	Teacher	Unit 6 W5 T367	Middle column	Reduced student page 136 was corrected and is being replaced.	[Updated reduced student page 136-137.]
Publisher	Editorial Change	97800790009487	Teacher	Unit 6 W5 T367	Middle column	Reduced student page 137 was corrected and is being replaced.	[Updated reduced student page 136-137.]
Publisher	Editorial Change	97800790009487	Teacher	Unit 6 W5 T367	Middle column	Reduced student page 138 was corrected and is being replaced.	[Updated reduced student page 138-139.]
Publisher	Editorial Change	97800790009487	Teacher	Unit 6 W5 T367	Middle column	Reduced student page 140 was corrected and is being replaced.	[Updated reduced student page 140-141.]
English Language Arts and Reading, Grade 2 <i>Texas Maravillas Grade 2, print program (ISBN 9780076876280) and Texas Maravillas Grade 2, digital program (ISBN 9780076876402)</i>							
Publisher	Editorial Change	9780079009333	Student	21	Activity B, item 5	Grammatical error. Text: idigo que sí!	[Changed to:] idi que sí!
Publisher	Editorial Change	9780079009333	Student	36	Activity instruction, second and third sentences	Rewording for clarity: "Subraya ... vuelve a escribir las oraciones en las líneas de abajo con sujeto. Subraya el sujeto."	[Changed to:] "Subraya ...vuelve a escribirla en las líneas de abajo. Incluye un sujeto y subráyalo."
Publisher	Editorial Change	9780079009333	Student	62	Header	Incorrect headers: Vocabulario	[Changed to:] Estrategia de vocabulario
Publisher	Editorial Change	9780079009333	Student	62	Activity item 1	Rewording for clarity: Se prevén tormentas para el fin de semana.	[Changed to:] Hemos previsto tormentas para el fin de semana.
Publisher	Editorial Change	9780079009333	Student	65	Instruction Box	Bullet is unnecessary	Bullet deleted
Publisher	Editorial Change	9780079009333	Student	77	Header	Incorrect header: Vocabulario	[Changed to:] Estrategia de vocabulario
Publisher	Editorial Change	9780079009333	Student	140	Instruction Box	Grammatical error: Las sílabas átonas son las no se pronuncian con fuerza.	[Changed to:] Las sílabas átonas son las que no se pronuncian con fuerza.
Publisher	Editorial Change	9780079009333	Student	153	Activity B, item 8	Missing word: Me da _____ en público.	[Changed to:] Me da _____ hablar en público.
Publisher	Editorial Change	9780079009333	Student	156	Activity C	Missing text: Escribe una pregunta usando por qué.	[Changed to:] Escribe una pregunta usando por qué y su respuesta usando porque.
Publisher	Editorial Change	9780079009333	Student	157	Instruction Box, bullet 1	Rewording for clarity: Un sufijo se agrega al final de una palabra y cambia su significado.	[Changed to:] Un sufijo se agrega al final de una palabra y agrega información sobre su significado.
Publisher	Editorial Change	9780079009333	Student	157	Activity A instruction	Additional guidance: Subraya en cada oración la palabra que tiene un sufijo.	[Changed to:] Subraya en cada oración la palabra que tiene un sufijo -oso, -osa o -mente.
Publisher	Editorial Change	9780079009333	Student	157	Activity B Instruction	Missing activity in the instruction	Added: Luego, escribe una oración con cada palabra.
Publisher	Editorial Change	9780079009333	Student	164	Instruction Box, bullet 2	Grammatical error: Los verbos personales...	[Changed to:] Los verbos conjugados...
Publisher	Editorial Change	9780079009333	Student	210	Activity B Instruction, second sentence	Missing instruction: Observa los predicados en negrilla y subraya el verbo principal.	[Changed to:] Observa los predicados en negrilla. Subraya el verbo y encierra en un círculo el sujeto.
Publisher	Editorial Change	9780079009333	Student	270	Bottom Activity instruction text	Rewording for accuracy. Text was: En tu cuaderno de escritura...de la parte A.	[Changed to:] En tu cuaderno de escritura...de las oraciones anteriores.
Publisher	Editorial Change	9780079009333	Student	278	Activity B instruction, last sentence	Rewording for clarity: Luego escribe las palabras separadas en sílabas sobre las líneas.	[Changed to:] Luego, separa las palabras en sílabas en las líneas de abajo.
Publisher	Editorial Change	9780079017048	Student	16 U2	"Hacer inferencias" box	Grammatical error. Delete "se" from word "treparse" . Text: "...deben aprender a treparse a los árboles?"	[change to] "...deben aprender a preparar a los árboles?"
Publisher	Editorial Change	9780079017048	Student	16 U2	Left side of page	Add missing credit line for photo.	[add credit line] "Lee Cates/Photodisc/Getty Images"
Publisher	Editorial Change	9780079009333	Student	164A	Instruction Box, bullet 2	Grammatical error: Los verbos personales...	[Changed to:] Los verbos conjugados...

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079009333	Student	164B	Instruction Box, bullet 2	Grammatical error: Los verbos personales...	[Changed to:] Los verbos conjugados...
Publisher	Editorial Change	9780079009333	Student	164B	Activity A instruction, last sentence	Missing instruction: Luego, encierra en un círculo un verbo en infinitivo.	[Changed to:] Luego, encierra en un círculo tres verbos en infinitivo.
Publisher	Editorial Change	9780079017055	Student	17 U3	"Combinar información" box	Reword to include actual words from text. Text: "...las aldeas y las colinas..."	[change to] "...las aldeas y los cerros..."
Publisher	Editorial Change	9780079017055	Student	23 U3	"Tu turno" last question	Grammatical error. Missing accent mark in word "qué". Text: "¿En que día de la semana ocurrió?"	[change to] "¿En qué día de la semana ocurrió?"
Publisher	Editorial Change	9780079017079	Student	28 U5	"Acuérdate" box	Spelling error. Incorrect accent mark in "línea"	[change to] "línea"
Publisher	Editorial Change	9780079017055	Student	30 U3	First paragrah, first sentence	Add pronoun "él" for clarity. Text: "...narra cómo ayudó a su papá cuando se lastimó el tobillo".	[change to] "...narra cómo ayudó a su papá cuando él se lastimó el tobillo".
Publisher	Editorial Change	9780079017062	Student	4 U4	Footer	Typo. Text: 2.6(E)	[change to] 2.6(G)
Publisher	Editorial Change	9780079019653	Student	46 U1	Middle of page box	Delete text to facilitate student's response. Remove extra sentence in citation.	Last sentence in box reads: "Aterrizó junto al rio y se acomodó sobre una rama."
Publisher	Editorial Change	9780079017048	Student	47 U2	"Tu turno" second sentence	Grammatical error. Delete word "en" . Text: "Piensa en qué parte importante..."	[change to] "Piensa qué parte importante..."
Publisher	Editorial Change	9780079009333	Student	4B	Activity item 2	Grammatical error: "desayunan tú"	[Changed to:] "desayunas tú"
Publisher	Editorial Change	9780079017086	Student	50 U6	"Acuérdate" box	Spelling error. Added missing "c" to word "tercera". Text: "terera"	[change to] "tercera"
Publisher	Editorial Change	9780079017086	Student	53 U6	Logo at top right	Replace incorrect logo. Text: "Estudios Sociales"	[change to:] "Ciencias"
Publisher	Editorial Change	9780079017055	Student	6 U3	Left column, last line	Grammatical error (missing "-s" for plural). Text: "¿Cómo ayuda Debby a los niños hopi?".	[change to] "¿Cómo ayuda Debby a los niños hopis?".
Publisher	Editorial Change	9780079017055	Student	62 U3	Main photo	Replace photo (permissions)	[change photo]
Publisher	Editorial Change	9780079019653	Student	7 U1	Bottom of main read	Fix widow in last line.	Broke first lines after "toma" and "de" to eliminate widow.
Publisher	Editorial Change	9780079019653	Student	80 U1	Footer	Typo. Text: 2.6(E)	[change to] 2.6(G)
Publisher	Editorial change	9780079010124	Teacher	T157 U3	Bottom right, "Enfoque en los modismos" box	Incorrect head. Text: "Enfoque en los modismos"	[changed to:] "Enfoque en el lenguaje"
Publisher	Editorial change	9780079010117	Teacher	T163 U2	Top left reduced Student page	Reduced Student page 47 was updated and is being replaced.	[Updated Student reduced page 47]
Publisher	Editorial change	9780079010124	Teacher	T269 U3	Top left, reduced Student page	Reduced Student page 62 was updated and is being replaced.	[Updated Student reduced page 62]
Publisher	Editorial change	9780079010124	Teacher	T269 U3	Middle left, "Aprendices de español" box, first sentence	Add text to clarify instructions. Text: "...use other strategies to share ideas they don't know in Spanish."	[changed to:] "...use other strategies to share ideas they don't know how to express in Spanish."
Publisher	Editorial change	9780079010124	Teacher	T28 U3	Middle column, "LENGUAJE ACADÉMICO" section	Incorrect reference (Delete "narrativa de no ficción"). Text: "narrativa de no ficción, preguntas"	[Changed to:] "preguntas"
Publisher	Editorial change	9780079010124	Teacher	T34 U3	Top right, reduced Student page	Reduced Student page 6 was updated and is being replaced.	[Updated Student reduced page 6]
Publisher	Editorial change	9780079010117	Teacher	T41 U2	Bottom right, "Diferenciar Instrucción a grupos pequeños" box, "Nivel inicial"	Page reference is incomplete (Missing "-113"). Text: "pág. T112"	[changed to:] "págs. T112-113"
Publisher	Editorial change	9780079010117	Teacher	T41 U2	Bottom right, "Diferenciar Instrucción a grupos pequeños" box, "A nivel"	Page reference is incomplete (Missing "-121"). Text: "pág. T120"	[changed to:] "págs. T120-121"

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Publisher	Editorial change	9780079010117	Teacher	T41 U2	Bottom right, "Diferenciar Instrucción a grupos pequeños" box, "Nivel avanzado"	Page reference is incomplete (Missing "-127"). Text: "pág. T126"	[changed to:] "págs. T126-127"
Publisher	Editorial change	9780079010117	Teacher	T41 U2	English column, "READERS TO WRITERS" paragraph, sentence 5	Grammatical error ("A diagram" should be "Diagrams"). Text: "A diagram and labels can help..."	[changed to:] "Diagrams and labels can help..."
Publisher	Editorial change	9780079010124	Teacher	T51A U3	Bottom right box, "ESCRITURA DIFERENCIADA"	Incorrect head. Text: "LECTURA DIFERENCIADA"	[changed to:] "ESCRITURA DIFERENCIADA"
Publisher	Editorial change	9780079010124	Teacher	T55 U3	Top left reduced Student page	Reduced Student page 23 was updated and is being replaced.	[Updated Student reduced page 23]
Publisher	Editorial change	9780079010124	Teacher	T65 U3	Top left reduced Student page	Reduced Student page 30 was updated and is being replaced.	[Updated Student reduced page 30]
Publisher	Editorial change	9780079010094	Teacher	T157 U1	Right column, "Fluidez" paragraph, last sentence	Update page reference. Text: "...vea las páginas T202-T203."	[changed to:] "...vea las páginas T170-T171."
Publisher	Editorial change	9780079010094	Teacher	T157 U1	English column, "Fluency" paragraph, last sentence	Update page reference to reflect change in Spanish text. Text: "...see pages T202-T203."	[changed to:] "...see pages T170-T171."
Publisher	Editorial change	9780079010094	Teacher	T161 U1	Top left reduced Student page	Reduced Student page 46 was updated and is being replaced.	[Updated Student reduced page 46]
Publisher	Editorial change	9780079010148	Teacher	T167 U4	Bottom right, "Diferenciar Instrucción a grupos pequeños" box, "Nivel inicial"	Incorrect page reference. Text: "pág. T109"	[changed to:] "pág. T229"
Publisher	Editorial change	9780079010148	Teacher	T167 U4	Bottom right, "Diferenciar Instrucción a grupos pequeños" box, "A nivel"	Incorrect page reference. Text: "pág. T117"	[changed to:] "pág. T237"
Publisher	Editorial change	9780079010148	Teacher	T167 U4	Bottom right, "Diferenciar Instrucción a grupos pequeños" box, "Nivel avanzado"	Incorrect page reference. Text: "pág. T123"	[changed to:] "pág. T243"
Publisher	Editorial change	9780079010148	Teacher	T169 U4	Middle column, "Recursos digitales" box	Update Digital Tools reference. Text: "Toma notas (fuente escrita) (tutorial animado)"	[changed to:] "Toma notas (fuente escrita)"
Publisher	Editorial change	9780079010155	Teacher	T177 U5	Top left banner	Incorrect head. Text: "BIOGRAFÍA"	[changed to:] "FICCIÓN REALISTA"
Publisher	Editorial change	9780079010155	Teacher	T179 U5	Top left banner	Incorrect head. Text: "BIOGRAFÍA"	[changed to:] "FICCIÓN REALISTA"
Publisher	Editorial change	9780079010155	Teacher	T181 U5	Top left banner	Incorrect head. Text: "BIOGRAFÍA"	[changed to:] "FICCIÓN REALISTA"
Publisher	Editorial change	9780079010155	Teacher	T183 U5	Top left banner	Incorrect head. Text: "BIOGRAFÍA"	[changed to:] "FICCIÓN REALISTA"
Publisher	Editorial change	9780079010094	Teacher	T189 U1	Top of "Día 5" column"	Add missing copy on head (Missing "y enseñar"). Text: "Evaluar"	[changed to:] "Evaluar y enseñar"
Publisher	Editorial change	9780079010094	Teacher	T189 U1	Bottom of page, first blue box: "Escribir un diálogo"	Spelling error: accent mark is missing on word "futbol". Text: "... como jugar al futbol..."	[changed to:] "... como jugar al fútbol..."
Publisher	Editorial change	9780079010179	Teacher	T276 U6	Middle of page "Modelar" section, second sentence	Add reference to component and page number for clarity. Text: "...la primera estrofa en "Sé de un pintor atrevido"."	[changed to:] "...la primera estrofa en "Sé de un pintor atrevido" en la página 61 de Mi libro de lectura y escritura."

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Publisher	Editorial change	9780079010179	Teacher	T276 U6	English column "Model" section, second sentence	Add reference to reflect changes in Spanish text. Text: "...the first stanza in "Sé de un pintor atrevido."	[changed to:] "...the first stanza in "Sé de un pintor atrevido" on page 61 of the Reading/Writing Companion."
Publisher	Editorial change	9780079010179	Teacher	T276 U6	Bottom of page "Práctica guiada" section, first sentence	Add page number for clarity. Text: "...las características de "Acuarela" que indican..."	[changed to:] "...las características de "Acuarela", en la página 60 de Mi libro de lectura y escritura, que indican..."
Publisher	Editorial change	9780079010179	Teacher	T276 U6	English column "Guided Practice" section, first sentence	Add reference to reflect changes in Spanish text. Text: "...features in "Acuarela" that show."	[changed to:] "...features in "Acuarela" on page 60 of the Reading/Writing Companion that show..."
Publisher	Editorial change	9780079010148	Teacher	T287 U4	Right column, "Recursos digitales" box	Update Digital Tools reference. Text: "Busca con palabras clave (diapositivas), Toma notas (fuente escrita) (video)"	[changed to:] "Busca con palabras clave, Toma notas (fuente escrita)"
Publisher	Editorial change	9780079010094	Teacher	T35 U1	Top left, reduced Student page	Reduced Student page 7 was updated and is being replaced.	[Updated Student reduced page 7]
Publisher	Editorial change	9780079010124	Teacher	T36 U3	Top of page, "Palabras en contexto" section, first sentence	Add word to complete name of referenced component. Text: "...las Tarjetas de vocabulario..."	[changed to:] "...las Tarjetas de vocabulario visual..."
Publisher	Editorial change	9780079010124	Teacher	T36 U3	Middle column, "ENSEÑAR EN GRUPOS PEQUEÑOS" section	Spelling error. Text: "Pia a los niños..."	[changed to:] "Pida a los niños..."
Publisher	Editorial change	9780079010179	Teacher	T42 U6	Right column, "TÉCNICA DEL AUTOR" section, first sentence	Incorrect page reference. Text: "...las páginas 2 y 3."	[changed to:] "...la página 3."
Publisher	Editorial change	9780079010179	Teacher	T42 U6	English column, "AUTHOR'S CRAFT", first sentence	Update page reference to reflect change in Spanish text. Text: "...pages 2-3."	[changed to:] "...page 3."
Publisher	Editorial change	9780079010179	Teacher	T49L U6	Left column, "Escribir sobre el texto", last sentence	Incorrect page reference. Text: "...vea las páginas T44 y T45."	[changed to:] "...vea las páginas T50 y T51."
Publisher	Editorial change	9780079010179	Teacher	T49L U6	English column, "Write About the Text", last sentence	Update page reference to reflect change in Spanish text. Text: "...see pages T44 y T45."	[changed to:] "...see pages T50-T51."
Publisher	Editorial change	9780079010148	Teacher	T49P U4	Middle of page "Escribir sobre el texto" section, first paragraph	Incorrect page reference. Text: "...vea T48-T49."	[changed to:] "...vea las páginas T50 y T51."
Publisher	Editorial change	9780079010148	Teacher	T49P U4	English column, "Write About the Text", first paragraph	Update page reference to reflect change in Spanish text. Text: "...see pages T48-T49."	[changed to:] "...see pages T50-T51."
Publisher	Editorial change	9780079010148	Teacher	T51 U4	"Aprendices de español" box, second paragraph, second sentence	Spelling error. Text: "diferente"	[changed to:] "different"
Publisher	Editorial change	9780079010094	Teacher	T55 U1	"Aprendices de español" box, first and second sentences	Grammatical error (missing words "questions"). Text: "...ask and answer about each photograph...", "...orally ask and answer before writing..."	[changed to:] "...ask and answer questions about each photograph...", "...orally ask and answer questions before writing..."
Publisher	Editorial change	9780079010094	Teacher	T55 U1	Footer	Incorrect footer. Text: "TÉCNICA DE LA AUTORA"	[changed to:] "TÉCNICA DEL AUTOR"
Publisher	Editorial change	9780079010179	Teacher	T56 U6	Middle column above LENGUAJE ACADÉMICO	Add missing Fluency rate	[Added text:] "Índice de fluidez: 90-110 WCPM"
Publisher	Editorial change	9780079010155	Teacher	T63 U5	Reduced Student page on top left	Reduced Student page 28 was updated and is being replaced.	[Updated Student reduced page 28]

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Publisher	Editorial change	9780079010155	Teacher	T63 U5	"Aprendices de español" box, first paragraph, third sentence	Translate name of feature for reference. Text: "...using sequence words from the Quick Tip."	[changed to:] "...using sequence words from the <i>Acuérdate</i> box".
Publisher	Editorial change	9780079010094	Teacher	T70 U1	English column, below "Day 3"	Update text to reflect change in Spanish on page T71 . Text: "Have children copy them into their word study notebooks."	[changed to:] "Have children copy them into their writer's notebooks."
Publisher	Editorial change	9780079010094	Teacher	T71 U1	Second sentence below "Día 3" column	Reference to notebook changed. Text: "Pida a los niños que las copien en su cuaderno de estudio de palabras."	[changed to:] "Pida a los niños que las copien en su Cuaderno de escritura."
English Language Arts and Reading, Grade 3 <i>Texas Maravillas Grade 3, print program (ISBN 9780076876310) and Texas Maravillas Grade 3, digital program (ISBN 9780076876419)</i>							
Publisher	Editorial Change	9780079009357	Student	15	letter salutation	Letter salutations in Spanish do not use a coma. Text was: Querido Chris,	[Changed to:] Querido Chris:
Publisher	Editorial Change	9780079009357	Student	41	Activity A, number 2	Incorrect question: ¿Cuál de las siguientes oraciones contiene un predicado de una sola palabra?	[Changed to:] ¿Cuál de las siguientes oraciones contiene un predicado de dos palabras?
Publisher	Editorial Change	9780079009357	Student	75	Header/title	Incorrect abbreviation "Sta."	[Changed to:] "Srta." to reflect abbreviation of word señorita
Publisher	Editorial Change	9780079009357	Student	82	Item 7 of activity	Incorrect word for exercise: "taquilla" does not have same syllable that the exercise requests	[Changed to:] "quiero"
Publisher	Editorial Change	9780079009357	Student	82	Item 14 of activity	Incorrect word "cuna" does not have same syllable that the exercise requests	[Changed to:] "cuento"
Publisher	Editorial Change	9780079009357	Student	107	Activity item 4	Incorrect proper noun "America" to reflect the country of the United States	[Changed to:] "Estados Unidos"
Publisher	Editorial Change	9780079009357	Student	166	Item 11 of activity	Incorrect word "chico" is repeated in item 15	[Changed to:] "chícharo"
Publisher	Editorial Change	9780079009357	Student	169	Instruction box	Incomplete list of pronouns. Text says "él"	[Changed to:] él, ella, usted
Publisher	Editorial Change	9780079009357	Student	169	Instruction box	Incomplete list of pronouns. Text says "nosotros"	[Changed to:] nosotros, nosotras
Publisher	Editorial Change	9780079009357	Student	169	Instruction box	Incomplete list of pronouns. Text says "ustedes estaban, ellos estaban"	[Changed to:] ellos, ellas, ustedes estaban
Publisher	Editorial Change	9780079009357	Student	189	Activity instructions	Incorrect activity instruction. Text says: Hay cinco errores	[Changed to:] Hay seis errores
Publisher	Editorial Change	9780079009357	Student	189	Activity	Number 6 blank space was missing	Blank space for item 6 was added
Publisher	Editorial Change	9780079009357	Student	193	Instruction Box, second bullet	Incorrect example: El gato es bonito	[Changed to:] El gato es negro
Publisher	Editorial Change	9780079009357	Student	193	Instruction Box, bullet 3	Incomplete list of pronouns. Text was: nosotros somos...nosotros fuimos, ellos fueron.	[Changed to:] nosotros/nosotras somos...nosotros/nosotras fuimos, ellos, ellas, ustedes fueron.
Publisher	Editorial Change	9780079009357	Student	209	Activity A, item 1, option C	Incorrect word "ha"	[Changed to:] dado
Publisher	Editorial Change	9780079009357	Student	209	Activity A, item 2, answer option H	Incorrect word "respirar"	[Changed to:] superficie
Publisher	Editorial Change	9780079009357	Student	225	Activity text, paragraph 3	Word "bonsay" is in English	Word changed to Spanish version: "bonsái"
Publisher	Editorial Change	9780079009357	Student	290	Activity A, item 2	Incorrect sentence. Text was: Siempre (vestir / tú) te vistes con ropa colorida.	[Changed to:] Siempre (vestir / tú) con ropa colorida.
Publisher	Editorial Change	9780079009357	Student	298	Activity B, item 6, last word in row	mispelled word: margar	[Changed to:] marcar
Publisher	Editorial Change	9780079009357	Student	303	Activity instruction	Incorrect word. Text says: guiones	[Changed to:] rayas de diálogo
Publisher	Editorial Change	9780079017109	Student	152 Unit 6	Acuérdate box, sentence 2	Photo replaced (permissions). Change references to boy (Craig) in photo to girl (Chloe). Text: Mira lo que Craig está haciendo para comprender qué piensa él que es importante.	[Changed to:] Mira lo que Chloe está haciendo para comprender lo que ella piensa que es importante.
Publisher	Editorial Change	9780079017109	Student	152 Unit 6	Bottom right, photo	Photo replaced (permissions). Image of boy helping boy on crutches is now image of girl helping in food bank.	[Changed to image of girl helping in food bank.]

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Publisher	Editorial Change	9780079017109	Student	152 Unit 6	Bottom right, photo caption	Photo replaced (permissions). Text: Cuando Jason se quebró una pierna, Craig cargó sus libros y lo ayudó a moverse por la escuela.	[Changed to:] Chloe está siempre ocupada, pero hace trabajo voluntario en el banco de alimentos cada semana.
Publisher	Editorial Change	9780079017109	Student	152 Unit 6	Cita evidencias paragraph	New photo caused text edits. Text: Haz un círculo en las pistas que muestren por qué Craig está ayudando a Jason. En la leyenda, subraya qué está haciendo Craig. Encierra en un...	[Changed to:] Haz un círculo en las pistas que muestren cómo Chloe está ayudando. En la leyenda, subraya las palabras que indican lo que Chloe está haciendo. Encierra en un recuadro...
Publisher	Editorial Change	9780079017093	Student	178 Unit 4	Bottom right, photo	Photo replaced (permissions). Image of grandmother in museum with grandchildren is now image of grandfather in garden with grandson.	[image changed to that of grandfather and grandson in a garden]
Publisher	Editorial Change	9780079017093	Student	178 Unit 4	Bottom right, photo caption	(Permissions.) Text: June es una artista. Ella enseña arte los fines de semana y adora visitar el museo de arte. También le encanta ir con sus nietos para comentar acerca de las nuevas pinturas que están en exposición.	[Changed to:] Alex es jardinero. Él trabaja en un jardín comunitario los fines de semana. A él le encanta llevar a su nieto con él para mostrarle cómo cultivar vegetales y flores.
Publisher	Editorial Change	9780079017093	Student	178 Unit 4	"Conexiones del texto" question	Photo replaced (permissions). Photo now shows a man instead of a woman. Text: ¿De qué modo la mujer de la fotografía es como...	[Changed to:] ¿De qué modo el hombre de la fotografía es como...
Publisher	Editorial Change	9780079017093	Student	178 Unit 4	"Coméntalo" sentence 2	Photo replaced (permissions). Grandmother/grandchildren image is now grandfather/grandson. Text: Comenta qué están haciendo la abuela y sus nietos.	[Changed to:] Comenta qué están haciendo el abuelo y su nieto.
Publisher	Editorial Change	9780079017093	Student	178 Unit 4	"Escribe" sentence stem	Photo replaced (permissions). Grandmother image is now grandfather image. Text: La abuela, los personajes y la naturaleza en los poemas se parecen porque...	[Changed to:] El abuelo, los personajes y la naturaleza en los poemas se parecen porque...
Publisher	Editorial Change	9780079019660	Student	18 Unit 1	"Coméntalo" first sentence	Students must read all of page 21 to answer the question. Text: Vuelve a leer los dos últimos párrafos en la página 21.	[Changed to:] Vuelve a leer la página 21.
Publisher	Editorial Change	9780079019660	Student	180 Unit 2	"Coméntalo" sentence 2	Grammatical error (delete extra phrase "cómo la rima"). Text: Comenta cómo la rima, personificación e imágenes sensoriales...	[Changed to:] Comenta las palabras que riman y cómo la personificación e imágenes sensoriales...
Publisher	Editorial Change	9780079009357	Student	196A	Header/title	Incorrect header said "Grammar" in English	[Changed to:] "Gramática"
Publisher	Editorial Change	9780079017093	Student	67 Unit 3	Question under "recursos"	Spelling error ("necesitan" should be "necesita".)Text: ¿Qué recursos necesitan la gente?	[Changed to:] ¿Qué recursos necesita la gente?
Publisher	Editorial Change	9780079017093	Student	69 Unit 3	Fist bullet under "Líneas cronológicas y leyendas"	Reference error. ("historia" should be "ciencias") Text: puede explicar un tópico de estudios sociales o de historia.	[Changed to:] [bullet] puede explicar un tópico de estudios sociales o de ciencias.
Publisher	Editorial Change	9780079017109	Student	74 Unit 5	Coméntalo, sentence 2	Reference error. ("África" should be "Namibia") Text: Conversa con un compañero acerca de cómo era la vida en Tsumkwe, África.	[Changed to:] Conversa con un compañero acerca de cómo era la vida en Tsumkwe, Namibia.
Publisher	Editorial Change	9780079019660	Student	81 Unit 1	"Tu turno" sentence 1	Direction refers to "la página 51," but it should refer to paragraphs 1 and 2 on the page. Text: Túrnate con un compañero para leer en voz alta la página 51...	[Changed to:] Túrnate con un compañero para leer en voz alta el primero y el segundo párrafo de "Demasiados visitantes" de la página 51...
Publisher	Editorial Change	9780079010193	Teacher	T141 Unit 1	Second Paragraph, Digital Tools box	Digital Tools references were updated. Text: Los estudiantes pueden completar la actividad interactiva Cómo crear un mapa de historia.	[Changed to:] Los estudiantes pueden completar la actividad interactiva Cómo crear un mapa del cuento.
Publisher	Editorial Change	9780076859023	Teacher	T162 Unit 6	Top, reduced student page	Reduced student page 152 was corrected and is being replaced.	[Updated reduced student page 152.]
Publisher	Editorial Change	9780076859023	Teacher	T162 Unit 6	Main col., Coméntalo, line 7.	Change text to go with replacement photo on reduced student page. Text: ..."Fotografía de Craig ayudando a Jason"	[Changed to:] ..."Fotografía de Chloe haciendo trabajo voluntario en el banco de alimentos"
Publisher	Editorial Change	9780076859023	Teacher	T162 Unit 6	English column., Talk About It, lines 7-8.	Change text to go with replacement photo on reduced student page. Text: ..."Fotografía de Craig ayudando a Jason"	[Changed to:] ..."Fotografía de Chloe haciendo trabajo voluntario en el banco de alimentos"...
Publisher	Editorial Change	9780076859016	Teacher	T206 Unit 4	Vistazo preliminar a la estructura del texto, line 2	Incomplete text. (missing "a") Text: ...tipos de textos e incluso otros tipos de poemas...	[changed to:] ...tipos de textos e incluso a otros tipos de poemas...
Publisher	Editorial Change	9780076859016	Teacher	T209 Unit 4	Pensar en voz alta, Line 3	Explanation unclear. Text: ...que riman suelen aparecer al...	[changed to:] ...que riman aparecen al...
Publisher	Editorial Change	9780076859016	Teacher	T225 Unit 4	Diferenciar Box, Nivel inicial	Spelling error. ("pág." should be: "págs.") Text: Volver a enseñar, pág. T252, T256	[Changed to:] Volver a enseñar, págs. T252, T256
Publisher	Editorial Change	9780076859016	Teacher	T246 Unit 4	Top, reduced student page	Reduced student page 178 was corrected and is being replaced.	[Updated reduced student page 178.]
Publisher	Editorial Change	9780076859016	Teacher	T246 Unit 4	Main Col., Coméntalo, last half of third sentence (line 6)	Replacement student page image caused edits. Text: ...la fotografía de la artista y sus nietos en el museo y el título de la tarea de <i>blast</i> "Una poeta inspirada".	[Changed to:] ...la fotografía del abuelo y su nieto en el jardín comunitario y el título de la tarea de <i>blast</i> "Una poeta inspirada".

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Publisher	Editorial Change	9780076859016	Teacher	T246 Unit 4	English column., Talk About It, last half of third sentence (lines 7-8)	Replacement student page image caused edits. Text: ...the photograph of the artist and her grandchildren at the museum, and “Una poeta inspirada” Blast.	[Changed to:] ...the photograph of the grandfather and his grandson in a community garden, and “Una poeta inspirada” Blast.
Publisher	Editorial Change	9780079010193	Teacher	T247 Unit 1	Día 4, Corrección de errores head	Style error. Corrección de errores head should be black/bold, smaller font, not blue with bigger font.	[Run-in subhead style changed to black bold, smaller font]
Publisher	Editorial Change	9780079010193	Teacher	T251 Unit 1	Top, reduced student page	Reduced student page 81 was updated and is being replaced.	[Updated reduced student page 81.]
Publisher	Editorial Change	9780079010193	Teacher	T251 Unit 1	Top, reduced student page	Digital Tools references updated. Text: Asigne “5 preguntas para George McDonald”. Pida a los estudiantes que se graben leyendo en voz alta y se escuchen a sí mismos. Grabadora de audios	[Changed to:] Pida a los estudiantes que lean en voz alta “5 preguntas para George McDonald” mientras graban. Pida que escuchen lo que han grabado. Grabadora
Publisher	Editorial Change	9780079010193	Teacher	T266 Unit 1	Repasar palabras de vocabulario box, Under Juntos	Incorrect punctuation. First Bullet should be run-in text at the end of previous paragraph. Text: ...ayúdelos a responder y a justificar sus respuestas. •Para resolver un misterio...	[Changed to:] ...ayúdelos a responder y a justificar sus respuestas. Para resolver un misterio...
Publisher	Editorial Change	9780076859016	Teacher	T302 Unit 4	Elección del maestro box, first bullet	Spelling error (“Pída” should be “Pida”) Text: Pída que actúen...	[Changed to:] Pida que actúen...
Publisher	Editorial Change	9780079010209	Teacher	T32 Unit 3	Under Sufijos section. Explicación paragraph, Line 3	Unclear explanation. Text: El sufijo –oso, -osa significa “lleno de”.	[Changed to:] El sufijo –oso, -osa significa “abundante de”.
Publisher	Editorial Change	9780079010209	Teacher	T32 Unit 3	Under Sufijos section. Demostración paragraph, Line 4	Unclear explanation. Text: El sufijo –osa significa “llena de”, así que sé que rocosa significa “llena de rocas”.	[Changed to:] El sufijo –osa significa “abundante de”, así que sé que rocosa significa “que tiene abundancia de rocas”.
Publisher	Editorial Change	9780079010209	Teacher	T32 Unit 3	English column, under 2 Model, lines 5-6	Unclear explanation. Text: know that rocks are hard. The suffix -osa means “full of,” so I know that rocosa means “full of rocks.”	[Changed to:] I know that rocks are hard. The suffix -osa means “having a lot of,” so I know that rocosa means “having a lot of rocks.”
Publisher	Editorial Change	9780079010209	Teacher	T32 Unit 3	Recursos digitales box	Reduced visual vocabulary card was updated and is being replaced.	[Updated visual vocabulary card.]
Publisher	Editorial Change	9780076859023	Teacher	T43 Unit 6	Fluidez, Time logo	Delete text from logo	[Updated logo with the “opción” word deleted.]
Publisher	Editorial Change	9780076859023	Teacher	T45J Unit 6	Revisar el propósito Head	Style error. Revisar el propósito head should be black/bold, not red.	[head style changed to black bold]
Publisher	Editorial Change	9780076859009	Teacher	T47L Unit 2	Right col., “10 Hacer inferencias” anno	Answer is incomplete (insert text: “carteles más una calcomanía para el carro”). Text: (La ilustración muestra cuatro carteles para Brown y tres para Smith).	[Changed to:] (La ilustración muestra cuatro carteles para Brown y tres carteles más una calcomanía para el carro para Smith).
Publisher	Editorial Change	9780076859009	Teacher	T47L Unit 2	English column., “10 Make inferences” anno	Answer is incomplete (insert text: “plus a bumper sticker”). Text: (The illustration shows four signs for Brown and three signs for Smith.)	[Changed to:] (The illustration shows four signs for Brown and three signs plus a bumper sticker for Smith.)
Publisher	Editorial Change	9780076859009	Teacher	T47L Unit 2	Bottom, Spotlight on Language run-in subhead	Reference unclear. Text: Page 110, Speech Bubbles, Paragraph 4	[Changed to:] Page 110, Paragraph 4 and Illustrations
Publisher	Editorial Change	9780079010193	Teacher	T47M Unit 1	Text inside Top Blue banner	Text is incomplete (Missing Text: “e ilustrador”) Text: Conozcamos al autor	[Changed to:] Conozcamos al autor e ilustrador
Publisher	Editorial Change	9780079010223	Teacher	T52 Unit 5	Under Analizar un texto modelo, lines 1-2	Explanation unclear. Text: ...ayudará a los estudiantes a aprender a escribir su propio ensayo biográfico.	[Changed to:] ...ayudará a los estudiantes a desarrollar un estilo y tono auténticos para el propósito mientras escriben su propio ensayo biográfico.
Publisher	Editorial Change	9780079010223	Teacher	T53 Unit 5	Under Analyze an Expert Model, line 2	Explanation unclear. Text: ...help students learn how to write their own biographical essay.	[Changed to:] ...help students develop a style and tone authentic to the purpose as they write their own biographical essay.
Publisher	Editorial Change	9780076859023	Teacher	T53 Unit 6	GramatiNotas box lines 1-2	Explanation unclear. Text: Comente el uso de conectores en un texto expositivo.	[Changed to:] Comente el uso de conectores o palabras o frases de transición.
Publisher	Editorial Change	9780079010209	Teacher	T54 Unit 3	English column; Anchor Chart, Third bullet	Spelling error (“a” should be “as”). Text: It has text features, such a headings, key words, and charts.	[Changed to:] It has text features, such as headings, key words, and charts.
Publisher	Editorial Change	9780079010193	Teacher	T56 Unit 1	Digital Tools box	Digital Tools references updated. Text: Los estudiantes pueden ver Cómo crear un mapa de historia (actividad interactiva) o El propósito de la escritura narrativa (presentación).	[Changed to:] Los estudiantes pueden ver Cómo crear un mapa del cuento (actividad interactiva) o Propósito y público (Texto narrativo) (Diapositivas) (presentación).

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Publisher	Editorial Change	9780079010193	Teacher	T58 Unit 1	Digital Tools box	Digital Tools references updated. Text: Los estudiantes pueden ver Cómo crear un mapa de historia (actividad interactiva) o El propósito de la escritura narrativa (presentación).	[Changed to:] Los estudiantes pueden ver Cómo crear un mapa del cuento (actividad interactiva) o Propósito y público (Texto narrativo) (Diapositivas) (presentación).
Publisher	Editorial Change	9780079010209	Teacher	T72 Unit 3	Last sentence, Under Coméntalo paragraph	Reference unclear. Text: Pida que usen la tabla para tomar notas.	[Changed to:] Pida a los estudiantes que copien la tabla de la pizarra y la usen para tomar notas.
Publisher	Editorial Change	9780079010209	Teacher	T72 Unit 3	English Column, Last sentence, Under Talk About It paragraph	Reference unclear. Text: Have groups use the chart to take notes.	[Changed to:] Have groups copy the chart from the board and use it to take notes.
Publisher	Editorial Change	9780079010223	Teacher	T86 Unit 5	English Column, Under "I Do". Line 6.	Grammatical error. (missing "to"). Text: "Hiram Revels: el primer senador afroamericano" model.	[Changed to:] "Hiram Revels: el primer senador afroamericano" to model.
Publisher	Editorial Change	9780076859009	Teacher	T89 Unit 2	Bottom box, Leer con propósito, line 1	Incorrect direction. Text: Anímelos a leer varios textos para que aprendan sobre otros temas.	[Changed to:] Pida a los estudiantes que lean varios textos para que aprendan sobre otros temas.
English Language Arts and Reading, Grade 4 <i>Texas Maravillas Grade 4, print program (ISBN 9780076876327) and Texas Maravillas Grade 4, digital program (ISBN 9780076876426)</i>							
Publisher	Editorial Change	9780079009371	Student	8	Activity B instruction	The instruction is not well laid out	Text has been distributed evenly in both lines
Publisher	Editorial Change	9780079009371	Student	15	Instruction Box, bullet 2	Incorrect instruction. Text was: La letra mayúscula se usa en los nombres de instituciones y de establecimientos públicos y privados...	[Changed to:] La letra mayúscula se usa en los nombres de instituciones, monumentos y establecimientos públicos y privados...
Publisher	Editorial Change	9780079009371	Student	28	Activity instruction	Incorrect instruction: "Vuelve a escribir los párrafos..."	[Changed to:] "Vuelve a escribir los textos..."
Publisher	Editorial Change	9780079009371	Student	60	Header	Header is incomplete: Vocabulario	[Changed to:] Estrategia de vocabulario
Publisher	Editorial Change	9780079009371	Student	109	Activity instruction	Rewording for clarity. Text was: Escribe en los espacios dados si son de lugar, tiempo o modo. Vuelve a escribir las oraciones cambiando los complementos que encerraste por otros...	[Changed to:] Escribe si son de lugar, tiempo o modo. Vuelve a escribir las oraciones reemplazando los complementos que encerraste por otros similares.
Publisher	Editorial Change	9780079009371	Student	128	Activity B instruction	Incorrect text: Completa las oraciones con las palabras de la lista.	[Changed to:] Completa las oraciones con las palabras de la caja
Publisher	Editorial Change	9780079009371	Student	132	Activity instruction	Instruction was not very clear. Text was: Escribe una palabra de vocabulario de la caja para completar cada copla rimada.	[Changed to:] Completa las coplas rimadas con palabras de vocabulario de la caja.
Publisher	Editorial Change	9780079009371	Student	155	Activity instruction	Rewording for clarity: Amplía tu vocabulario...para crear deiferentes variaciones.	[Changed to:] Amplía tu vocabulario...para formar variaciones.
Publisher	Editorial Change	9780079009371	Student	155	Instruction box text	Incorrect syntax in text: Recuerda que una familia de palabras...Examina la siguiente familia de palabras con base en su raíz y piensa en sus significados.	[Changed to:] Recuerda que una familia de palabras...Examina la siguiente familia de palabras con base en su raíz y piensa en su significado.
Publisher	Editorial Change	9780079009371	Student	215	Top of page activity instruction	Rewording for clarity. Text was: Amplía tu vocabulario poniendo o ... variaciones de esta.	[Changed to:] Amplía tu vocabulario añadiendo o ... variaciones de esta.
Publisher	Editorial Change	9780079009371	Student	215	Second activity instruction	Rewording for accuracy.Text was Elige una palabra de ...para crear tantas palabras como puedas. Utiliza un diccionario.	[Changed to:] Elige una palabra de ...para formar tantas palabras como puedas. Utiliza un diccionario.
Publisher	Editorial Change	9780079009371	Student	231	Activity item 2	Incorrect line break	Sentence fits in one line instead of 2.
Publisher	Editorial Change	9780079009371	Student	231	Activity instruction	Rewording for clarity. Text was: Vuelve a escribir las oraciones en los espacios dados. Corrige la puntuación.	[Changed to:] Vuelve a escribir las oraciones.
Publisher	Editorial Change	9780079007551	Student	124 U2	Head	Incorrect heading. Text being changed: Planificar: estructura del texto de comparar y contrastar	[Changed to:] Planificar: estructura del texto
Publisher	Editorial Change	9780079007551	Student	124 U2	Recursos digitales, last sentence	Update reference. Text being changed: "Solo los hechos: Cómo tomar notas".	[Changed to:] "Tomar notas: fuente escrita".
Publisher	Editorial Change	9780079008374	Student	124 U6	Recursos digitales box, last line	Update reference. Text being changed: la presentación "Narrativa de no ficción"	[Changed to:] el tutorial "Propósito y público: texto informativo"
Publisher	Editorial Change	9780079008374	Student	138 U6	De lectores a escritores box	Added text for clarity. Text being changed: Para entender los detalles	[Changed to:] Para entender y evaluar los detalles
Publisher	Editorial Change	9780079007551	Student	142 U2	Enlace gramatical box, second paragraph	Grammatical error. Text being changed: se enteró que	[Changed to:] se enteró de que
Publisher	Editorial Change	9780079008374	Student	151 U6	Map	Replace older version of map. Text being changed:	[Changed to:] [Replaced with revised map of relocation of Native American Tribes]

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Publisher	Editorial Change	9780079007582	Student	182 U4	Enlace gramatical box, second line	Grammatical error. Text being changed: coinciden	[Changed to:] coincidan
Publisher	Editorial Change	9780079007551	Student	186 U2	Question 1, Answer choice C	Grammatical error. Text being changed: La mañana y la tarde son el mejor momento	[Changed to:] La mañana y la tarde son los mejores momentos
Publisher	Editorial Change	9780079008374	Student	26 U5	Recursos digitales box, second line	Update reference. Text being changed: video "Solo los hechos: Cómo tomar notas".	[Changed to:] tutorial "Toma notas: fuente escrita".
Publisher	Editorial Change	9780079007551	Student	38 U1	Tu lista de palabras box	Incorrect reference. Text being changed: primer	[Changed to:] tercer
Publisher	Editorial Change	9780079008374	Student	52 U5	First question	Reword for clarity. Text being changed: ¿Qué puedes inferir sobre la personalidad de Mariel?	[Changed to:] ¿Cómo da a conocer el autor la personalidad de Mariel?
Publisher	Editorial Change	9780079007551	Student	53 U1	Colabora section, Tu turno	Incorrect reference. Text being replaced: 43	[Changed to:] 51
Publisher	Editorial Change	9780079007551	Student	53 U1	Colabora section, first bullet	Incorrect reference. Text being changed: Julia Kordon	[Changed to:] Lauren Potter
Publisher	Editorial Change	9780079007551	Student	63 U1	Sufijos, Buscar evidencias, third line	Reword. Text being changed: raíz	[Changed to:] base
Publisher	Editorial Change	9780079007551	Student	7 U1	Example sentence for "impredecible"	Revise text to correct wrong concept. Text being changed: El clima impredecible pasó de repente de sol a lluvia.	[Changed to:] El tiempo impredecible pasó de repente de soleado a lluvioso.
Publisher	Editorial Change	9780079007551	Student	80 U1	Recursos digitales, last line	Update reference. Text being changed: la presentación de diapositivas	[Changed to:] el video
Publisher	Editorial Change	9780079007582	Student	80 U3	Recursos digitales box, last line	Update reference. Text being changed: diapositivas	[Changed to:] tutorial
Publisher	Editorial Change	9780079007551	Student	84 U2	Enlace gramatical box, added at the end	Insert additional instruction	[Changed to:] En un diccionario podrás comprobar si has escrito correctamente una palabra a la que le has agregado un sufijo o un prefijo.
Publisher	Editorial Change	9780076859030	Teacher	T112 U2	Social Emotional Learning, last sentence	Reworded for clarity. Text: Ask: ¿De qué manera centrarse en el comienzo de un diálogo puede ayudar a entenderlo de una mejor manera?	[Changed to:] ¿De qué manera centrarse en el comienzo de un diálogo puede ayudar a entender mejor el resto de la escena?
Publisher	Editorial Change	9780079010247	Teacher	T119 U1	Top of page, reduced student page	Reduced student page 38 replaced with updated page	[Changed to:] [Replaced with updated student page 38]
Publisher	Editorial Change	9780076859054	Teacher	T121 U6	Top of page, reduced student page	Reduced student page 138 replaced with updated page	[Changed to:] [Replaced with updated student page 138]
Publisher	Editorial Change	9780076859030	Teacher	T129 U2	Top of page, reduced student page	Reduced student page 142 replaced with updated page	[Changed to:] [Replaced with updated student page 142]
Publisher	Editorial Change	9780079010247	Teacher	T137 U1	Top of page, reduced student page	Reduced student page 53 replaced with updated page	[Changed to:] [Replaced with updated student page 53]
Publisher	Editorial Change	9780079010247	Teacher	T137 U1	Apoyo box, first paragraph, second line	Grammatical error. Text being changed: what it means to verificar	[Changed to:] what it means verificar
Publisher	Editorial Change	9780079010247	Teacher	T137 U1	Apoyo box, first paragraph, fourth line	Incorrect reference. Text being changed: Julia Kordon	[Changed to:] Lauren Potter
Publisher	Editorial Change	9780079010247	Teacher	T137 U1	Apoyo box, second paragraph	Grammatical error. Text being changed: do Toma y dame activity	[Changed to:] do the Toma y dame activity,
Publisher	Editorial Change	9780076859054	Teacher	T137 U6	Top of page, reduced student page	Reduced student page 151 replaced with updated page	[Changed to:] [Replaced with updated student page 151]
Publisher	Editorial Change	9780079010278	Teacher	T152 U5	Ortografía diferenciada, after A nivel words	Incorrect reference. Text being changed: Reto	[Changed to:] Dificiles
Publisher	Editorial Change	9780079010247	Teacher	T205 U1	Top of page, reduced student page	Reduced student page 63 replaced with updated page	[Changed to:] [Replaced with updated student page 63]
Publisher	Editorial Change	9780076859047	Teacher	T226 U4	Recursos digitales box	Incorrect reference. Text being changed: Los estudiantes pueden ver el video interactivo Escribe paratu público.	[Changed to:] [Logo and text Deleted]
Publisher	Editorial Change	9780079010247	Teacher	T229 U1	Top of page, reduced student page	Reduced student page 80 replaced with updated page	[Changed to:] [Replaced with updated student page 80]
Publisher	Editorial Change	9780079010254	Teacher	T229 U3	Top of page, reduced student page	Reduced student page 80 replaced with updated page	[Changed to:] [Replaced with updated student page 80]

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780079010254	Teacher	T234 U3	Ortografía diferenciada, after A nivel words	Incorrect reference. Text being changed: Reto	[Changed to:] Dificiles
Publisher	Editorial Change	9780076859047	Teacher	T236 U4	Día 2, second blue head	Spelling error. Text being changed: Sinonimos	[Changed to:] Sinónimos
Publisher	Editorial Change	9780079010247	Teacher	T269 U1	Apoyo box, first paragraph, line 8	Reword to focus on just the first paragraph. Text being changed: As needed, have students read the first and last paragraphs.	[Changed to:] As needed, have students read the first paragraph.
Publisher	Editorial Change	9780079010247	Teacher	T269 U1	Bottom left, Estudio independiente, Investigar en internet	Missing paragraph. Text being added at the end after ...un sitio web.	[Added:] Diga a los estudiantes que es importante que busquen sitios web confiables... a los estudiantes a reconocer sitios web que tengan información dudosa o arbitraria.
Publisher	Editorial Change	9780076859030	Teacher	T273 U2	Top of page, reduced student page	Reduced student page 186 replaced with updated page	[Changed to:] [Replaced with updated student page 186]
Publisher	Editorial Change	9780079010247	Teacher	T279 U1	Enfoque en el lenguaje box, last sentence	Grammatical error. Text being changed: information that are	[Changed to:] information that is
Publisher	Editorial Change	9780079010278	Teacher	T30 U5	Second head	Incorrect header. Text being changed: Claves de contexto: antónimos	[Changed to:] Antónimos
Publisher	Editorial Change	9780079010247	Teacher	T31 U1	Top of page, reduced student page	Reduced student page 7 replaced with updated page	[Changed to:] [Replaced with updated student page 7]
Publisher	Editorial Change	9780079010254	Teacher	T41 U3	Apoyo box, first paragraph, second line	Spelling error. Text being changed: Se que	[Changed to:] Sé que
Publisher	Editorial Change	9780079010247	Teacher	T44 U1	Top of page, Explicación, third and fourth lines	Missing word. Text being changed: claves para	[Changed to:] claves principales para
Publisher	Editorial Change	9780079010247	Teacher	T45 U1	Recursos digitales box	Update reference. Text being changed: el video interactivo Hojear y analizar y el video	[Changed to:] el tutorial animado Hojear y analizar y el tutorial
Publisher	Editorial Change	9780079010254	Teacher	T45N U3	Top of page, Resumir, third line	Rewording for clarity. Text being changed: los detalles de detalles y punto de vista	[Changed to:] los detalles de su tabla de punto de vista
Publisher	Editorial Change	9780079010254	Teacher	T47 U3	Apoyo box, second paragraph, third line	Spelling error. Text being changed: thelighthouse	[Changed to:] the lighthouse
Publisher	Editorial Change	9780079010254	Teacher	T53 U3	Classroom Culture box	Spelling error. Text being changed: thorough	[Changed to:] through
Publisher	Editorial Change	9780076859030	Teacher	T56 U2	Header	Incorrect Heading. Text being changed: Planificar: estructura del texto de comparar y contrastar	[Changed to:] Planificar: estructura del texto
Publisher	Editorial Change	9780076859030	Teacher	T56 U2	Blue subhead	Incorrect heading. Text being changed: ¿En qué se parecen y diferencian las adaptaciones de los animales?	[Changed to:] Comparar y contrastar
Publisher	Editorial Change	9780076859030	Teacher	T56 U2	English column, subhead	Incorrect Heading. Text: Plan: Compare-and-Contrast Text Structure	[Changed to:] Plan: Text Structure
Publisher	Editorial Change	9780076859030	Teacher	T56 U2	Blue subhead	Incorrect heading. Text: How are animal adaptations alike and different?	[Changed to:] Compare and Contrast
Publisher	Editorial Change	9780076859030	Teacher	T57 U2	Top of page, reduced student page	Reduced student page 124 replaced with updated page	[Changed to:] [Replaced with updated student page 124]
Publisher	Editorial Change	9780079010278	Teacher	T57 U5	Top of page, reduced student page	Reduced student page 26 replaced with updated page	[Changed to:] [Replaced with updated student page 26]
Publisher	Editorial Change	9780079010278	Teacher	T57 U5	Ortografía diferenciada, after A nivel words	Incorrect reference. Text being changed: Reto	[Changed to:] Dificiles
Publisher	Editorial Change	9780076859054	Teacher	T57 U6	Top of page, reduced student page	Reduced student page 124 replaced with updated page	[Changed to:] [Replaced with updated student page 124]
Publisher	Editorial Change	9780076859047	Teacher	T59 U4	Apoyo box, second paragraph, first line	Grammatical error. Text being changed: details with partners	[Changed to:] details with each other
Publisher	Editorial Change	9780079010254	Teacher	T64 U3	Ortografía diferenciada, after A nivel words	Incorrect reference. Text being changed: Reto	[Changed to:] Dificiles
Publisher	Editorial Change	9780079010254	Teacher	T64 U3	Día 2 logo	Missing logo. Text added	[Added:] OPCIÓN
Publisher	Editorial Change	9780076859047	Teacher	T66 U4	Ortografía diferenciada, A nivel, first column	Spelling error. Text being changed: comi	[Changed to:] comí

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Publisher	Editorial Change	9780079010278	Teacher	T66 U5	Ortografía diferenciada, A nivel, second column	Misspelled word. Text being changed: espantapájaros	[Changed to:] [move espantapájaros from first to second column, right after cochecama]
Publisher	Editorial Change	9780079010278	Teacher	T66 U5	Ortografía diferenciada, after A nivel words	Incorrect reference. Text being changed: Reto	[Changed to:] Dificiles
Publisher	Editorial Change	9780076859054	Teacher	T66 U6	Ortografía diferenciada, A nivel, first column words	Incorrect reference. Text being changed: propulsión	[Changed to:] [deleted]
Publisher	Editorial Change	9780076859054	Teacher	T66 U6	Ortografía diferenciada, A nivel, third column words	Update reference. Text being added: supresión	[Changed to:] [added] supresión
English Language Arts and Reading, Grade 5 <i>Texas Maravillas Grade 5, print program (ISBN 9780076876358) and Texas Maravillas Grade 5, digital program (ISBN 9780076876372)</i>							
Publisher	Editorial Change	9780079009388	Student	11	Activity instruction on top	Rewording for clarity: Amplía tu vocabulario poniendo... raíz de la palabra para formar variaciones.	[Changed to:] Amplía tu vocabulario añadiendo... raíz de la palabra para formar variaciones.
Publisher	Editorial Change	9780079009388	Student	20	Activity A, item 2	Incorrect word "imprevisto"	[Changed to:] "impedimento"
Publisher	Editorial Change	9780079009388	Student	20	Activity B, item 17	Word replaced for accuracy: Mis abuelos quieren volver a recorrer el país en__	[Changed to:] Mis abuelos quieren volver a recorrer la ciudad en __
Publisher	Editorial Change	9780079009388	Student	48	Header	Header was incomplete: Vocabulario	[Changed to:] Estrategia de vocabulario
Publisher	Editorial Change	9780079009388	Student	85	Activity instruction text	Rewording for clarity. Text was: Subraya los complementos directos y escríbelos en los espacios dados.	[Changed to:] Subraya y escribe los complementos directos.
Publisher	Editorial Change	9780079009388	Student	91	Activity instruction text	Rewording for clarity: Clasifica las palabras según su escritura con ge, gi y j.	[Changed to:] Clasifica las palabras según se escriban con ge, gi o j.
Publisher	Editorial Change	9780079009388	Student	100	Instruction box, bullet 3	Updated with correct punctuation. Example was: Me miró detenidamente, yo no sabía qué pensar...	[Changed to:] Me miró detenidamente. Yo no sabía qué pensar...
Publisher	Editorial Change	9780079009388	Student	110	Instruction box, bullet 2	Rewording for clarity: La mayoría de los complementos circunstanciales de modo llevan la terminación –mente	[Changed to:] La mayoría de los complementos circunstanciales de modo terminan en –mente
Publisher	Editorial Change	9780079009388	Student	128	Activity item 20	Rewording for clarity: estuvo muy congestionada	[Changed to:] se congestionó.
Publisher	Editorial Change	9780079009388	Student	131	Activity instruction text	Rewording for clarity: Amplía tu vocabulario poniendo o quitando flexiones...para crear variaciones de esta.	[Changed to:] Amplía tu vocabulario añadiendo o quitando flexiones...para formar variaciones.
Publisher	Editorial Change	9780079009388	Student	132	Activity item 4	Word "ambisioso" is spelled Incorrect	[Changed to:] ambisioso
Publisher	Editorial Change	9780079009388	Student	164	Activity item 18	word "carro" is too regional	[Changed to:] auto
Publisher	Editorial Change	9780079009388	Student	174	Instruction text	Incorrect layout of text	Text to be re-distributed correctly
Publisher	Editorial Change	9780079009388	Student	174	Spelling word 25	Spelling error: aueetobús	[Changed to:] autobús
Publisher	Editorial Change	9780079009388	Student	215	Activity instruction text	Word "poniendo" is not accurate. Text was: Amplía tu vocabulario poniendo ...	[Changed to:] Amplía tu vocabulario añadiendo ...
Publisher	editorial change	9780079007568	Student	114 U2	Question on top	reworded for clarity; Text being replaced: ¿Cómo te ayuda la autora a comprender, por medio de una anécdota, el cambio de opinión de Benjamin Franklin?	[Changed to:] ¿De qué se vale la autora para hacer comprender que Benjamin Franklin cambió de opinión?
Publisher	editorial change	9780079007568	Student	120 U2	"Acuérdate" box, first line	spelling error; Text being replaced: Fijate	[Changed to:] Fijate
Publisher	editorial change	9780079007568	Student	120 U2	"Acuérdate" box, fifth line	missing punctuation; Text being replaced: problemas	[Changed to:] problemas.
Publisher	editorial change	9780079008398	Student	125 U6	"Recursos digitales" box	reference updated; Text being replaced: Mira el video	[Changed to:] Mira el tutorial
Publisher	editorial change	9780079008398	Student	125 U6	First paragraph, third line	spelling error; Text being replaced: desenlacen	[Changed to:] desenlace

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Publisher	editorial change	9780079007568	Student	129 U2	column with number 3, first line	spelling error; Text being replaced: Infroma	[Changed to:] Informa
Publisher	editorial change	9780079008381	Student	137 U4	second paragraph in box, first line	page reference is incorrect; Text being replaced: 133	[Changed to:] 135
Publisher	editorial change	9780079007568	Student	142 U2	"Enlace gramatical box" title	incorrect skill cited; Text being replaced: Enlace gramatical	[Changed to:] De lectores a escritores
Publisher	editorial change	9780079007568	Student	143 U2	Second part, first bullet	spelling error; Text being replaced: infromación	[Changed to:] información
Publisher	editorial change	9780079008381	Student	157 U4	last paragraph, last line	incorrect skill cited; Text being replaced: del poeta	[Changed to:] de la voz poética
Publisher	editorial change	9780079008381	Student	175 U4	"Acuérdate" box, sixth and seventh line	reworded for clarity; Text being replaced: con más	[Changed to:] a mayor
Publisher	editorial change	9780079007568	Student	179 U2	title of page	incorrect heading; Text being replaced: Borrador	[Changed to:] Hacer un borrador
Publisher	editorial change	9780079008398	Student	180 U6	first written sentence	reworded for clarity; Text being replaced: Me sentí tan feliz cuando miré a mis amigos.	[Changed to:] Tuve mucha alegría por el poder de la amistad.
Publisher	editorial change	9780079007568	Student	193 U2	title of page	reference updated; Text being replaced: LEER EN LINEA	[Changed to:] EL CAMINO HACIA LA RUINA
Publisher	editorial change	9780079008382	Student	193 U4	reduced picture on top at right	incorrect picture	[Changed to:] pick up picture from Droghtbusters, unit 4, page 193 of Wonders
Publisher	editorial change	9780079008383	Student	193 U4	text about reduced picture on top at right	incorrect text	[Changged to:] Luchadores contra la sequía El mundo se hace cada vez más sediento. ¿Cómo podemos impedir que se seque?
Publisher	editorial change	9780079007568	Student	23 U1	First paragraph, last line	spelling error; Text being replaced: escribe tur respuestas.	[Changed to:] escribe tus respuestas.
Publisher	editorial change	9780079008381	Student	34 U3	"Toma notas" section, fourth line	spelling error; Text being replaced: predección	[Changed to:] predicción
Publisher	editorial change	9780079008398	Student	35 U5	Middle column, second line	wrong font or style; Text being changed: Confiaba [bold, highlighted]	[Changed to:] Confiaba [no bold nor highlight]
Publisher	editorial change	9780079008398	Student	35 U5	Left column, last line	wrong font or style; Text being changed: comercio	[Changed to:] comercio [set bold and highlighted]
Publisher	editorial change	9780079007568	Student	53 U1	Tu turno line	typo; Text being replaced: página 49	[Changed to:] página 50
Publisher	editorial change	9780079008381	Student	55 U3	"Tecnotas" section, ninth line	delete inaccurate word; Text being replaced: estén	[Changed to:] [eliminate word "estén"]
Publisher	editorial change	9780079007568	Student	80 U1	Recursos digitales box	clarified reference updated; Text being replaced: mira la presentación de diapositivas	[Changed to:] mira el video
Publisher	editorial change	9780079008398	Student	80 U5	"Recursos digitales" box	reference updated; Text being replaced: Mira el video	[Changed to:] Mira el tutorial
Publisher	editorial change	9780079007568	Student	86 U1	left column, "Conectar con el contenido" section	reference updated; Text being replaced: Leer en línea	[Changed to:] Cópialo de la naturaleza
Publisher	editorial change	9780079008381	Student	86 U3	left column, "Conectar con el contenido" section	incorrect title cited; Text being replaced: Comparar y contrastar	[Changed to:] Partes del cuerpo del delfín
Publisher	editorial change	9780079008398	Student	88 U5	Exercise 4, first line	spelling error; Text being replaced: importante	[Changed to:] importante
Publisher	editorial change	9780079008381	Student	9 U3	"El diálogo" section, second line	grammatical error; Text being replaced: un guion	[Changed to:] una raya
Publisher	editorial change	9780079007568	Student	94 U1	second bullet	spelling error; Text being replaced: Pídele	[Changed to:] Pídele
Publisher	editorial change	9780076859078	Teacher	S&S1 U4	Research and Inquiry column, first row, Blast	reworded for clarity; Text being replaced: Protegiendo	[Changed to:] Protejamos
Publisher	editorial change	9780076859078	Teacher	S&S3 U4	Research and Inquiry column, first row, Blast	reworded for clarity; Text being replaced: Llegemos	[Changed to:] Llegar

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Publisher	editorial change	9780076859078	Teacher	S&S3 U4	Research and Inquiry column, third row, Blast	reworded for clarity; Text being replaced: Realizando un sueño	[Changed to:] Alcanzar un objetivo
Publisher	editorial change	9780076859078	Teacher	S&S5 U4	Research and Inquiry column, first row, Blast	reworded for clarity; Text being replaced: Echemos una mano	[Changed to:] Un día especial
Publisher	editorial change	9780076859078	Teacher	S&S5 U4	Research and Inquiry column, third row, Blast	reworded for clarity; Text being replaced: Restos del pasado	[Changed to:] Vestigios del pasado
Publisher	editorial change	9780076859078	Teacher	S&S9 U4	Research and Inquiry column, first row, Blast	incorrect title; Text being replaced: ¿Qué edad tiene tu agua?	[Changed to:] Un mundo mejor con satélites
Publisher	editorial change	9780076859078	Teacher	S&S9 U4	Research and Inquiry column, second row, Blast	reworded for clarity; Text being replaced: compartidas por medio de	[Changed to:] vividas con
Publisher	editorial change	9780076859078	Teacher	T111 U4	caption under photo	typo; Text being replaced: zMi libro	[Changed to:] Mi libro
Publisher	editorial change	9780079010308	Teacher	T114 U3	top, reduced student page	reduced student page 34 was updated and replaced	[Updated reduced student page 34.]
Publisher	editorial change	9780079010605	Teacher	T115 U5	top, reduced student page	reduced student page 35 was updated and replaced	[Updated reduced student page 35.]
Publisher	editorial change	9780076859092	Teacher	T115 U6	"Enfoque en el lenguaje" section, second annotation	missing punctuation; Text being replaced: No porque	[Changed to:] No, porque
Publisher	editorial change	9780079010605	Teacher	T117 U5	top, reduced student page	reduced student page 37 was updated and replaced	[Updated reduced student page 37.]
Publisher	editorial change	9780076859078	Teacher	T119 U4	top, reduced student page	reduced student page 34 was updated and replaced	[Updated reduced student page 137.]
Publisher	editorial change	9780079010605	Teacher	T119 U5	top, reduced student pages	reduced student pages 38-39 were updated and replaced	[Updated reduced student pages 38-39.]
Publisher	editorial change	9780076859092	Teacher	T121 U6	"Apoyo" section, first part, sixth line	spelling error; Text being replaced: Expiquen	[Changed to:] Expliquen
Publisher	editorial change	9780076859092	Teacher	T121 U6	"Apoyo" section, second part, fifth line	missing accent; Text being replaced: ¿Como	[Changed to:] ¿Cómo
Publisher	editorial change	9780079010605	Teacher	T123 U5	top, reduced student page	reduced student page 41 was updated and replaced	[Updated reduced student page 41.]
Publisher	editorial change	9780076859092	Teacher	T125 U6	"Apoyo" section, first part, first annotation	spelling error; Text being replaced: animals	[Changed to:] animales
Publisher	editorial change	9780076859093	Teacher	T125 U6	"Diferenciar" box, nivel inicial	incorrect abbreviation; text being replaced: pág.	[Changed to:] págs.
Publisher	editorial change	9780079010605	Teacher	T126 U5	top, reduced student page	reduced student page 35 was updated and replaced	[Updated reduced student page 35.]
Publisher	editorial change	9780079010605	Teacher	T127 U5	top, reduced student page	reduced student page 37 was updated and replaced	[Updated reduced student page 37.]
Publisher	editorial change	9780076859061	Teacher	T129 U2	top, reduced student page	reduced student page 142 was updated and replaced	[Updated reduced student page 142.]
Publisher	editorial change	9780079010308	Teacher	T135 U3	"Apoyo" section, second part, third line	missing word; Text being replaced: and phrases show how	[Changed to:] and phrases to show how
Publisher	editorial change	9780079010292	Teacher	T137 U1	top, reduced student page	reduced student page 53 was updated and replaced	[Updated reduced student page 53.]
Publisher	editorial change	9780079010308	Teacher	T144 U3	"Recursos digitales" box, first part	punctuation error; Text to be changed: Organizador gráfico	[Changed to:] organizador gráfico
Publisher	editorial change	9780079010308	Teacher	T144 U3	"Recursos digitales" box, second part	reworded for clarity; Text being replaced: Los estudiantes pueden ver el comprobar corrección (narrativo).	[Changed to:] Los estudiantes pueden comprobar la lista de corrección (texto narrativo).
Publisher	editorial change	9780079010308	Teacher	T146 U3	"Recursos digitales" box, second part	reworded for clarity; Text being replaced: Los estudiantes pueden ver el lista de corrección (narrativo).	[Changed to:] Los estudiantes pueden comprobar la lista de corrección (texto narrativo).

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Publisher	editorial change	9780076859061	Teacher	T147 U2	top, reduced student page	reduced student page 129 was updated and replaced	[Updated reduced student page 129.]
Publisher	editorial change	9780079010308	Teacher	T159 U3	top, reduced student page	reduced student page 55 was updated and replaced	[Updated reduced student page 55.]
Publisher	editorial change	9780076859078	Teacher	T200 U4	top, reduced student page	reduced student page 157 was updated and replaced	[Updated reduced student page 157.]
Publisher	editorial change	9780079010308	Teacher	T226 U3	"Recursos digitales" box, first part	spelling error; Text being replaced: estar herramientas	[Changed to:] estas herramientas
Publisher	editorial change	9780079010292	Teacher	T229 U1	top, reduced student page	reduced student page 80 was updated and replaced	[Updated reduced student page 80.]
Publisher	editorial change	9780079010605	Teacher	T229 U5	top, reduced student page	reduced student page 80 was updated and replaced	[Updated reduced student page 80.]
Publisher	editorial change	9780076859061	Teacher	T231 U2	top, reduced student page	reduced student page 179 was updated and replaced	[Updated reduced student page 179.]
Publisher	editorial change	9780076859078	Teacher	T239 U4	top, reduced student page	reduced student page 175 was updated and replaced	[Updated reduced student page 175.]
Publisher	editorial change	9780079010292	Teacher	T272 U1	top, reduced student page	reduced student page 86 was updated and replaced	[Updated reduced student page 86.]
Publisher	editorial change	9780079010605	Teacher	T273 U5	top, reduced student page	reduced student page 88 was updated and replaced	[Updated reduced student page 88.]
Publisher	editorial change	9780079010292	Teacher	T278 U1	top, reduced student page	reduced student page 96 was updated and replaced	[Updated reduced student page 96.]
Publisher	editorial change	9780076859061	Teacher	T279 U2	top, reduced student page	reduced student page 193 was updated and replaced	[Updated reduced student page 193.]
Publisher	editorial change	9780076859092	Teacher	T281 U6	top, reduced student page	reduced student page 180 was updated and replaced	[Updated reduced student page 180.]
Publisher	editorial change	9780079010292	Teacher	T292 U1	point 3, second line	revised to better understand; Text being replaced: Explique que hablar con expresividad,	[Changed to:] Explique que los estudiantes pueden adaptar su expresividad, y que hablar
Publisher	editorial change	9780079010292	Teacher	T30 U1	"Palabras en contexto" section, last paragraph	spelling error; Text being replaced: el vocabulario	[Changed to:] el vocabulario
Publisher	editorial change	9780079010308	Teacher	T35 U3	top, reduced student page	reduced student page 9 was updated and replaced	[Updated reduced student page 9.]
Publisher	editorial change	9780079010308	Teacher	T47B U3	"Enfoque en el lenguaje" section, second to last line	typo; Text being replaced: Ask Volunteers	[Changed to:] Ask volunteers
Publisher	editorial change	9780076859092	Teacher	T59 U6	top, reduced student page	reduced student page 125 was updated and replaced	[Updated reduced student page 125.]
Publisher	editorial change	9780076859078	Teacher	T60 U4	Día 1, second paragraph, third line	spelling error; Text being replaced: tu	[Changed to:] tú
Publisher	editorial change	9780076859078	Teacher	T60 U4	English column, day 1, second paragraph, second line	spelling error; Text being replaced: tu	[Changed to:] tú
Publisher	editorial change	9780076859061	Teacher	T70 U2	top, reduced student page	reduced student page 120 was updated and replaced	[Updated reduced student page 120.]
Publisher	editorial change	9780079010292	Teacher	T71 U1	top, reduced student page	reduced student page 23 was updated and replaced	[Updated reduced student page 23.]
Publisher	editorial change	9780079010308	Teacher	TT272 U3	top, reduced student page	reduced student page 86 was updated and replaced	[Updated reduced student page 86.]

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Pearson Education, Inc., publishing as Scott Foresman							
English Language Arts and Reading, Kindergarten							
Texas myView Literacy - Print + Online, Grade K (ISBN 9780134919904) and Texas myView Literacy - Online, Grade K (ISBN 9780134906348)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328941582	Student	Unit 1, page 11	Bottom of page above blue line, ELPS coding	"2.1.3" ELPS coding is a global change on this and all affected pages that follow.	"2.1.iii" GLOBAL ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late Spring 2018.
Publisher	Editorial Change	9780328941605	Student	Unit 3, page 8	Video box, lower left corner, video title	"Unit 3 Video"	"Story Time!"
Publisher	Editorial Change	9780328941612	Student	Unit 4, page 8	Video box, lower left corner, video title	"Unit 4 Video"	"Changing Technology"
Publisher	Editorial Change	9780328941629	Student	Unit 5, page 8	Video box, lower left corner, video title	"Unit 5 Video"	"Weather!"
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T13	Bottom of page, Student Edition reduction, page 11	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T13	Top of page, ELL Targeted Support box, last two lines	"1.A.1" ELPS coding is a global change on this and all affected pages that follow.	"1.A.i" GLOBAL ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late Spring 2018.
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T198	Minilesson, FOCUS ON STRATEGIES, sentence 2	"...main idea of a text are..."	"...main idea of a text is..."
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T258	Top of page, My View, bullet 2	"Ask students why they think the book was called <i>Where Is Twister?</i> "	"Ask students why they think the book is called <i>Where Is Twister?</i> "
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T258	Minilesson, FOCUS ON STRATEGIES, bullet 3	"What other words in the sentence gives us a clue about the meaning? What does the picture show?"	"What other words in the sentence give us a clue about the meaning? What does the picture show?"
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T268	Minilesson, MODEL AND PRACTICE, bullet 2, last sentence	"The story takes place on different..."	"The story takes place in different..."
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T304	Left-hand column, ELL Transfer note, lines 6–9	"For example, these words for 'bag' have a <i>b</i> in them. <i>Bolso</i> (Bosnian), <i>torba</i> (Croatian), and <i>borsa</i> (Italian)."	"For example, these words for 'bag' have a <i>b</i> in them: <i>bolsa</i> (Spanish), <i>torba</i> (Croatian), and <i>borsa</i> (Italian)."
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T312	Phonological Awareness instruction, PRACTICE, sentence 2	Deleted text	Deleted the word "the" before the word "first"
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T44	Cross-Curricular Perspectives box below Student Edition reproductions, sentence 4	"These examples of the land change what people like to do."	"Different types of land change what people like to do in those places."
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T94	Left-hand column, ELL Language Transfer note, last line	"... <i>kat</i> (Polish)."	"... <i>Katze</i> (German)."
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T107	Right-hand column, QUICK CHECK, Notice and Assess	"Can students identify informational texts?"	"Can students identify order within informational texts?"
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T140	Minilesson, FOCUS, last line	"...ends with the sounds /an/."	"...ends with the sounds /a/ /n/."
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T140	Minilesson, MODEL AND PRACTICE, line 4	"Emphasize <i>rock</i> in the following sentences:"	"Emphasize <i>rock</i> in the following sentence:"
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T278	Minilesson, FOCUS ON STRATEGIES, bulleted items	"• Remind students that a noun names a person, place, thing, or idea. Give an example of something in the room. • Tell students that nouns can be singular or plural. Then show them how adding an -s (or -es) to the end of the word turns the singular noun into a plural noun. • Give them an example of a noun by naming something in the room."	"• Tell students that some word parts appear at the beginning of a word. • These word parts, called prefixes, change the meaning of that word. • The word part <i>un-</i> means 'not.' The word part <i>pre-</i> means 'before.' The word part <i>re-</i> means 'again.'"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T278	Minilesson, MODEL AND PRACTICE	"On p. 151, there is a picture of a frog. The picture shows just one frog. The text says the frog eats insects. The word <i>insects</i> has an -s at the end. That tells me that the frog eats more than one insect. Provide additional examples from the text."	"Write the word <i>kind</i> on the board and read it with students. Say: The word <i>kind</i> means 'nice.' Now write <i>un-</i> in front of <i>kind</i> . If I write the word part <i>un-</i> in front of the word <i>kind</i> , the new word is <i>unkind</i> . What does <i>unkind</i> mean? Yes, it means 'not nice.' Repeat with the words <i>happy, unhappy; cook, precook; write, rewrite; and use, reuse.</i> "
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T279	Top of page, My TURN	"Have students copy the word <i>dog</i> on a sheet of paper. Ask them to change the word <i>dog</i> into a plural word by adding -s. Then ask students to draw a picture that shows more than one dog."	"Have students complete the activity on p. 159 of the <i>Student Interactive</i> . "
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T279	Bottom of page, Student Edition reduction, page 159	Student Edition page reduction	Replaced Student Edition page reduction with correct Student Edition page reduction.
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T334	Minilesson, FOCUS ON STRATEGIES, first paragraph, last line	"...student..."	"...students..."
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T335	FORMAL ASSESSMENT OPTIONS, Option 2, last sentence	"...texts they reading."	"...texts they are reading."
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T52	Right-hand column, top box, Intervention Activity, main heading	"MY CAT"	"MY CAT, NIP"
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T12	Bottom of page, Student Edition reduction, page 8	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T142	ELL Targeted Support box, paragraph 2, sentence 2	"Then go around the class and ask each student to an important piece of information from the story."	"Then go around the class and ask each student to share an important piece of information from the story."
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T190	Top of page, Preview Vocabulary, bullet 3	"These words will help you..."	"Tell students that these words will help them..."
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T20	Explore the Infographic, paragraph 2, sentence 4	"Then turn..."	"Then turn their ..."
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T222	Lesson 1, MODEL AND PRACTICE, sentence 1	Deleted text	Deleted text: "objective"
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T238	Left-hand column, ACADEMIC VOCABULARY, last sentences and bulleted items	"For example, as you discuss the infographic, ask: What do you think is in the castle? What kind of adventure are the children on? • adventure • pretend • explorer • castle"	"For example, as you discuss the infographic, ask: Which type of story did you choose as your favorite? Can you explain how the settings are different? • choose • meaning • explain • character"
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T290	Handwriting, MODEL, sentence 2	"Show students how to begin at the top and draw a straight line, and then add a curve and slanted line."	"Show students how to begin at the top and draw a straight line, and then add a curved line and a slanted line."
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T300	Minilesson, MODEL AND PRACTICE, first paragraph below bulleted items, sentence 3	"Select a volunteer to identify the naming part (underline it); select a different volunteer to identify the action part (circle it)."	"Select a volunteer to identify the naming part and underline it (She); select a different volunteer to identify the action part and circle it (reads the book)."
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T56	Left-hand column, ELL Transfer note, end of sentence	"...discuss the main idea and details in an informational text."	"...discuss the events and theme of a folktale."
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T56	Minilesson, MODEL AND PRACTICE, paragraph 2, last sentence	"I can determine that the theme will be how he uses his wits solves this problem and gets his stories."	"I can determine that the theme will be how he uses his wits to solve this problem and get his stories."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990689	Teacher	Unit 3, page T77	Lesson 5, first paragraph, sentence 1	"Display the following sentence."	"Display the following sentences."
Publisher	Editorial Change	9780328990696	Teacher	Unit 4, page T12	Bottom of page, Student Edition reduction, page 8	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990696	Teacher	Unit 4, page T215	Lesson 4, first sentence and caption that follows it	"...activity on p. 221 in the <i>Student Interactive</i> . STUDENT INTERACTIVE, p. 221 "	"...activity on p. 124 in the <i>Student Interactive</i> . STUDENT INTERACTIVE, p. 124 "
Publisher	Editorial Change	9780328990696	Teacher	Unit 4, page T24	Bottom of left-hand column, ELL Language Transfer, last sentence	"Examples are <i>mano</i> for man, ..."	"Examples are <i>mano</i> for hand, ..."
Publisher	Editorial Change	9780328990696	Teacher	Unit 4, page T350	Lesson 2, FOCUS, sentence 2	"Explain that this is the CVC, or vowel-consonant pattern."	"Explain that this is the CVC, or consonant-vowel-consonant pattern."
Publisher	Editorial Change	9780328990696	Teacher	Unit 4, page T351	Lesson 5, main heading at top of column	"Assess Prior Knowledge"	"Assess Understanding"
Publisher	Editorial Change	9780328990696	Teacher	Unit 4, page T46	Bottom of page, Student Edition reduction, page 37	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T12	Bottom of page, Student Edition reduction, page 8	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T14	Left-hand column, below ELL Language Transfer	Added text	Added text: "Display the beginning of a Word Wall of Academic Vocabulary. Add to the wall as you generate new vocabulary related to the theme during the unit."
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T164	Left-hand column, ELL Language Transfer, bulleted items	<ul style="list-style-type: none"> • new : <i>nuevo</i> • storm : <i>tormenta</i> • covers : <i>cubiertas</i> • finally : <i>finalmente</i> 	<ul style="list-style-type: none"> • new : <i>nuevo</i> • finally : <i>finalmente</i>
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T188	Bottom of page, EXPERT'S VIEW, line 1	"Judy Wallis, Educator"	"Judy Wallis, Literacy Specialist and Staff Developer"
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T203	Lesson 3, FOCUS	"Discuss with students what they need to make a complete sentence. (capital letter at the beginning, punctuation mark at the end, a naming part and an action part)"	"Discuss with students that a complete sentence has a naming part (a noun or pronoun). Many sentences also have an action part (the verb). Remind students that a complete sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point."
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T203	Lesson 3, MODEL AND PRACTICE, lines 11 to end	"Read aloud the next sentence. Ask students to help you make it a complete sentence."	"Ask students to tell you what the sentence needs to make it correct."
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T203	Lesson 5, Standards Practice	"Display the following sentence and guide students to decide whether or not it is a complete sentence. the cat eats A incomplete B complete"	"Display the following sentence and guide students to decide whether the sentence is correct as it is written. the cat eats A incorrect B correct"
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T203	Lesson 5, APPLY, line 3	"...p. 209..."	"...p. 286..."
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T34	Left-hand column, ELL Language Transfer paragraph, end of sentence	"...discuss the elements of narrative nonfiction."	"...discuss the elements of informational text."

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Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T346	Minilesson, MODEL AND PRATICE, paragraph 2	"Choose a stack text and point out some high-frequency words and words that follow certain spelling rules or patterns, such as CVC (<i>cat</i>) or CVCe (<i>cake</i>). Show students words with consonant digraphs and blends, such as <i>sh</i> (<i>ship</i>) and <i>th</i> (<i>this</i>). Write the words on the board or flipchart and help students understand the spelling patterns. Have them think of other words that follow the same patterns (i.e., <i>bat, sad, bake, late, show, the, that</i>)."	"Choose a stack text and point out some high-frequency words and words that follow certain spelling rules or patterns, such as CVC (<i>cat</i>) or CVCe (<i>cake</i>). Show students words with consonant blends, such as <i>tr</i> (<i>trip</i>) and <i>fl</i> (<i>flat</i>). Write the words on the board or flipchart and help students understand the spelling patterns. Have them think of other words that follow the same patterns (i.e., <i>bat, sad, bake, late, trap, plug, grab</i>)."
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T366	Left-hand column, ELL Access note	"Knowing differences between ELLs home language and English will help ELLs learn English. Be aware of translations of English words to other languages. <i>Wet</i> is <i>mojado</i> in Spanish, <i>mohlado</i> in Portuguese, and <i>nat</i> in Dutch."	"Knowing differences between students' home languages and English will help ELLs learn English. Be aware of translations of English words to other languages. <i>Wet</i> is <i>mojado</i> in Spanish, <i>molhado</i> in Portuguese, and <i>nat</i> in Dutch."
<i>English Language Arts and Reading, Grade 1</i> <i>Texas myView Literacy - Print + Online, Grade 1</i> (ISBN 9780134919911) and <i>Texas myView Literacy - Online, Grade 1</i> (ISBN 9780134906355)							
State Review Panel	New Content	9780328941698	Student	Unit 5, page 673	Top of page, heading	"Use Media to Research"	"Use Multimodal Texts to Research"
State Review Panel	New Content	9780328941698	Student	Unit 5, page 673	Top paragraph and bullet-pointed list	"Media include TV shows, Web videos, and DVDs. You can use media to research. Multimodal media include sound and action. As you watch, take these steps: 1. Determine the main idea and the key details. 2. Take notes. Remember to paraphrase, or write the ideas in your own words. • Pause the video if you can. • Note the time so you can find the information again. • Note the URL and the title of the video. • Note information that answers your questions."	"Multimodal texts have characteristics that help you understand information using words, images, and often sound. A video or Web site can be a multimodal text. As you watch a video, 1. Note the URL and the title of the video. 2. Pause the video to take notes that answer your questions. 3. Remember to paraphrase, or write the ideas in your own words."
State Review Panel	New Content	9780328941698	Student	Unit 5, page 673	Bottom of page, Collaborate	"Find media about your topic. Watch the video and take notes. Find and write the URL and the title of the video."	"Find a video to research your topic, and take notes as you watch. List the characteristics that make the video a multimodal text."
State Review Panel	New Content	9780328941698	Student	Unit 5, page 676	Top of page, heading	"Make a Video or Record Your Infomercial"	"Make a Video or Recording"
State Review Panel	New Content	9780328941698	Student	Unit 5, page 676	Top of page, Collaborate	"Using your infomercial script to make a video gives you the chance to add images and sound to your message. Recording your infomercial allows you to add sounds. Plan your video or recording."	"To help your audience understand the message of your infomercial, record or film it. Sound and images are two characteristics of multimodal texts. Plan the video or recording to make your infomercial multimodal."
State Review Panel	New Content	9780328990801	Teacher	Unit 5, page T423	Bottom of page, Student Edition reduction, page 673	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990801	Teacher	Unit 5, page T427	Bottom of page, Student Edition reduction, page 676	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328941681	Student	Unit 1, page 13	Bottom of the page, ELPS coding	"2.C.4" ELPS coding is a global correction on this and all affected pages that follow.	"2.C.iv" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328941636	Student	Unit 1, page 8	Bottom of page, ELPS coding	"4.D.1" ELPS coding is a global correction on this and all affected pages that follow.	"4.D.i" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328941681	Student	Unit 1, page 86	First paragraph, top of page, second sentence	"The subject and predicate agree in number."	"The subject and the verb in the predicate agree in number."
Publisher	Editorial Change	9780328941643	Student	Unit 2, page 173	Top of page, below title	"illustrated by Tracey Bishop"	"illustrated by Tracy Bishop"
Publisher	Editorial Change	9780328941643	Student	Unit 2, page 185	Bottom of page, Turn and Talk	Inserted second sentence	"Use the word because to tell your reason."
Publisher	Editorial Change	9780328941681	Student	Unit 2, page 210	Video box, lower left corner, video title	"Unit 2 Video"	"Patterns Around Us"
Publisher	Editorial Change	9780328941681	Student	Unit 2, page 324	Chart, middle of page, first row, middle column	"Describe Setting: Where or When?"	"Describe Setting: Where and When?"

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Publisher	Editorial Change	9780328941681	Student	Unit 2, page 324	Chart, middle of page, first column, rows 3, 4, 5	"13, 14 21, 23 31, 32"	"13–15 21–26 31–33"
Publisher	Editorial Change	9780328941681	Student	Unit 2, page 324	Middle of page, boldfaced heading	"Make Comments that Support Your Ideas"	"Make Comments That Support Your Ideas"
Publisher	Editorial Change	9780328941643	Student	Unit 2, page 64	Bottom of page, Meet the Author	Inserted second sentence	"In these pages from <i>The Life Cycle of a Sunflower</i> , notice the order of events."
Publisher	Editorial Change	9780328941698	Student	Unit 3, page 10	Video box, lower left corner, video title	"Unit 3 Video Learn..."	"Our Traditions to learn..."
Publisher	Editorial Change	9780328941698	Student	Unit 3, page 171	Middle of page, My TURN, after first sentence	"Cross out the incorrect verb. Write the correct verb above it."	"Change each verb to the correct tense."
Publisher	Editorial Change	9780328941650	Student	Unit 3, page 173	Top of page, Edit for Pronouns	"Objective: me, him, her, it, us, them Possessive: my, our, her, his, their"	"Objective: me, you, him, her, it, us, them Possessive: my, your, his, her, its, our, their"
Publisher	Editorial Change	9780328941698	Student	Unit 3, page 213	Publish and Celebrate, top of page, item 1	"Speak clearly and loud enough so that everyone can hear but not too loudly."	"Speak clearly and loudly enough so that everyone can understand you and hear you."
Publisher	Editorial Change	9780328941698	Student	Unit 3, page 92	Middle of page, My TURN, sentence 2	"You may not use details for all the senses."	"Some senses may have more details."
Publisher	Editorial Change	9780328941667	Student	Unit 4, page 183	Edit Capitalization heading; My TURN, first line	"Edit Capitalization" "Edit the capital letters."	"Edit for Capitalization" "Edit for capital letters."
Publisher	Editorial Change	9780328941698	Student	Unit 4, page 230	Video box, lower left corner, video title	"Unit 4 Video Learn to see ways..."	"'Making Connections' to learn ways..."
Publisher	Editorial Change	9780328941698	Student	Unit 4, page 274	My TURN, student draft	"I was coughing bad, so I went to see my doctor. I had to wait in a office chair for a few minutes. I wasn't scared. My doctor is nicely. She checked my throat careful. Then she gave my mother the piece of paper to get medicine. I feel much better now!"	"I was coughing bad, so I went to see my doctor. I had to wait in a office chair for a few minutes. I have a nicely doctor. She checked my throat careful. Then she gave my mother a awful lot of papers. I feel much better now!"
Publisher	Editorial Change	9780328941698	Student	Unit 4, page 397	Question 2	"Why do you think the pictures of the purses the women made look different from the other illustrations?"	"How do the illustrations of the women making and selling the purses help you better understand the text?"
Publisher	Editorial Change	9780328941667	Student	Unit 4, page 66	Segment and Blend Sounds, See and Say, first sentence	"When you segment sounds, you say each sound in a picture name."	"When you segment sounds, you say each sound in a word."
Publisher	Editorial Change	9780328941674	Student	Unit 5, page 239	Second entry from bottom of page	"snow Snow is the water that freezes in the air and falls as white flakes."	"snows When it snows, white bits of frozen water fall from the sky."
Publisher	Editorial Change	9780328941698	Student	Unit 5, page 460	Video box, lower left corner, video title	"Unit 5 Video See how many..."	"'Our Changing Earth' to see how many..."
Publisher	Editorial Change	9780328941698	Student	Unit 5, page 474	Meet the Author box, bottom of page, lines 5–10	"One of Bobbie Kalman's books, called <i>Refugee Child</i> , is about herself. It tells what it was like to have to leave her home country of Hungary as a nine-year-old girl."	"In this excerpt from <i>Introducing Landforms</i> , they focus on the many interesting features of planet Earth."
Publisher	Editorial Change	9780328941674	Student	Unit 5, page 80	Globe illustration	Shading of Baja Peninsula is not clear	Shaded Baja Peninsula red
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T100	Left-hand column, below OBJECTIVES	Added reproductions	Added reproductions of Sound-Spelling Cards 84, 85, 76
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T100	Phonics Minilesson, MODEL AND PRACTICE, last two sentences	"I read the sentence and pick the word that makes sense. The words <i>on your</i> are a clue that the missing word is <i>face</i> . Have students write <i>face</i> ."	"I read the sentence and pick the word that makes sense. The words <i>on your face</i> are a clue that the missing word is <i>nose</i> . Have students write <i>nose</i> ."
Publisher	Editorial Change	9780328990719	Teacher	Unit 1, page T13	Top of page, ELL Targeted Support box, last line	"1.A.1" ELPS coding is a global correction on this and all affected pages that follow.	"1.A.i" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328990719	Teacher	Unit 1, page T13	Bottom of page, Student Edition reduction, page 8	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T13	Top of page, ELL Targeted Support box, bottom	"1.A.2" ELPS coding is a global correction on this and all affected pages that follow.	"1.A.ii" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T131	Right-hand column, Close Read box, second-to-last sentence	"Direct students to paragraph 64 and have them underline a text detail they can ask a question about."	"Direct students to paragraph 62 and have them highlight a text detail they can ask a question about."
Publisher	Editorial Change	9780328990719	Teacher	Unit 1, page T136	Left-hand column, Academic Vocabulary, bullet 2	"What kinds of animals do you see on page 71?"	"To what groups do the animals on page 71 belong?"
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T15	Bottom of page, Student Edition reduction, page 13	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T151	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T154	Lesson 2, FOCUS	"Explain that in CVC words that end in <i>e</i> , the vowel sound is long."	"Explain that in CVCe words, the <i>e</i> is silent and the first vowel sound is long."
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T156	Bottom of page, Student Edition reduction, page 86	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T176	Left-hand column, below OBJECTIVES	Added reproductions	Added reproductions of Sound-Spelling Cards 32, 28, 41
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T176	First Phonics Minilesson, FOCUS, sentence 3	"The letters <i>t</i> and <i>r</i> at the beginning of <i>train</i> are beginning consonant blends."	"The first two letters of <i>train</i> , <i>t</i> and <i>r</i> , make a consonant blend."
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T227	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T272	Left-hand column, First Read box	Deleted icon and text	Deleted Think Aloud icon and label
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T295	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T321	Formative Assessment Options, Apply, Option 1	"...decode and write the..."	"...decode and legibly print the..."
Publisher	Editorial Change	9780328990719	Teacher	Unit 1, page T347	Bottom of page, Whole Group box, sentence 2	"Ask students to share a meanings of unfamiliar words they found in their texts."	"Ask students to share meanings of unfamiliar words they found in their texts."
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T369	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T38	First section of Preview Vocabulary at top of page	Deleted word and definition	Deleted: " streetlamp : a light on a street or sidewalk"
Publisher	Editorial Change	9780328990764	Teacher	Unit 1, page T75	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T108	Left-hand column, ELL Language Transfer, bulleted items	Deleted text	Deleted "pattern : <i>patron</i> "
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T115	Bottom of page, Student Edition reduction, page 64	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T117	Right-hand portion of Student Edition reduction, definition of word <i>soil</i>	"top later of the earth, dirt"	"top layer of the earth, dirt"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T12	Bottom of page, Student Edition reduction, page 210	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T14	Left-hand column, ELL Language Transfer, bulleted items	<ul style="list-style-type: none"> • region : <i>región</i> • different : <i>diferente</i> " 	<ul style="list-style-type: none"> • evidence : <i>evidencia</i> • similar : <i>similar</i> "
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T149	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T219	Bottom of page, Student Edition reduction, page 324	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T227	Bottom of page, Student Edition reduction, page 326	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T230	Academic Vocabulary Minilesson, MODEL AND PRACTICE	"Read with students the first example on p. 327 of the <i>Student Interactive</i> . I read the term <i>by design</i> in the first sentence, but this term is unfamiliar to me. I reread the sentences that describe the event. I see the words <i>no accident</i> . I know what these words mean. <i>No accident</i> is a context clue. It helps me figure out that <i>by design</i> could also mean 'not by accident' or 'on purpose.'"	"Read with students the first example on p. 327 of the <i>Student Interactive</i> . I read the term <i>by design</i> in the third sentence, but this term is unfamiliar to me. I reread the sentences that describe the event. I see the words <i>no accident</i> . I know what these words mean. <i>No accident</i> is a context clue. It helps me figure out that <i>by design</i> could also mean 'not by accident' or 'on purpose.'"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T230	Handwriting, bottom of page, MODEL	"Show students how to form wavy, squiggly lines. Help students develop their handwriting by accurately forming these swoops."	"Show students how to form cursive swoops. Help students develop their handwriting by accurately forming these strokes."
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T231	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T258	MODEL AND PRACTICE, first paragraph, second-to-last sentence	"Card 77"	"Card 67"
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T278	ELL box, bottom half of page, main heading	"ELL Language Support"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T313	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T32	Minilesson, MODEL AND PRACTICE, words in box across the bottom	"quack"	"quiz"
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T326	Print Awareness, middle of page, line 5	"...Tracey Bishop,..."	"...Tracy Bishop,..."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T327	Bottom of page, Student Edition reduction, page 173	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T340	Minilesson, MODEL AND PRACTICE, second paragraph	"Use letter tiles for these letters: <i>b, c, d, g, l, m, r, s, t</i> . Also provide multiple sets of the letters <i>o, w, a</i> for forming words with /ō/. Have partners work together to make words that have /ō/ spelled <i>o, oa, ow</i> ."	"On note cards, write these letters for partners: <i>b, c, d, g, l, m, r, s, t</i> . Also provide multiple sets of the letters <i>o, ow, oa</i> for forming words with /ō/. Have partners work together to make words that have /ō/ spelled <i>o, oa, ow</i> . Possible responses are shown below."
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T340	Minilesson, MODEL AND PRACTICE, letter tile reproductions	"[first row] a oa ow [second row] a b c d g l [third row] m o r s w"	"[first row] o oa ow [second row] g o s o m ow l oa d [third row] c oa t r ow b ow"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T340	Minilesson, APPLY	"Have partners work with the letter tiles to form words with /ō/ spelled <i>o, oa</i> , and <i>ow</i> , but ask them to keep a list of their words so that they can reuse letters to make as many words as they can."	"Have partners work with the cards to form words with /ō/ spelled <i>o, oa</i> , and <i>ow</i> , but ask them to keep a list of their words so that they can reuse letters to make as many words as they can."
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T343	Bottom of page, Student Edition reduction, page 185	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990726	Teacher	Unit 2, page T359	Lesson 3, FOCUS, last sentence	"They usually end with a period. They start with capital letters."	"This type of sentence begins with a capital letter and often ends with a period."
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T368	Bottom of page, EXPERT'S VIEW	Changed photo	Changed photo to that of Sharon Vaughn
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T387	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T410	Left-hand column, SPELLING WORDS box, HIGH-FREQUENCY WORDS	"weekend schools"	"country school"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T424	Left-hand column, RESEARCH ARTICLES, first column	"Nature's Skyscrapers Nature's Skyscrapers Looking at Tree Bark"	"Looking at Tree Bark Tidal Patterns Nature's Skyscrapers"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T426	Left-hand column, Primary Source box	"SOCIAL STUDIES"	"SCIENCE"
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T77	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T12	Bottom of page, Student Edition reduction, page 10	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T127	Below student book reproduction, Foundational Skills Extension box, second TEKS	"Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est."	"Decode words with common prefixes and suffixes."
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T136	Left-hand column, ACADEMIC VOCABULARY, bulleted items 2 and 3	"• Is there a chance they can cut the cheese exactly in half? • I can see these characters in my imagination."	"• Is it possible they can cut the cheese exactly in half? • I can imagine these characters in my mind."
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T140	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T153	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T166	Bottom of page, Student Edition reduction, page 92	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T177	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T183	Main column of page, FOCUS ON COMPREHENSION, below second paragraph	Added header and text	added header and text: " RETELL Have students work with a partner to retell <i>Perfect!</i> to each other."
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T185	Graphic organizer, bottom of page, WRAP-UP box	"[top row] YOU ARE HERE [left column] 'The Princess and the Peanuts' [right column] Another traditional tale"	"[left column, first item] 'The Princess and the Peanuts' [left column, second item] [blank] [right column, first item] Another traditional tale [right column, second item] [blank]"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T186	Bottom of left hand column, ELL note	"ELL Transfer"	"ELL Language Transfer"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T187	FORMAL ASSESSMENT OPTIONS, Apply, Option 1, first sentence	"...realistic fiction."	"...folktales"
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T216	Minilessons, MODEL AND PRACTICE, last sentence	Changed font color	Changed font color from blue to black
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T235	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T24	Left-hand column, below OBJECTIVES	Added reproductions	Added reproductions of Sound-Spelling Cards 70, 71, 78, 79, 81
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T26	Phonics Minilesson, MODEL AND PRACTICE	"Write or display these words and their contractions: <i>can not (can't); he is (he's); and I am (I'm)</i> . Point to <i>can not</i> and read the word. Then point to <i>can't</i> and read the word. What two letters are missing? (<i>n</i> and <i>o</i>) What takes the place of the missing letters? Yes, an apostrophe. Let's read the other two words. Model writing the two words, <i>can</i> and <i>not</i> , and reading the words; then erase the letter <i>o</i> , replace it with an apostrophe, and read the word <i>can't</i> . Have students repeat the process with the words <i>she will, she'll; they will, they'll; you are, you're; is not, isn't</i> ."	"Write or display these words and their contractions: <i>can not (can't); he is (he's); and I am (I'm)</i> . Point to <i>can not</i> and read the words. Then point to <i>can't</i> and read the word. What two letters are missing? (<i>n</i> and <i>o</i>) What takes the place of the missing letters? Yes, an apostrophe. Let's read the other words. First model writing the two words <i>he</i> and <i>is</i> and reading the words. Erase the letter <i>i</i> , replace it with an apostrophe, and read the word <i>he's</i> . Repeat the process with <i>I</i> and <i>am</i> and other words and their contractions, such as <i>she will, she'll; they will, they'll; does not, doesn't; and is not, isn't</i> ."
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T276	Left-hand column, ACADEMIC VOCABULARY, bulleted items	"• I believe that this sentence tells about a main event. • The story likely happens in the past."	"• I suppose that this sentence tells about a main event. • It is possible the story happens in the past."
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T280	Left-hand column, ACADEMIC VOCABULARY, bullet 2	"...to form a picture..."	"...to imagine a picture..."
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T286	Left-hand column, ACADEMIC VOCABULARY, bulleted items	"• What do you hope the fable teaches readers? • Craft comments from text evidence."	"• What do you suppose the fable teaches readers? • Create comments from text evidence."

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Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T302	Bottom of page, Student Edition reduction, page 173	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T307	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T320	Minilesson, FOCUS, end of paragraph	Added text	Added text: "Explain to students that an open syllable may appear at the end of the first syllable or the end of the second syllable."
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T320	Minilesson MODEL AND PRACTICE, end of paragraph	Added text	Added text: "Then practice decoding a word with an open syllable at the end of the word: <i>also</i> , (/ō/)."
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T321	FORMATIVE ASSESSMENT OPTIONS, Option 2, sentence 1	"Write words with open syllables, such as <i>zebra, meter, moment, bacon, navy, silent, local, pony, minus.</i> "	"Write words with open syllables, such as <i>ago, zebra, meter, auto, moment, bacon, navy, silent, local, pony, minus, cargo.</i> "
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T322	Bottom of page, Student Edition reduction, page 171	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T339	Top, middle of page	" <i>Sharing with Friends</i> "	" <i>How to Make Glitter Slime</i> "
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T340	Top left of page, main header	"Multimodal Text"	"Procedural Text"
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T386	Left-hand column, first TEKS under OBJECTIVES	"...including vowel digraphs and diphthongs; and r-controlled syllables."	"...including vowel digraphs and diphthongs; and r-controlled syllables."
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T387	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T401	Bottom of page, Student Edition reduction, page 213	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990733	Teacher	Unit 3, page T51	Right-hand column, Close Read note, second sentence	Deleted text	Deleted text: "of the plot"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T52	ELL box, bottom of page, header	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T58	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T66	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T70	Top of page, below Academic Language header	Added second header	Added second header: "Related Words"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T70	Minilesson, FOCUS ON STRATEGIES, bulleted item 2	"Ask yourself if the word part looks like a word in another language or like part of a word you know the meaning of."	"Ask yourself if the word part looks like part of a word you know the meaning of."
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T70	Minilesson, MODEL AND PRACTICE, paragraphs 2 and 3	"If I saw the word <i>communication</i> in a text, I might realize that I already know the Spanish word <i>comunicación</i> . I can use this information to figure out that <i>communication</i> is related to <i>comunicación</i> and means "an exchange of information." Have students apply this strategy to another word from the chart on their own. Then discuss responses and correct misunderstandings."	"If I saw the word <i>communication</i> in a text, I might realize that I already know the word <i>communicate</i> . I can use this information to figure out that <i>communication</i> is related to <i>communicate</i> and means "an exchange of information." Have students apply this strategy to another word from the chart on their own."

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Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T71	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T95	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T96	Minilesson, FOCUS, last sentence	Changed color of font	Changed color of font from black to blue
Publisher	Editorial Change	9780328990788	Teacher	Unit 3, page T96	Below Minilesson box, APPLY, sentence 1	"Read the top paragraph on <i>SI</i> p. 52 with students."	"Read the top paragraph on <i>SI</i> p. 53 with students."
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T101	Bottom of page, Student Edition reduction, page 66	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T103	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T109	Top of page, main header	"Read <i>Spider's Web</i> "	"Reread <i>Spider's Web</i> "
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T12	Bottom of page, Student Edition reduction, page 230	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T120	Left-hand column, First Read box, last sentence	"The language makes Gaudi's world seem beautiful."	"The language makes Gaudi's world seem beautiful."
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T135	Right-hand column, Close Read box, first half of paragraph	"Have students read the Close Read note. Have them read the text on p. 303, circling words that describe something in the park. Have students look for the item or element described in each circled word in the illustration."	"Have students read the Close Read note. Have them read the text on p. 303, highlighting words that describe something in the park. Have students look for the item or element described in each highlighted word in the illustration."
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T139	ELL box, bottom of page	"ELL Target Support"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T146	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T148	Left-hand column, ACADEMIC VOCABULARY, bullet 1	"What does someone need to do to make a difference?"	"What is necessary for someone to make a difference?"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T159	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T161	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T166	Minilesson, MODEL AND PRACTICE, first paragraph, last sentence	Changed font color	Changed font color from black to blue
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T166	Bottom of page, Independent Writing box, beginning with line 2	Corrected spacing	Corrected spacing in line 2
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T192	Left-hand column, bottom, ELL Language Transfer bulleted items	<ul style="list-style-type: none"> • realistic : <i>realista</i> • fiction : <i>ficcion</i> • setting : <i>escenario</i> • characters : <i>personaje</i> • theme : <i>tema</i> " 	<ul style="list-style-type: none"> • fiction : <i>ficción</i> • theme : <i>tema</i> "

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Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T227	Lesson 5, main heading	"Assess Prior Knowledge"	"Assess Understanding"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T241	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T29	Top of page, main header	"Read <i>Helen's Story</i> "	"Reread <i>Helen's Story</i> "
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T293	Right-hand column, below First Read box	Inserted Close Read box and text	Close Read Confirm or Adjust Predictions Remind students that when they make predictions, they use what they know and what they read to predict what will happen. Have students highlight information in paragraphs 36–39 that helps them make a prediction about why Isatou is picking up the bags. See student page for possible response. Tell students that they should also use other text features, such as the illustration on the page, and the characteristics of genre to make their predictions. As they read the following pages, they can adjust or confirm their predictions. Ask: <i>What do you think Isatou is going to do with the bags?</i> (Possible Response: She is collecting so many bags because she is going to turn garbage into something useful.) DOK 2 OBJECTIVE Make, correct, or confirm predictions using text features, characteristics of genre, and structures. TEKS 2.6.C
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T298	Left-hand column, Close Read box, second header	"Vocabulary in Text"	"Vocabulary in Context"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T305	Bottom of page, Student Edition reduction, page 397	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T308	Bottom of page, Student Edition reduction, page 183	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T323	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T377	Below student book reproduction, Possible Teaching Point box	" Point of View Explain that in a persuasive text, writing from a certain point of view can make an argument stronger. Have students underline the pronouns used on p. 431. Ask: <i>What is the point of view? First, second, or third-person?</i> (second person) Explain that by talking to the reader directly and using the pronoun <i>you</i> , the author tries to connect with the reader."	" Author's Purpose Remind students that in persuasive writing, the author's purpose is to convince the writer of something. Ask: <i>What is the author trying to convince you to do?</i> (volunteer) Explain that by talking to the reader directly and using the pronoun <i>you</i> , the author connects with the reader."
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T390	Phonics Minilesson, MODEL AND PRACTICE, sentence 5	Changed font color	Changed font color from blue to black
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T393	Lesson 5, main heading	"Assess Prior Knowledge"	"Assess Understanding"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T397	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T421	Lesson 5, header	"ASSESS PRIOR KNOWLEDGE"	"ASSESS UNDERSTANDING"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T424	Phonics, PREPARE, bulleted items	Added fifth bulleted item	Added fifth bulleted item: "• <i>l: ha_f, ca_lf</i> "
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T60	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T74	Above Minilesson	Added header	Added header: "Talk About It"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T79	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T80	Minilesson, MODEL AND PRACTICE, last sentence	Changed font color	Changed font color from blue to black
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T80	Handwriting, MODEL	"Model sitting upright in a chair with both feet flat on the floor. Tell students that their pencil will lift off their paper twice when they write uppercase <i>A</i> . First they will make the diagonal downstroke to the left. Next, they will lift their pencil, move it to the top of that stroke, and pull down to the right. Then they will lift their pencil to draw a line that connects the first two. Model writing the letter. For the uppercase <i>O</i> , remind students that they do not lift their pencil off the paper. They start at a point at the top of <i>O</i> and draw a circle."	"Tell students that uppercase letters take up the entire space between the lines on the paper. Write several of each letter in a row on the board, showing proper letter formation and correct letter size."
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T82	Lesson 1, main heading	"Capitalize I and Proper Names"	"Capitalize I and Proper Nouns"
Publisher	Editorial Change	9780328990740	Teacher	Unit 4, page T82	Lesson 1, MODEL AND PRACTICE, sentence 2	"...that this is a proper name."	"...that this is a proper noun."
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T84	Bottom of page, Student Edition reduction, page 274	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990795	Teacher	Unit 4, page T85	Lesson 5	"Display the following sentence and guide students to complete the question. We can play inside the house. Which word in the sentence is an adverb? A play B inside C we D house"	"Display the following sentence and guide students to complete the question. We can play inside. Which word in the sentence is an adverb? A play B inside C we D can"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T101	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T102	ELL box, bottom of page	"ELL Targeted Text"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T107	Top of page, heading and first line	" Read <i>The Changing River</i> REREAD AND FOCUS ON COMPREHENSION Reread the story aloud with"	" Reread <i>The Changing River</i> FOCUS ON COMPREHENSION Reread the story aloud with"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T116	Left-hand column, ELL Language Transfer, bulleted items	"• flows : <i>fluye</i> • disasters : <i>desastres</i> • ruin : <i>arruinar</i> "	"• disasters : <i>desastres</i> • ruin : <i>ruina</i> "
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T119	Right-hand portion of Student Edition reduction, definition of word <i>snows</i>	" snow water that freezes in the air and falls as white flakes"	" snows when it snows, white bits of frozen water fall from the sky"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T12	Bottom of page, Student Edition reduction, page 460	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T123	Bottom of page, Student Edition reduction, page 80	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T148	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T157	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T190	Left-hand column, ELL Language Transfer, bulleted items	"• drama : <i>drama</i> • setting : <i>scenario</i> • dialogue : <i>dialogo</i> "	"• drama : <i>drama</i> • dialogue : <i>diálogo</i> "
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T213	Right-hand column, bottom of Close Read box	Added TEKS	Added TEKS: "TEKS 2.4.i Use the appropriate fluency (rate, accuracy, and prosody) when reading grade-level text."
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T219	Lesson 5, main heading	"Assess Prior Knowledge"	"Assess Understanding"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T233	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T264	Left-hand column, ELL Language Transfer, second bullet	"volcán"	"volcán"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T29	Top of page, header	"Read <i>The Best Place</i> "	"Reread <i>The Best Place</i> "
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T304	Left-hand column, ACADMEIC VOACBULARY, first bullet	"What kinds of resources in nature did you think of when you read <i>Volcano Wakes Up!</i> "	"Name the kinds of resources in nature you thought of when you read <i>Volcano Wakes Up!</i> "
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T310	Bottom of page, WEEKLY QUESTION, sentences 2–3	"Tell students that all animals get through with winter in a different way. They will learn more about what animal do in the winter as the week progresses."	"Tell students that all animals get through winter in different ways. They will learn more about what animals do in the winter as the week progresses."
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T313	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T324	Left-hand column, Writing Support box, last line	"...supports."	"...support."
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T324	Minilesson, MODEL AND PRACTICE, second paragraph, line 3	"...are adverts..."	"...are adverbs..."
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T340	Minilesson, MODEL AND PRACTICE, line 4	"Gov. "	"Governor "
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T387	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"

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Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T39	Bottom of page, Student Edition reduction, page 474	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T391	Lesson 3, MODEL AND PRACTICE, second sentence	"Have students suggest proper nouns for each item. Then have students spell the abbreviations and proper nouns."	"Have students spell the abbreviations and suggest other words that can be abbreviated."
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T398	Minilesson, MODEL AND PRACTICE, bulleted items	<p>"• <i>She</i> is the subject of the first sentence, so the pronoun <i>she</i> is called a subject pronoun.</p> <ul style="list-style-type: none"> • <i>I, you, he, she, it, we,</i> and <i>they</i> are also subject pronouns. • <i>Me</i> is an object pronoun because it is used as an object—it receives the action of hearing. <i>You, him, her, it, us,</i> and <i>them</i> are also object pronouns. • <i>Their</i> shows ownership, or who possesses the pets. <i>Their</i> is called a possessive pronoun. <i>My, mine, your, yours, his, her, hers, its, our, ours, their,</i> and <i>theirs</i> are possessive pronouns. • <i>Himself</i> refers back to the subject of the sentence, <i>he</i>. It "reflects" the subject of the sentence because the same person performs and received the action. <i>Himself</i> is called a reflexive pronoun. Other reflexive pronouns are <i>myself, yourself, herself, itself, ourselves, themselves,</i> and <i>yourselves</i>." 	<p>"• <i>She</i> is the subject of the first sentence, so the pronoun <i>she</i> is called a subjective pronoun.</p> <ul style="list-style-type: none"> • <i>I, you, he, she, it, we,</i> and <i>they</i> are also subjective pronouns. • <i>Me</i> is an objective pronoun because it is used as an object—it receives the action of hearing. <i>You, him, her, it, us,</i> and <i>them</i> are also objective pronouns. • <i>Their</i> shows ownership, or who possesses the pets. <i>Their</i> is called a possessive pronoun. <i>My, mine, your, yours, his, her, hers, its, our, ours, their,</i> and <i>theirs</i> are possessive pronouns. • <i>Himself</i> refers back to the subject of the sentence, <i>he</i>. It "reflects" the subject of the sentence because the same person performs and receives the action. <i>Himself</i> is called a reflexive pronoun. Other reflexive pronouns are <i>myself, yourself, herself, itself, ourselves, themselves, and yourselves</i>."
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T412	Top of page, sentence just below the green banner	"...to determine differentiated instruction."	"...to determine small group instruction."
Publisher	Editorial Change	9780328990757	Teacher	Unit 5, page T434	Bottom of page, Student Edition reduction, lower left quadrant, page 239	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T72	Minilesson, MODEL AND PRACTICE, first paragraph, sentence 2	"Tell students to pretend not to understand what their partner told them about rivers. "	"Tell students that asking clarifying questions will help them understand what facts are being presented."
Publisher	Editorial Change	9780328990801	Teacher	Unit 5, page T77	Top, right corner of page	Inserted text	Inserted text: "WEEKLY STANDARDS PRACTICE To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at PearsonRealize.com"
English Language Arts and Reading, Grade 3 Texas myView Literacy - Print + Online, Grade 3 (ISBN 9780134919935) and Texas myView Literacy - Online, Grade 3 (ISBN 9780134906379)							
State Review Panel	New Content	9780328941704	Student	Unit 1, page 216	FACT-FINDING in the FIELD, top paragraph	"Research is a careful study to find and learn facts. It is also used to collect evidence, or proof of something. Field research is done in person in a natural surrounding. It is helpful to do field research because it allows you to identify and gather relevant information and gain firsthand knowledge. You can then demonstrate understanding of the information gathered."	"Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural surroundings. It allows you to identify and gather relevant information and gain firsthand knowledge. You can then demonstrate understanding of the information you gathered."
State Review Panel	New Content	9780328941711	Student	Unit 3, page 159	My TURN, student draft, second sentence	"Her family came to the united states across the atlantic ocean on a large ship."	"On thanksgiving, her family came across the atlantic ocean on a large ship."
State Review Panel	New Content	9780328941711	Student	Unit 3, page 159	My TURN, student draft, last sentence	"After a while, her new country felt like home."	"By memorial day, her new country felt like home."
State Review Panel	New Content	9780328941711	Student	Unit 5, page 616	Top right, Research Articles	"With your partner, read "Living on a Fault Line" to generate questions you have about the inquiry topic. With adult assistance, develop and follow a research plan for creating your travel brochure."	"A good research plan begins with generating specific questions for formal inquiry. With adult assistance, develop and follow a clearly written research plan for creating your travel brochure."
State Review Panel	New Content	9780328990849	Teacher	Unit 4, page T373	Bottom of page, Student Edition reduction, pages 624–625	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990856	Teacher	Unit 5, page T365	Bottom of page, Student Edition reduction, page 616	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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State Review Panel	New Content	9780328990856	Teacher	Unit 5, page T367	Bottom of page, Student Edition reduction, page 618	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328941704	Student	Unit 1, page 13	Bottom of page, ELPS coding	"1.A.1" ELPS coding is a global correction on this and all affected pages that follow.	"1.A.i" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328941704	Student	Unit 1, page 5	Week 5 "box"	Incorrect spelling: "Jaffee"	"Jaffe"
Publisher	Editorial Change	9780328941704	Student	Unit 1, page 8	Video box, lower left corner, video title	"Unit 1 Video"	"Where We Live, Who We Are"
Publisher	Editorial Change	9780328941704	Student	Unit 1, page 84	Inflected Endings, first paragraph, last sentence	"Words that end in a consonant ..."	"In words that end in a consonant..."
Publisher	Editorial Change	9780328941704	Student	Unit 2, page 228	Video box, lower left corner, video title	"Unit 2 Video"	"Living Together"
Publisher	Editorial Change	9780328941704	Student	Unit 2, page 299	Below Spelling Words box	My TURN icon/lozenge and directions are missing	"Sort words by their spelling patterns."
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 10	Video box, lower left corner, video title	"Unit 3 Video"	"Being a Hero"
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 11	Reading Workshop box	"Primary Source: First Steps on the Moon"	"Primary Source: Steps on the Moon"
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 158	Top of page, first paragraph, next-to-last sentence	"Irregular verbs have a special past form when used with <i>has</i> and <i>have</i> ."	"Irregular verbs have a special past form when used with <i>had</i> , <i>has</i> , and <i>have</i> ."
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 158	Chart, middle of page, third column	"Past Forms with <i>has</i>, <i>have</i> (has, have) begun (has, have) done (has, have) found (has, have) gone (has, have) taken"	"Past Forms with <i>had</i>, <i>has</i>, <i>have</i> (had, has, have) begun (had, has, have) done (had, has, have) found (had, has, have) gone (had, has, have) taken"
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 158	My TURN, student draft	"We had began our homework, but Jasmine was still downstairs. That is when we figured out that Jasmine had did her homework already. She had went to the library after school. We were upset, but then we remembered that she suggested we go with her. We should take her up on her offer. We had took a different way home."	"We begin our homework, but Jasmine was still downstairs. That is when we figured out that Jasmine had did her homework already. She had went to the library after school. We were upset, but then we remembered that she had invited us to go too. We had took a different way home."
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 190	Pronouns/Examples chart; Examples, second row	"Jack came to my house. Mom made cookies for <i>him</i> and <i>me</i> . She told us to enjoy <i>them</i> ."	"Mom made cookies for Jack and <i>me</i> . She told <i>us</i> to enjoy them."
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 190	My TURN Draft	"Mr. Davis said to Jerome and Stacy, "I bet Stacy and Jerome will be the first ones on the bus! On the day of the trip, Mr. Davis watched Stacy and Jerome board the bus before anyone else. Stacy said, "Mr. Davis, Jerome and I were first on the bus. You were right about Jerome and Stacy."	"Mr. Davis told Jerome and Stacy, "I think Stacy and Jerome will be the first ones on the bus! On the day of the trip, Mr. Davis watched Stacy and Jerome board the bus before anyone else. Stacy said, "Mr. Davis, Jerome and I were first on the bus. You know Jerome and Stacy."
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 4	Unit 3 Contents	"Primary Source: First Steps on the Moon"; "Granddaddy's Turn:"	"Primary Source: Steps on the Moon"; "Granddaddy's Turn:"
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 50	Prefixes, first paragraph, second sentence	"In the prefix <i>pre-</i> , the <i>e</i> spells..."	"In the prefix <i>pre-</i> , the <i>e</i> usually spells..."
Publisher	Editorial Change	9780328941711	Student	Unit 3, page 50	My TURN	"Then add the prefix <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , or <i>non-</i> to create and define a new word. Then decode, or read, the new words."	"Then add the prefix <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , or <i>non-</i> to create a new word. Write the new word's definition. Then decode, or read, each new word."
Publisher	Editorial Change	9780328941711	Student	Unit 4, page 214	Video box, lower left corner, video title	"Unit 4 Video"	"Changing Communities"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328941711	Student	Unit 4, page 323	First paragraph	"Add Latin suffixes <i>-able, -ible, -ation</i> to the ends of words to change verbs to either nouns or adjectives. When a verb ends in an <i>e</i> , the <i>e</i> is sometimes dropped before adding the suffix."	"When the word parts <i>-able, -ible, and -ation</i> are used as suffixes added to base words, they sometimes require spelling changes. For example, to add the suffix <i>-ation</i> to <i>anticipate</i> , drop the final <i>e</i> before adding the suffix."
Publisher	Editorial Change	9780328941711	Student	Unit 4, page 624	Box 2, Web citation, line 2	www.beldensg.org/about-us.	"www.url.here"
Publisher	Editorial Change	9780328941711	Student	Unit 4, page 625	Middle of page, Web page URL	"www.cedarburg.gov/tornadoemergency.html"	"www.url.here"
Publisher	Editorial Change	9780328941711	Student	Unit 5, page 424	Video box, lower left corner, video title	"Unit 5 Video"	"Our Challenging World"
Publisher	Editorial Change	9780328941711	Student	Unit 5, page 618	Avatar speech bubble, upper right	"Use persuasive phrases..."	"Use persuasive words..."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T100	Minilessons, MODEL AND PRACTICE, first paragraph	"Model determining whether a story is a traditional tale: The farmer cannot afford a horse and has to plow his field by himself. Needing a horse to plow tells me that this is an old tale. The farmer explains that his belief in the goodness of people will bring him the horse he needs. I also see that his wife reveals her character by doubting his plan. I realize their differing beliefs provide the problems they face. Does the plot solve the problem? Yes, because although the landowner appears to trick the farmer, the solution makes the farmer rich. It teaches the lesson that being generous will pay off in the end. I realize this is the theme of the folktale."	"Model how to determine whether a story is a traditional tale: The farmer cannot afford a horse and has to plow his field by himself. Needing a horse to plow tells me that this is an old tale. The farmer explains that his belief in the goodness of people will bring him the horse he needs. I also see that his wife reveals her character by doubting his plan. I infer that the problem is their differing beliefs. Is the problem solved? Yes, because although the landowner appears to trick the farmer, the solution makes the farmer rich. It teaches the lesson that being generous will pay off in the end. I realize this is the theme of the folktale."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T100	Left-hand column, bottom, ELL Language Transfer note	<ul style="list-style-type: none"> • character: <i>carácter</i> • problem: <i>problema</i> • theme: <i>tema</i> • solution: <i>solución</i> 	<ul style="list-style-type: none"> • problem: <i>problema</i> • theme: <i>tema</i> • solution: <i>solución</i>
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T104	Strategy Group box, left-hand column, first paragraph, first lines in blue	"Today I plan to go over the aspects of folktales so you can distinguish this traditional form from other types of writing. I will point out how the plot uses characters to create a problem that is solved in a way that teaches a lesson, which is usually the theme of the tale."	"One way to distinguish folktales from other genres is to look at the problem. How is it solved? Is there a lesson? Sometimes the lesson is the theme of the story."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T106	Banner at top left corner	"WEEK 1"	"WEEK 2"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T15	ELL Targeted Support box, top of page, bottom line	"4.F.8" ELPS coding is a global correction on this and all affected pages that follow.	"4.F.viii" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T168	Minilessons box, MODEL AND PRACTICE	<p>"Model determining that a story is realistic. In 'Feeling the Cold,' the main character, Dara, moved from Chicago to Miami, both real cities. Does the setting seem real? Yes, it does. A school and a playground at recess are realistic settings. I also notice that the cold weather and being at a new school are hard for Dara. I ask myself, could this happen in real life? Yes, it could. People who move from a warm environment to a cold environment take a while to adapt. It is also hard to be in a new environment without knowing anyone. I decide that 'Feeling the Cold' is an example of realistic fiction.</p> <p>Talk about familiar traditional tales. Discuss the characters, settings, and plots in the tales, and whether the stories seem realistic."</p>	<p>"Model determining that a story is realistic. In 'Feeling the Cold,' the main character, Dara, moved from Miami to Chicago, both real cities. Does the setting seem real? Yes, it does. A school and a playground at recess are realistic settings. I also notice that the cold weather and being at a new school are hard for Dara. I ask myself, could this happen in real life? Yes, it could. People who move from a warm environment to a cold environment take a while to adapt. It is also hard to be in a new environment without knowing anyone. I decide that 'Feeling the Cold' is an example of realistic fiction.</p> <p>Talk about familiar fictional stories. Discuss the characters, settings, and plots in the stories, and whether the stories seem realistic."</p>
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T168	Left-hand column, bottom, ELL Language Transfer note	Deleted "character: <i>carácter</i> "	Deleted "character : <i>carácter</i> "
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T216	Top of page, line 2 of header	"Subjects and Predicates"	"Compound Sentences"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T263	Right-hand column, second First Read header	"Respond"	"Notice"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T263	Possible Teaching Point box below student page reproduction, last line	"...oasis,..."	"...keep..."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T284	Lesson 1, FOCUS ON STRATEGIES	"Words with vowel digraphs have two letters that combine to form one long vowel sound. The vowel digraphs <i>ee</i> and <i>ea</i> form a long <i>e</i> sound. Digraphs <i>ai</i> and <i>ay</i> form a long <i>a</i> sound. Digraphs <i>ow</i> and <i>oa</i> form a long <i>o</i> sound. Knowing digraphs can help readers figure out how to pronounce unfamiliar multisyllabic words."	"Words with vowel digraphs have two letters that combine to spell one vowel sound. The vowel sound is usually, but not always, long. The vowel digraphs <i>ee</i> and <i>ea</i> form a long <i>e</i> sound. Digraphs <i>ai</i> and <i>ay</i> form a long <i>a</i> sound. Digraphs <i>ow</i> and <i>oa</i> form a long <i>o</i> sound. Knowing digraphs can help readers figure out how to pronounce unfamiliar multisyllabic words."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T290	Lesson 2, FOCUS ON STRATEGIES, last sentence	"...will have a..."	"...will usually have a..."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T316	Strategy Group box, second paragraph, last line	"...The Golden Flower: A Taino Myth."	"...The Beaded Necklace."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T323	Right-hand column, First Read box, second header	"Respond"	"Notice"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T333	Right-hand column, Close Read box, Possible Response paragraph	"The myth's purpose is to explain how Borinquén formed. The phrase 'between the sun and the sparkling blue sea' shows that explaining how their home became an island is one main point of the myth. But I think the phrase 'their island home' shows that another main point is to explain how the island became a good home."	"The myth's purpose is to explain how Borinquén formed. The phrase 'between the sun and the sparkling blue sea' shows that explaining how the Tainos' home became an island is one main point of the myth. The phrase 'their island home' shows that another main point is to explain how the island became a good home."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T333	Right-hand column, Close Read box, below Possible Response paragraph	Inserted header	Inserted header: "Fluency"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T352	Header, top of page	"Syllable Patterns"	"Diphthongs"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T352	Lesson 1, FOCUS ON STRATEGIES	"In certain words, two letters make the sound of one. These words might have the letters <i>ou</i> , <i>ow</i> , or <i>oi</i> . Readers can encounter a word like <i>doubt</i> and know the <i>ou</i> combination will be pronounced <i>ow</i> ."	"Students learned last week that the letters <i>ow</i> can spell the sound /ō/. These letters can also spell the sound /ou/, as in the word <i>power</i> . The letters <i>ou</i> can spell the sound /ou/ too, as in the word <i>mousetrap</i> . The letters <i>oi</i> and <i>oy</i> can spell the sound /oi/. The sounds /ou/ and /oi/ are diphthongs. When a vowel sound begins as one sound and moves toward another, it is a diphthong."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T352	Lesson 1, MODEL AND PRACTICE	"To demonstrate how to decode words with diphthongs <i>ow</i> and <i>oy</i> , write the words <i>powder</i> and <i>toy</i> on the board. Point out the <i>ow</i> and <i>oi</i> diphthongs in each word. Then remind students that these diphthongs are pronounced the way they are spelled, with the <i>ow</i> sound as in <i>flower</i> and the <i>oy</i> as in <i>noise</i> . Guide students to use these diphthongs to decode the words <i>tower</i> and <i>destroy</i> ."	"To demonstrate how to decode words with diphthongs <i>ow</i> and <i>oy</i> , write the words <i>powder</i> and <i>toy</i> on the board. Point out the <i>ow</i> and <i>oi</i> diphthongs in each word. Guide students to use the knowledge of these diphthongs to decode the words <i>tower</i> and <i>destroy</i> ."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T353	Lesson 3, FOCUS ON STRATEGIES	"Remind students that memorizing the pronunciation of diphthongs can help them pronounce words."	"Remind students that trying out the different sounds that diphthongs can spell will help them read words correctly."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T353	Lesson 3, MODEL AND PRACTICE	"Display the words <i>house</i> and <i>town</i> . Underline the <i>ou</i> and <i>ow</i> and indicate that, in each case, the two letters are pronounced as a single vowel sound. Show students the words <i>fountain</i> and <i>clown</i> . Guide students to identify the letters that are pronounced as a single vowel sound. Have students say the words and emphasize the <i>ow</i> vowel sound in <i>fountain</i> and the <i>ow</i> sound in <i>clown</i> ."	"Display the words <i>house</i> and <i>town</i> . Underline the <i>ou</i> and <i>ow</i> and indicate that, in each word, both vowel teams spell the same sound: /ou/. Show students the words <i>recoil</i> and <i>oyster</i> . Guide students to identify the letters that represent a diphthong. Have students say the words and emphasize the sound /oi/ in both words."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T353	Lesson 3, caption at bottom of column	Caption below Resource Download Center reduction	Deleted caption below Resource Download Center reduction

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T353	Lesson 4, MODEL AND PRACTICE, last sentence	"...Demonstrate how the vowel digraphs <i>ee</i> and <i>ea</i> form a long <i>e</i> sound while the digraphs <i>ai</i> and <i>ay</i> form a long <i>a</i> sound and the digraphs <i>ow</i> and <i>oo</i> form a long <i>o</i> sound."	"...Demonstrate how the vowel digraphs <i>ee</i> and <i>ea</i> can form the long <i>e</i> sound while the digraphs <i>ai</i> and <i>ay</i> form the long <i>a</i> sound and the digraphs <i>ow</i> and <i>oo</i> form the long <i>o</i> sound."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T353	Lesson 4, APPLY, sentence 2	"...punctuation, have students think"	"...pronunciation, have students think"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T353	Lesson 5, last paragraph	"...of this lesson's diphthongs as a single vowel sound to properly read these words fluently."	"...of this lesson's diphthongs to read these words fluently."
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T361	Lesson 3, header	"Teach Simple Sentences"	"Teach Common and Proper Nouns"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T361	Lesson 4, header	"Practice Simple Sentences"	"Practice Common and Proper Nouns"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T361	Lesson 5, caption, bottom of column	Caption below Resource Download Center reduction	Deleted caption below Resource Download Center reduction
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T38	Left-hand column below First Read box	Added Close Read note	<p>Inserted Close Read box: "Close Read Analyze Plot and Setting</p> <p>Ask students to scan paragraphs 13–15 and underline details that suggest Grandma could be in danger again. See student page for possible responses.</p> <p>Ask: How would you compare Grandma’s encounter with the black bear to the one she had with the fox?</p> <p>Possible Response: The two events are very similar. The detail about the bear “flexing his claws and sharpening them” shows that he wants to eat Grandma. The fox was doing the same thing when he bared his teeth and smacked his lips. They both tell Grandma that they are happy to see her and say, “I’m so hungry!”</p> <p>DOK 2</p> <p>OBJECTIVES Evaluate details read to determine key ideas. TEKS 3.6.G Analyze plot elements, including the sequence of events, the conflict, and the resolution. TEKS 3.8.C"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T39	Close Read box at bottom of right column	<p>"Close Read Analyze Plot and Setting</p> <p>Ask students to scan paragraphs 13–15 and underline details that suggest Grandma could be in danger again. See student page for possible responses.</p> <p>Ask: How would you compare Grandma’s encounter with the black bear to the one she had with the fox?</p> <p>Possible Response: The two events are very similar. The detail about the bear “flexing his claws and sharpening them” shows that he wants to eat Grandma. The fox was doing the same thing when he bared his teeth and smacked his lips. They both tell Grandma that they are happy to see her and say, “I’m so hungry!”</p> <p>DOK 2</p> <p>OBJECTIVES</p> <p>Evaluate details read to determine key ideas. TEKS 3.6.G Use text evidence to support an appropriate response. TEKS 3.7.C Analyze plot elements, including the sequence of events, the conflict, and the resolution. TEKS 3.8.C"</p>	<p>"Close Read Use Text Evidence</p> <p>Ask students to scan paragraph 17 and highlight evidence that helps them identify how Grandma solved the problem of the bear planning to have her for lunch. See student page for possible responses.</p> <p>Ask: What does this detail tell you about both the bear and Grandma?</p> <p>Possible Response: The detail shows that the bear is easily fooled and that Grandma is very clever.</p> <p>DOK 2 OBJECTIVES</p> <p>Use text evidence to support an appropriate response. TEKS 3.7.C"</p>
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T73	Lesson 3, MODEL AND PRACTICE	Show students the words <i>napkin</i> and <i>selfish</i> . Guide students to identify the syllable break in each word. (<i>nap -kin; sel -fish</i>) Then have them use this knowledge to decode each word.	Show students the words <i>napkin</i> and <i>absent</i> . Guide students to identify the syllable break in each word. (<i>nap -kin; ab -sent</i>) Then have them use this knowledge to decode each word.
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T129	Literacy Activities box, first bullet	"• write about their reading in their reader's notebook."	"• research other animal pairs that benefit each other"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T129	Book Club box, bulleted list	<p>"• ideas for weekly Book Club sessions.</p> <ul style="list-style-type: none"> • suggested texts to support the unit theme and Spotlight Genre. • support for groups’ collaboration. • facilitating use of the trade book <i>Wetlands</i>. " 	<p>"• teacher's summary of chapters in <i>Wetlands</i>.</p> <ul style="list-style-type: none"> • talking points to share with students. • collaboration prompts and conversation starters. • suggestions for incorporating the Discussion Chart. • alternate texts to support the unit theme and Spotlight Genre."
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T179	Right-hand column, Close Read box, below 3rd paragraph	Header added	Inserted header: "Fluency"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T188	Left-hand column, ADDITIONAL VOCABULARY, below OBJECTIVES	"ADDITIONAL VOCABULARY"	"ACADEMIC VOCABULARY"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T190	Strategy Group box, first header	"SYNTHESIZE INFORMATION"	"SYNTHESIZE INFORMATION"

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Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T196	Minilessons box, MODEL AND PRACTICE	<p>"Model this strategy using the first example in the chart on p. 329 of the <i>Student Interactive</i>.</p> <ul style="list-style-type: none"> Read the first example. Then say: <i>I see the academic vocabulary word associate in the sentence, so I will underline it. Now I will look for clues that will help me understand the meaning of associate. The second sentence says that the smell of cookies and her grandma's house were related in her mind. The word related clues the meaning of the word associate. When you associate two things, you relate or connect them in some way.</i> Have a volunteer use a print or online dictionary to confirm the meaning of the word <i>associate</i>. 	<p>"Model this strategy using the first item in the chart on p. 329 of the <i>Student Interactive</i>.</p> <ul style="list-style-type: none"> Read the first sentence in the first item. Then say: <i>I see the academic vocabulary word prefer in the sentence, so I will underline it. Now I will look for clues that will help me understand the meaning of prefer. Read the second sentence. The second sentence says that they like it better because of the newest and best playground equipment. The words like it better are a clue to the meaning of the word prefer. When you prefer something, it means you like it better than something else. The children like the south end of the park better than they like other parts of the park.</i> Have a volunteer use a print or online dictionary to confirm the meaning of the word <i>prefer</i>.
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T226	Minilessons, MODEL AND PRACTICE, last paragraph	Last sentence	Delete last sentence
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T264	Left column, OBJECTIVE	"Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. TEKS 3.3"	"Respond using newly acquired vocabulary as appropriate. TEKS 3.7.F"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T28	Intervention Activity box, header	"READING INFORMATIONAL TEXT"	"IDENTIFY INFORMATIONAL TEXT"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T368	Left-hand column, Primary Sources below OBJECTIVES	"SOCIAL STUDIES"	"SCIENCE"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T43	Possible Teaching Point box, below student edition reproduction	<p>"Monitoring Comprehension Reading On</p> <p>Discuss the strategy of reading for clarity using <i>symmetrical</i> as an example. In paragraph 27, the reader encounters the word for the first time: "The butterfly is <i>symmetrical</i>." Discuss that the meaning is not revealed in the initial sentence, but ask students to read the next sentence for a clue: "Its left wing has the same spotted pattern as the right wing." Explain that the meaning of unfamiliar words can often be clarified by reading on in the text."</p>	<p>"Monitoring Comprehension Asking Questions</p> <p>Re-read paragraph 27 with students, pointing out the word <i>symmetrical</i>. "The butterfly is <i>symmetrical</i>." The meaning of <i>symmetrical</i> is not given, but if students are unfamiliar with the word, explain that they can ask themselves such questions as, "Will I understand the meaning if I keep reading? Will context clues help me understand?" In this instance, the second sentence provides context and meaning for the word."</p>
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T170	Strategy Group box, left-hand column, first paragraph	"Today I want to remind you that historical fiction is a story that takes place in the past. Some of the characters and events are real, and some are fictional. When reading historical fiction, it's important to look for the theme, or central message. Review the anchor chart on <i>Student Interactive</i> p. 97. Ask students to identify elements of <i>Little House on the Prairie</i> and <i>By the Shores of Silver Lake</i> that make the texts historical fiction."	"Historical fiction is a story that takes place in the past. Some of the characters and events are real, and some are fictional. When reading historical fiction, it's important to look for the theme, or central message. Review the anchor chart on <i>Student Interactive</i> p. 97. Ask students to identify elements of 'Everyday Superheroes' that make it historical fiction."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T200	Top of page, second header	"Talk about It"	"Write to Sources"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T238	Left column, Strategy Group, IDENTIFY BIOGRAPHY section, first paragraph, line 9	"Mama Miti"	"Brave—Courageous"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T238	Intervention Activity box, first paragraph	"READING INFORMATIONAL TEXT Use Lesson 33, pp. T215–T220, in the <i>myFocus Intervention Teacher's Guide</i> for instruction on the narrative nonfiction and informational texts."	"IDENTIFY BIOGRAPHY Use Lesson 33, pp. T215–T220, in the <i>myFocus Intervention Teacher's Guide</i> for instruction on narrative nonfiction and biography."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T267	Formative Assessment Options, APPLY, Option 1, lines 3–4	"Then have students draw conclusions about the importance of these heroes."	"Then have students answer the questions in their response to the prompt on p. 152 in the <i>Student Interactive</i> ."

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Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T267	Formative Assessment Options, APPLY, Option 2	"Have students discuss questions they might ask themselves as they compare two heroes in texts they have read. Ask them to draw conclusions about the importance of the two heroes."	"Have students write a list of the similarities and differences between two heroes in texts they have read. Ask them to draw conclusions about the importance of the two heroes and discuss their conclusions with a partner."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T267	Right-hand column, Quick Check, first bulleted item, lines 3–4	"Small Group Intervention or ELL Targeted Support on pp. T268–T269."	"Small Group on pp. T268–T269."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T267	Right-hand column, Quick Check, second bulleted item, lines 3–5	"...comparisons in Small Group Leveled Readers or Independent Reading on pp. T268–T269."	"...comparisons in Small Group on pp. T268–T269."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T267	Below Formative Assessment Options box, Weekly Question, second line	"...paper or in small groups."	"...paper."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T28	Intervention Activity, first sentence	"Use Lesson 38, pp. T247–T252..."	"Use Lesson 21, pp. T133–T138..."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T28	Intervention Activity, reproduction	<i>myFocus Intervention Teacher Guide</i> reproduction changed	<i>myFocus Intervention Teacher Guide</i> reproduction changed from Lesson 38 to Lesson 21
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T322	Top of page, header	"Explain Poetic Elements"	"Explain Poetic Characteristics"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T323	Formative Assessment Options APPLY, Option 1, lines 1–2	"Have students annotate the text using the other Close Read notes for Analyze Characters and then "	"Have students review the Close Read notes and"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T323	Right-hand column, Quick Check, first bulleted item, lines 3–4	"...in Small Group Intervention or ELL Targeted Support on pp. T324–T325."	"...in Small Group on pp. T324–T325."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T323	Right-hand column, Quick Check, second bulleted item, lines 3–5	"...elements in Small Group Leveled Readers or Independent Reading on pp. T324–T325."	"...elements in Small Group on pp. T324–T325."
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T345	Lesson 4, header	"Practice Prepositions"	"Practice Pronouns"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T12	Bottom of page, Student Edition reduction, page 214	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T134	Minilesson, MODEL AND PRACTICE, line 2, items 1 and 2	"Fredrick"	"Frederick"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T152	GENRE AND THEME, Read Aloud row	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T153	Minilesson Resources section, bottom of page, Read Aloud caption	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T154	Lesson 1 column, green Genre and Theme box, Listening Comprehension	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T158	Biography paragraph, line 2	"...'Working for Peanuts.'"	"...'George Washington Carver.'"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T158	Read Aloud gray bar, middle of page	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T158	Left-hand column, ELL Language Transfer, line 2	"...'Working for Peanuts.'"	"...'George Washington Carver.'"

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Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T158	Left-hand column, FLUENCY, lines 2–3	"...Working for Peanuts."	"...George Washington Carver."
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T159	Top right-hand corner of Read Aloud box	"Working for Peanuts,' continued"	"George Washington Carver,' continued"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T159	Right-hand column, ELL Access box, lines 2–3	"...Working for Peanuts," ..."	"...George Washington Carver," ..."
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T160	Minilesson box, MODEL AND PRACTICE, line 2	"...Working for Peanuts," ..."	"...George Washington Carver," ..."
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T160	Minilesson box, FLUENCY, line 1	"...Working for Peanuts"..."	"...George Washington Carver"..."
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T173	Right-hand column, First Read box	Inserted text at beginning of paragraph	Inserted text at beginning of paragraph: "THINK ALOUD"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T177	Right-hand column, First Read box header	"Connect"	"Respond"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T196	Banner, top of page	Header added	Added header: "COMPARE TEXTS"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T208	Bottom of page, Student Edition reduction, page 323	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T230	Banner, upper left corner	"WEEK 5 LESSON 1 READING WORKSHOP"	"WEEK 5 LESSON 1 READING WORKSHOP GENRE AND THEME"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T243	Right-hand column, First Read, beginning of paragraph	Icon and header added	THINK ALOUD icon and header added
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T243	Right-hand column, Close Read box, first Possible Response	"88,000 tons seems like a big number, so this detail supports the author's viewpoint that there was a 'whole lot' of rubble."	"Pointing out that the town moved 388,000 tons of rubble gives me a better idea of how much work was involved."
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T243	Right-hand column, Close Read box, second Possible Response, first sentence	"I agree that there was a lot of rubble. 388,000 cars would take up a lot of space."	"I agree that there was a lot of rubble and that 388,000 cars would take up a lot of space."
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T270	Left-hand part of page, below banner	Text added	Text added: "Use the QUICK CHECK on p. T269 to determine small group instruction. Teacher-Led Options"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T270	Middle of right-hand column	Box/text added	Text added: "Intervention Activity WORD STUDY For students who need support, Word Study lessons are available in the <i>myFocus Intervention Teacher's Guide</i> , Lessons 1–16."
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T302	Banner, upper left corner	"READING WORKSHOP"	"WEEK 5 LESSON 1 READING WORKSHOP GENRE AND THEME"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T302	Left-hand column, ELL Language Transfer note	"Cognates Point out the Spanish cognates related to drama: • characters : <i>caracteres</i> • dialogue : <i>diálogo</i> • direction : <i>dirección</i> "	"Cognates Point out the Spanish cognates related to drama: • dialogue : <i>diálogo</i> • direction : <i>dirección</i> "
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T348	Top of page, headers	"Spell Homophones"	"Spelling Spell Homophones"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T36	Left-hand column, First Read box header	"Respond"	"Notice"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T39	Right-hand column, First Read box header	"Notice"	"Respond"

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Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T52	Banner, top of page	Header added	Added header: "CLOSE READ"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T56	Banner, top of page	Header added	Added header: "CLOSE READ"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T60	Banner, top of page	Header added	Added header: "COMPARE TEXTS"
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T159	WRAP-UP box, graphic organizer title and set-up	"Numbered List"	"Fire Drill Steps 1. 2. 3."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T198	Lesson 1, FOCUS ON STRATEGIES paragraph	"Words with the suffix <i>-en</i> have the meaning 'to make or become' the base word. The <i>-en</i> suffix turns a word like <i>flat</i> or <i>sad</i> into a verb. To understand the meaning of these words, first find the base word. The <i>-en</i> word means something like 'to make or become' the base word."	"Words with the suffix <i>-en</i> often have the meaning 'to make or become' the base word. The <i>-en</i> suffix turns a word like <i>flat</i> or <i>sad</i> into a verb. To understand the meaning of these words, first find the base word. The <i>-en</i> word often means 'to make or become' the base word."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T199	Lesson 3, FOCUS ON STRATEGIES	Inserted text at end of paragraph	Inserted text at end of paragraph: "Other times they are the past participle of a verb, such as the word <i>given</i> , the past participle of <i>give</i> ."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T199	Lesson 3, end of column	Student practice page reduction	Replaced student practice page reduction with revised student practice page reduction.
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T298	"The Animal Village," second paragraph, beginning fourth line	"The owls heard that foxes were sneaky, so they didn't trust them. The cats thought the pigs were too dirty to talk to. The rabbits hated the cats because they thought long ears were better than pointy ears. The mice figured the chickens were too dumb, pecking around as they always did."	"The owls heard that foxes were crafty, so they didn't trust them. The cats thought the pigs were too mucky to talk to. The rabbits disliked the cats because they thought long ears were better than pointy ears. The mice figured the chickens were too silly, pecking around as they always did."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T330	Minilesson, first paragraph	Added header	Added header: "FOCUS ON STRATEGIES"
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T361	INTEGRATE your INSTRUCTION, middle section	"Quest SOCIAL STUDIES For alternative inquiry projects with a social studies focus, go online to PearsonRealize.com."	"uEngineer It! For alternative inquiry projects with a science focus, go online to PearsonRealize.com."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T361	INTEGRATE your INSTRUCTION, last section (light green)	"Social Studies • Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape."	"Science • Explore patterns, systems, and cycles within environments. • Examine how the environment plays a key role in survival."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T72	Top of page, second header	"Share a Message"	"Use Text Features"
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T74	Lesson 2, FOCUS ON STRATEGIES, first sentence	"...and <i>ough</i> make the short o sound."	"...and <i>ough</i> can spell the vowel sound that is heard in <i>saw</i> ."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T74	Lesson 2, MODEL AND PRACTICE, second sentence	"Have volunteers identify the letters that form the short o vowel pattern."	"Have volunteers identify the letters that spell the sound /ò/."
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T75	Lesson 3, FOCUS ON STRATEGIES, end of sentence	"...different ways of representing the short o sound."	"...different ways of spelling the sound /ò/."
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T40	Possible Teaching Point box, below student edition reproduction	"Monitoring Comprehension Using Background Knowledge Tell students that to better understand this page, they can think of what they know about rocks. Explain that connecting new ideas to what you know helps you understand and remember what you read, such as pattern rules that can be remembered with rocks."	"Monitoring Comprehension Checking for Visual Cues Remind students that they can use visuals to support their understanding and learn new words. Display the pattern in paragraph 20. Say: <i>This pattern is a sequence. The numbers are in order.</i> Have students use the context clue and visual to build meaning. Then, ask students to fill in the following sentence frame: <i>A ____ is the order in which something happens.</i> Brainstorm a list of places where sequences can be found. (timelines, stories, recipes)"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
<i>English Language Arts and Reading, Grade 4</i> <i>Texas myView Literacy - Print + Online, Grade 4 (ISBN 9780134919959) and Texas myView Literacy - Online, Grade 4 (ISBN 9780134906386)</i>							
State Review Panel	New Content	9780328941728	Student	Unit 2, page 326	Irregular Plurals, first paragraph, first and second sentences; insert new fourth sentence	"Some plural forms of nouns do not end in -s or -es. Irregular plurals are nouns that are made plural by changing their spelling. Irregular plurals can also be nouns that have the same singular and plural form, such as the word <i>moose</i> , which is spelled the same in both the singular and plural forms."	"Some plural forms of nouns have an irregular pattern because they do not end in -s or -es. Irregular plurals are nouns that are made plural by changing their spelling, such as <i>foot</i> and <i>feet</i> . Irregular plurals can also be nouns that have the same singular and plural form, such as the word <i>moose</i> , which is spelled the same in both the singular and plural forms. In order to read, or decode, these irregular plural words, you must memorize them."
State Review Panel	New Content	9780328941735	Student	Unit 3, page 112	Irregular Verbs, top paragraph	"Regular verbs add -ed to show the past tense. Irregular verbs, however, change their spelling in the simple past tense. Memorize the past-tense forms of irregular verbs or look them up in a dictionary. This will help you correctly use and spell these verbs in your own writing."	"Regular verbs add -ed to show past tense. Irregular verbs change their spelling in the simple past tense. Memorize the past-tense forms of irregular verbs to use and spell them correctly in your own writing. Also memorize the correct spelling of high-frequency words, as they do not follow a pattern."
State Review Panel	New Content	9780328941735	Student	Unit 3, page 112	Irregular Verbs, chart	Delete row 4 content	Delete row with "make(s)" and "made"
State Review Panel	New Content	9780328941735	Student	Unit 3, page 112	Irregular Verbs, My Turn	"Edit this draft to change the verbs from present tense to past tense. Make sure to use the correct spelling for each regular or irregular verb."	"Edit this draft to change the verbs from present tense to past tense and to fix any misspelled high-frequency words. Be sure to use the correct spelling for each regular verb, irregular verb, and high-frequency word."
State Review Panel	New Content	9780328941735	Student	Unit 3, page 112	Irregular Verbs, bottom of page, student draft	Sentence 3: "He and his friends go out in the street and play music."	Sentence 3: "He and his friends go out in the street in town and play music for hours."
State Review Panel	New Content	9780328941735	Student	Unit 4, page 318	High-Frequency Words, bottom of page	Insert sentence between "They often do not follow regular word study patterns." and "Read these high-frequency words:"	"You must memorize them in order to edit your writing for correct spellinging."
State Review Panel	New Content	9780328941735	Student	Unit 4, page 318	High-Frequency Words, bottom of page	Add new content below paragraph	" My TURN Choose a draft from your writing notebook. To practice recognizing and correctly spelling high-frequency words, circle the high-frequency words in the draft. Then edit it using standard English conventions, including correct spelling of the high-frequency words."
State Review Panel	New Content	9780328990863	Teacher	Unit 1, page T13	Bottom of page, Student Edition reduction, page 11	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990870	Teacher	Unit 2, page T12	Bottom of page, Student Edition reduction, page 216	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990870	Teacher	Unit 2, page T206	Bottom of Lesson 2, Student Edition reduction, page 326	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990870	Teacher	Unit 2, page T375	Bottom of page, Student Edition reduction, page 418	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990887	Teacher	Unit 3, page T12	Bottom of page, Student Edition reduction, page 10	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990887	Teacher	Unit 3, page T181	Bottom of page, Student Edition reduction, page 104	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990887	Teacher	Unit 3, page T203	Bottom of page, Student Edition reduction, page 112	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990894	Teacher	Unit 4, page T12	Bottom of page, Student Edition reduction, page 212	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780328990894	Teacher	Unit 4, page T202	Bottom of page, Student Edition reduction, page 318	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990894	Teacher	Unit 4, page T283	Bottom of page, Student Edition reduction, page 362	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990900	Teacher	Unit 5, page T12	Bottom of page, Student Edition reduction, page 426	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990900	Teacher	Unit 5, page T319	Bottom of page, Student Edition reduction, page 597	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990900	Teacher	Unit 5, page T365	Bottom of page, Student Edition reduction, page 619	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328941728	Student	Unit 1, page 11	Bottom of the page, ELPS coding	"4.F.9" ELPS coding reported as a global change.	"4.F.ix" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328941728	Student	Unit 1, page 8	Video box, lower left corner, video title	"Unit 1 Video"	"Getting to School"
Publisher	Editorial Change	9780328941728	Student	Unit 2, page 216	Video box, lower left corner, video title	"Unit 2 Video"	"Adapt to Survive"
Publisher	Editorial Change	9780328941728	Student	Unit 2, page 326	Irregular Plurals, second paragraph, last sentence	"The spelling of the singular noun <i>foot</i> must change to get the plural form <i>feet</i> ."	Change "get" to "make" "The spelling of the singular noun <i>foot</i> must change to make the plural form <i>feet</i> ."
Publisher	Editorial Change	9780328941728	Student	Unit 2, page 418	Chart, second column, bullet, live url	https://www2.usgs.gov/faq/categories/9819/2689	"www.fake.url.com"
Publisher	Editorial Change	9780328941735	Student	Unit 3, page 10	Video box, lower left corner, video title	"Unit 3 Video"	"A World of Differences"
Publisher	Editorial Change	9780328941735	Student	Unit 3, page 104	Middle of page, chart, row 2	Insert column headings	Insert "Text Evidence" at the top of each column
Publisher	Editorial Change	9780328941735	Student	Unit 4, page 212	Video box, lower left corner, video title	"Unit 4 Video"	"Stories Shape Us"
Publisher	Editorial Change	9780328941735	Student	Unit 4, page 362	My Turn, student draft; revise to remove awkward sentence structure for clarity	"Felicia clapped her hands and gasped, "That was more good than last time! You seem to be putting mucher feeling into the music each time." Liam replied, "Yes, I guess. I mean, my practicing is intenser and my lessons are therefore inspirationaler."	"After Liam's solo, Felicia said, "That was a more good performance than last time! You put mucher feeling into your music this week." Liam replied, "I did intenser practices this week than last so that I could give a more great performance than the time before."
Publisher	Editorial Change	9780328941735	Student	Unit 4, page 418	Third box, Web Sites, line 2	"<www.cfss.website>"	"<www.url.here>"
Publisher	Editorial Change	9780328941735	Student	Unit 5, page 426	Video box, lower left corner, video title	"Unit 5 Video"	"Our Planet"
Publisher	Editorial Change	9780328941735	Student	Unit 5, page 597	BACKGROUND box	"This video was one of the first steps that led to the Wijnsens becoming internationally known as founders of a global activism initiative."	"This video helped the Wijnsens become known internationally as founders of a global activism initiative. See PearsonRealize.com to access the link to the video."
Publisher	Editorial Change	9780328941735	Student	Unit 5, page 619	Chart, Definition, second row, first sentence	" EVIDENCE Ideas that support your claim are evidence."	" EVIDENCE information that supports your claim is evidence."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T114	Upper left-hand corner in green banner, line 1	"Week 1"	"Week 2"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T12	Second paragraph, line 2	"Unit 1 Video"	"Going to School"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T12	Bottom of page, Student Edition reduction, page 8	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T122	Upper left-hand corner in green banner, line 1	"Week 1"	"Week 2"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T13	ELL Targeted Support, ELPS coding, bottom of box	"2.1.5" ELPS coding reported as a global change.	"2.1.v" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T136	Under OBJECTIVES, first objective, left-hand column	"Spell words with changes to base words when suffixes are added such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants."	"Spell words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T136	ELL Targeted Support, bottom left-hand column, Beginning leveled note, last sentence	"Practice three times."	"Guide students to identify how the base word <i>festive</i> changes when adding the suffix <i>-ity</i> ."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T136	ELL Targeted Support, bottom left-hand column, Advanced High leveled note	"Have partners split the following list into base words and words with suffixes and quiz each other on how to spell the words."	"Have partners write some base words and words with suffixes and talk about how the base words change."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T176	Under OBJECTIVES, TEKS coding, first objective	"4.1.3.B"	"4.3.B"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T176	Under OBJECTIVES, TEKS coding, second objective	"4.3.7.E"	"4.7.F"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T176	Middle of the page, end of the Minilesson box	Added sentence after second bullet point	"Have students use the process you modeled to write a definition and example sentence for <i>chromosomes</i> in the web on p. 100."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T196	ELL Targeted Support note, bottom of page	" Words for Compare and Contrast Have students look up words that indicate that items are being compared and contrasted. Ask partners to use a print or digital source to find words that indicate that items are the <i>same</i> or <i>different</i> . Examples for <i>same</i> include <i>similar, like, equal, equivalent, identical, similar, and comparable</i> . Examples for <i>different</i> include <i>oppose, distinct, differ, conflict, disagree, and clash</i> ."	" Share Information Have students look up words that indicate that items are being compared and contrasted. Guide them to use those words to share information about 'Twins in Space.' Ask partners to use a print or digital source to find words that indicate that items are the <i>same</i> or <i>different</i> . Examples for <i>same</i> include <i>similar, like, equal, equivalent, identical, similar</i> . Examples for <i>different</i> include <i>unlike, distinct, differ</i> ." ADVANCED/ADVANCED HIGH note deleted.
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T201	Lesson 4, bottom	Writing Workshop box added	"As students proofread their writing, remind them to check for the spellings of words with suffixes such as <i>-ity, -ty, -ic, and -ment</i> ."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T256	Upper left, under OBJECTIVES	End of first, third, and fourth TEKS statements	Periods added
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T257	Formative Assessment Options, Option 2	Replaced My TURN icon	" Use the Shared Read "
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T269	Lesson 4, bottom	Writing Workshop box added	"As students proofread their writing, remind them to check the spellings of words with the syllable pattern VCe."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T270	Lesson 1, second line of header	" Complete Sentences "	"Complete Sentences"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T270	Lesson 2, top	" Oral Language: Fix Run-on Sentences "	FLEXIBLE OPTION icon and arrow added; " Oral Language: Fix Run-On Sentences "
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T286	Middle of page	WEEKLY QUESTION and text	WEEKLY QUESTION and text moved to be before TURN, TALK, AND SHARE section

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T344	Header above Minilesson	"Identify Author's Purpose"	"Develop Author's Purpose"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T58	Below Minilesson box	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T59	Below second orange rule line, above student book facsimile	Reference to the Weekly Question added	" WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper or discuss in small groups."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T76	Below orange FORMATIVE ASSESSMENT label	"Immersion Lessons"	"Genre Immersion Lessons"
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T12	Second paragraph, line 2	"Unit 2 Video"	"Adapt to Survive"
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T183	Upper right, First Read box	Think Aloud icon and header	Deleted Think Aloud icon and header
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T204	Left-hand column, Cognates listing under ELL Transfer note	"elephant : <i>elefante</i> dictator : <i>dictador</i> rich : <i>rico</i> "	"acquire : <i>adquirir</i> sufficient : <i>suficiente</i> "
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T208	ELL Targeted Support, bottom of page	" Figurative Language As students read a text, encourage them to look for examples of figurative language. Guide students by asking: What signal words do you see for a simile? What kind of comparison do you see for a metaphor? BEGINNING/INTERMEDIATE Guide students by asking: How does this example of figurative language go beyond the normal meaning of the words? ADVANCED/ADVANCED HIGH"	" Similes As students read a text, help them identify similes and how they are structured. Guide students by asking: What signal words do you see for a simile? What kind of comparison do similes make? BEGINNING/INTERMEDIATE Have student pairs work together to answer this question: How does this example of a simile use exaggeration to express meaning? ADVANCED/ADVANCED HIGH"
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T270	Left-hand column, Cognates listing under ELL Transfer note	"ranch : <i>rancho</i> lesson : <i>lección</i> adventure : <i>aventura</i> "	"defense : <i>defensa</i> scientist : <i>científico</i> "
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T274	Header above Minilesson	"Analyze Figurative Language"	"Analyze Imagery"
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T340	ELL Targeted Support note, 2nd paragraph, bottom of page	"Have students complete level-appropriate sentence frames that you create for each word, such as: I classify my notes by color. This classification helps me study. ALL LEVELS"	"Have students complete the sentence frames that you create for each word, such as: I classify my notes by color. This classification helps me study. INTERMEDIATE"
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T351	Lesson 4, first paragraph, after APPLY header	My TURN icon	Added My TURN icon
Publisher	Editorial Change	9780328990870	Teacher	Unit 2, page T376	Left-hand column, Primary Source header	"SOCIAL STUDIES"	"SCIENCE"
Publisher	Editorial Change	9780328990887	Teacher	Unit 3, page T12	Second paragraph, line 2	"Unit 3 Video"	"A World of Differences"
Publisher	Editorial Change	9780328990887	Teacher	Unit 3, page T212	MODEL AND PRACTICE section of Minilesson, line 1	"Remind students that writers select genre based on..."	"Remind students that writers select a genre based on..."
Publisher	Editorial Change	9780328990887	Teacher	Unit 3, page T212	Bottom of page, Share Back, line 2	"...genre based on purpose for writing."	"...genre based on his or her purpose for writing."
Publisher	Editorial Change	9780328990887	Teacher	Unit 3, page T228	Top of page, Compare texts, line 3	"...the Week 3 Question:..."	"...the Week 4 Question:..."
Publisher	Editorial Change	9780328990887	Teacher	Unit 3, page T309	Top of page, ELL note	"ELL Language Development"	"ELL Targeted Support"
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T12	Second paragraph, line 2	"Unit 4 Video"	"Stories Shape Us"
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T140	Lesson 1, first paragraph	"...to assess students' prior knowledge of Greek and Latin prefixes."	"...to assess students' prior knowledge of suffixes <i>-able</i> and <i>-ible</i> ."

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Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T208	Lesson 1, bottom, Challenge Words	"origin original academy academie inspiration"	"diaphanous conspicuous virtuous"
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T210	Lesson 1, first paragraph, line 3	"...that modify or describe nouns."	"...that modify or describe nouns or pronouns."
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T281	Lesson 3, MODEL AND PRACTICE, item 2	"2. _____ will soon grow up."	"2. An _____ puppy will soon grow up."
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T309	Right-hand column, top	"ELL Insights"	"ELL Access"
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T314	Left-hand column, Close Read box	"Analyze Myths Point out that myths often have conditions set by gods or other supernatural beings and that characters in them differ in why they obey or disobey these conditions. Challenge students to find information that reveals why Zeus gave Pandora the box. See student page for possible responses. Ask students what character traits led Pandora to think too much about opening the box."	"Evaluate Details Point out that myths often have conditions set by gods or other supernatural beings and that characters in them differ in why they obey or disobey these conditions. Have students scan paragraphs 21–29 and highlight text details about the gift Zeus gave to Pandora. See student page for possible responses. Discuss with the class what the highlighted details reveal about why Zeus gave Pandora the box. Ask students what character traits led Pandora to think too much about opening the box."
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T314	Left-hand column, Close Read box, OBJECTIVE	"Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales. TEKS 4.9.A"	"Evaluate details to determine key ideas. TEKS 4.6.G"
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T320	Left-hand column, Close Read box	"Analyze Myths Have students scan paragraphs 1–3 to find information on the opposite qualities of the two brothers, Tane and Whiro. See student page for possible responses. Ask students to identify and explain the battle that the myth sets up in paragraph 3. Possible response: It sets up a battle of good vs. evil between Tane and Whiro, who will now race to reach the baskets of helpful things for humanity. OBJECTIVE Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales. TEKS 4.9.A"	"Evaluate Details Have students scan paragraphs 1–3 to find information that connects to what the illustration on p. 385 shows. See student page for possible responses. Ask students to describe details in the image that the text clarifies. Possible response: The image shows three small objects on top of the tower, but the text explains what those objects are: Papa Io's three baskets of gifts for humans. OBJECTIVE Evaluate details to determine key ideas. TEKS 4.6.G"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T321	Right-hand column, below the First Read box	Close Read box added	"Close Read ^[SEP] Analyze Myths ^[SEP] Have students scan paragraphs 1–3 to find information on the opposite qualities of the two brothers, Tane and Whiro. See student page for possible responses. ^[SEP] Ask students to identify and explain the battle that the myth sets up in paragraph 3. ^[SEP] Possible response: It sets up a battle of good vs. evil between Tane and Whiro, who will now race to reach the baskets of helpful things for humanity. DOK 2 OBJECTIVE Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales. TEKS 4.9.A"
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T379	Bottom of page, Student Edition reduction, page 418	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T53	FORMATIVE ASSESSMENT OPTIONS, Apply, Option 1	"Use the Shared Read"	Changed header to My Turn icon
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T106	Left-hand column, First Read box, below Notice header	Think Aloud bubble icon and boldfaced header	Added Think Aloud bubble icon and boldfaced header
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T12	Second paragraph, line 2	"Unit 5 Video"	"Our Planet"
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T324	Left-hand column, OBJECTIVES	Added to TEKS coding	Added "TEKS" after each TEKS statement, before the coding
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T34	Left-hand column, Close Read box, line 2 header	"Analyze Text Structure"	"Analyze Text Features"
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T372	Left-hand column, Primary Source header	"SOCIAL STUDIES"	"SCIENCE"
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T52	Minilesson, MODEL AND PRACTICE, bullet 3	"knew"	"know"
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T64	Top of page, header above Minilesson box	"Text Structure"	"Analyze Text Structure"
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T66	Top of page, header above Minilesson box	"Text Structure"	"Use Text Structure"
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T71	Lesson 3, FOCUS ON STRATEGIES, paragraph 1; paragraph 2	"A preposition has an object and joins a phrase (not an independent clause) to an independent clause." "In the first sentence, the preposition is part of the prepositional phrase, <i>in the deepest part of the canyon</i> . In the second sentence, relative adverb <i>where</i> joins two independent clauses, <i>We hiked</i> and <i>the canyon is deep</i> ."	"A preposition has an object, and together the preposition and object (and any modifiers) form a prepositional phrase. A prepositional phrase gives information about another word or group of words in the sentence." "In the first sentence, the preposition is part of the prepositional phrase <i>in the deep part of the canyon</i> . In the second sentence, the relative adverb <i>where</i> joins the two independent clauses <i>We hiked</i> and <i>the canyon is deep</i> ."
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T71	Lesson 3, MODEL AND PRACTICE	"Present this table, and have students fill in the blanks."	"Have students complete this table."
Publisher	Editorial Change	9780328990900	Teacher	Unit 5, page T90	Left-hand column, OBJECTIVES, third TEKS	"Establish purpose for reading assigned and self-selected texts."	"Recognize characteristics and structures of informational text."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
<i>English Language Arts and Reading, Grade 5</i> <i>Texas myView Literacy - Print + Online, Grade 5 (ISBN 9780134919966) and Texas myView Literacy - Online, Grade 5 (ISBN 9780134906393)</i>							
State Review Panel	New Content	9780328941742	Student	Unit 1, page 195	Collaborate, first paragraph	"Follow your research plan's steps in order. Use the activity to help you write a claim and research evidence for your argumentative brochure."	"A research plan is a guide you will follow as you work. Sample Research Plan • Generate questions for inquiry and key words to guide research. • Decide what sources to consult. • Take notes and keep a careful record of sources. • Develop a claim and organize evidence to support a claim. • Write and add graphics to travel guide. • Revise, edit and present. Review these definitions and examples before you write."
State Review Panel	New Content	9780328941742	Student	Unit 1, page 195	Definition column, top box, second paragraph	"Read the examples in the right column. Then, with your partner, write a claim that persuades others to visit the country you chose."	Remove text
State Review Panel	New Content	9780328941742	Student	Unit 1, page 195	Examples column, top box, second paragraph	"My claim:" followed by three write-on-lines	Remove text and three write-on lines
State Review Panel	New Content	9780328941742	Student	Unit 1, page 195	Bottom of page, last sentence	"With your partner, list some possible options for researching evidence for your brochure about another country."	"With the assistance of your teacher, develop and follow your own research plan to create your travel guide. Use the sample plan as a model."
State Review Panel	New Content	9780328941742	Student	Unit 2, page 401	Top paragraph, Collaborate	"In this unit, you learned many words related to the theme of <i>Observations</i> . Work collaboratively with your partner to add more academic words to each category. If appropriate, use this newly acquired vocabulary when you write your survival guide."	"Work collaboratively with your partner to add academic vocabulary words to the categories below. Use this newly acquired vocabulary related to the theme of <i>Observations</i> to write your survival guide."
State Review Panel	New Content	9780328941742	Student	Unit 2, page 401	Chart below top paragraph	Replace chart with new chart, and add box with new content below it	New Chart "Academic Vocabulary" expert focus visible relate detect Word Forms expertise visibility Synonyms direct find" Antonyms amateur detach
State Review Panel	New Content	9780328990917	Teacher	Unit 1, page T358	Bottom of page below Critical Literacy box	"[icon] Collaborate Have student pairs use the Plan Your Research activity on p. 195 in the <i>Student Interactive</i> to help them identify a claim for their argumentative travel guide and to brainstorm types of evidence they might use to support their claim. Check students' claims against the bulleted list in the first column. Remind them to follow the steps of their research plan in order."	"[icon] Collaborate Review Plan Your Research [rom] on p. 195 in the <i>Student Interactive</i> . Discuss the steps in the sample research plan to help students understand how a research plan can help them focus and guide their research. Then, review the definitions and examples for a claim and evidence to help students identify a claim for their argumentative travel guide and to brainstorm types of evidence they might use to support their claim. Then, assist partners or groups as they develop and follow their own research plans."
State Review Panel	New Content	9780328990917	Teacher	Unit 1, page T359	Bottom of page, Student Edition reduction, page 195	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9780328990924	Teacher	Unit 2, page T365	Bottom of page, Student Edition reduction, page 401	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T290	Left column, ELL Language Transfer section, Cognates list	"character : <i>carácter</i> "	Deleted "character : <i>carácter</i> "
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T119	Bottom of page, Student Edition reduction, page 270	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T119	Bottom of page, Student Edition reduction, page 270	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T12	Bottom of page, Student Edition reduction, page 207	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T206	Left column, SPELLING WORDS box, second column within box	"supervise"	"supervision"
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T237	Green banner at top of page, top right corner	"WHOLE GROUP"	Deleted "WHOLE GROUP"
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T24	Left column, ELL Language Transfer section, Cognates list	"character : <i>carácter</i> "	Deleted "character : <i>carácter</i> "
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T246	Middle of page, Student Edition reduction, page 336	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T247	First Read box, right-hand upper corner	In blue text: "The image on page 337 of people yelling at the protestors makes me think the protestors must have been scared of what could happen yet they kept marching and staging sit-ins anyway because they cared about their cause. There were other movements or marches I know about the women's suffrage movement, and I saw a television documentary about the first day Ruby Bridges went to school."	In blue text: "The image on page 336 shows a line of people walking on a sidewalk. They are holding signs, one of which says 'Peace.' I can connect this to other movements or marches I know about." In black text: "Guide the class to brainstorm a list of other historical or contemporary demonstrations or movements. Students may consider what they have learned in history class, heard about from community and family members, or read and seen on local and global news coverage."
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T306	Side column, First Read, THINK ALOUD	"I see that the story is set in St. Louis in 1868, so it is a work of historical fiction."	"I see that the story is set in St. Louis in 1868, so I know the events take place in the past."
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T341	FORMATIVE ASSESSMENT OPTIONS, Options 1, line 3	"...Ezekiel's..."	"...the main character's..."
Publisher	Editorial Change	9780328941742	Student	Unit 1, page 8	Video box, lower left corner, video title	"Unit 1 Video"	"Journeys"
Publisher	Editorial Change	9780328941742	Student	Unit 1, page 80	Bottom of page, ELPS coding	"5.G.2" ELPS coding reported as a global change.	"5.G.ii" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328941742	Student	Unit 2, page 208	Video box, lower left corner, video title	"Unit 2 Video"	"Observations and the Scientific Process"
Publisher	Editorial Change	9780328941742	Student	Unit 2, page 246	End of first paragraph	Sentence added	"The first and third sentences below are written incorrectly."
Publisher	Editorial Change	9780328941742	Student	Unit 2, page 411	Middle of page	"Body of letter"	"Body of e-mail"
Publisher	Editorial Change	9780328941759	Student	Unit 3, page 10	Video box, lower left corner, video title	"Unit 3 Video"	"Reflecting on Our Lives"
Publisher	Editorial Change	9780328941759	Student	Unit 3, page 149	Student draft under the first My TURN, lines 1 and 5	"...n.y.c., ny..." "...42nd ave."	"n.y.c., ny, ..." "...42nd st."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328941759	Student	Unit 3, page 184	Lower half of page, Presenting, bullet 3	"Speak loud enough..."	"Speak loudly enough..."
Publisher	Editorial Change	9780328941759	Student	Unit 4, page 206	Video box, lower left corner, video title	"Unit 4 Video"	"Our Right to Freedom"
Publisher	Editorial Change	9780328941759	Student	Unit 4, page 270	Middle of page, item 2, chart, header in column 3	"My Inference About Believing in a Cause"	"The Theme I Inferred"
Publisher	Editorial Change	9780328941759	Student	Unit 4, page 336	Side column, beneath Close Read	"Generation Questions"; "protestor"	"Generate Questions"; "protesters"
Publisher	Editorial Change	9780328941759	Student	Unit 5, page 420	Video box, lower left corner, video title	"Unit 5 Video"	"The Changing Earth"
Publisher	Editorial Change	9780328941759	Student	Unit 5, page 616	Third box, Web Sites, right-hand side, line 4	"<www.sfe.org/sounds>"	"<www.url.here>"
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T103	Close Read side column, sentence 2	"Remind that that they should combine their..."	"Remind students that they should combine their..."
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T12	Bottom of page, Student Edition reduction, page 8	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T128	Below ELL Language Transfer	Second <i>Cognates</i>	Second <i>Cognates</i> deleted
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T13	Top of page, below ELL Targeted Support note	"2.1.4" ELPS coding reported as a global change.	"2.1.iv" Global correction for ELPS coding: final Arabic numeral changed to lowercase Roman numeral per ELPS breakouts released by TEA late spring 2018.
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T145	Side column, Student Edition reduction, page 80	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T173	Possible Teaching Point, below Student Edition page reduction, last 3 lines	"(compound: first sentence has two independent clauses joined by a comma and <i>but</i> ; complex: second sentence has an dependent clause set off by a comma before an independent clause)"	"(Compound: first sentence has two independent clauses joined by a comma and <i>but</i> ; complex: second sentence has an independent clause followed by a comma and a dependent clause.)"
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T186	Middle of column 2, Fluency note, first paragraph, sentence 3	"Tell them to read the punctuation and to make their reading sound like talking. If needed, model reading with expression."	"Tell them to take the punctuation into consideration and to make their reading sound like talking. If needed, model reading with expression."
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T281	First paragraph, second sentences	"They clarify ideas and word choices."	"Writers clarify ideas and word choices."
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T311	First Read box, line 2	"Gaugin"	"Gauguin"
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T336	Minilesson, FOCUS ON STRATEGIES, first line	"Another type of figurative language is the simile--..."	"Another type of figurative language is the metaphor--..."
Publisher	Editorial Change	9780328990917	Teacher	Unit 1, page T341	Lesson 4, Student Edition reduction, page 184	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T12	Bottom of page, Student Edition reduction, page 208	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T164	Bottom of left column, ELL Language Transfer section, bulleted Cognates list	"character: <i>carácter</i> "	Deleted "character: <i>carácter</i> "
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T214	Lesson 1, Model and Practice, bulleted list	"• talk • talks • talking • talked"	" <i>talks</i> <i>is talking</i> <i>talked</i> <i>has talked</i> "

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T246	Bottom of page, Possible Teaching Point, second sentence	"...noting the word inject. Have students identify the prefix in this word (<i>in-</i>), and remind them that the prefix <i>in-</i> means "not." Then make the connection to the text by pointing out that the Gila monster can not inject its venom."	"...noting the word illegal. Have students identify the prefix in this word (<i>il-</i>), and remind them that the prefix <i>il-</i> means "not." Ask a volunteer to give an example from the text of something that is illegal. Have another volunteer give an example of an action that is legal."
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T316	Banner, upper corner	"Lesson 3"	"Lesson 2"
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T317	First Read, Possible response	"Possible response: Animals born in captivity have a much lower survival rate in the wild. These animals are more likely to starve to death."	"In each paragraph, the author includes information about both of the groups of animals in the wild, one born in the wild and the other born in captivity. This compare-and-contrast structure helps readers understand the differences between the two groups."
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T346	Lesson 2, Focus on Strategies, last sentence	"For words that end in y, the ending may turn the y into an i."	"For words that end in the letter y, the letter y is first changed to the letter i before adding the ending."
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T346	Spelling Words list	"benefitted"	"benefited"
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T375	Bottom of page, Student Edition reduction, page 411	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T51	Leveled Readers Develop Vocabulary, first sentence	"words"	"terms"
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T51	Leveled Readers Develop Vocabulary, first sentence	"marinate"	"marine corps"
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T75	Lesson 4, Student Edition reduction, page 246	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T94	Bottom of left column, in ELL Language Transfer section, in bulleted Cognates list	"character : <i>carácter</i> "	Deleted "character : <i>carácter</i> "
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T100	Possible Teaching Point, below Student Edition page reduction, second sentence	"Ask students how they respond to the author's use of the words <i>dumb</i> and <i>ya</i> ."	"Ask students how they respond to the author's use of <i>I do too</i> and <i>ya</i> ."
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T12	Bottom of page, Student Edition reduction, page 10	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T15	Bottom of page, Student Edition reduction, page 15	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T151	Minilesson Resources section, bottom of page, first image of INFOGRAPHIC	Student Edition page reduction	Replaced Student Edition page reduction with correct Student Edition page from Week 3, Lesson 1, pages 86–87
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T158	Bottom of left column, ELL Language Transfer section, bulleted Cognates list	"character : <i>carácter</i> "	Deleted "character : <i>carácter</i> "
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T158	Bottom of left column, ELL Language Transfer section, first line, first sentence	"Cognates"	"Cognate"

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Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T170	Cross-Curricular Perspectives box, bottom of page, line 1	"...real-life..."	"...a..."
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T192	Minilesson box, first blue heading inside box	"FOCUS STRATEGIES "	"FOCUS ON STRATEGIES"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T192	Minilesson box, MODEL AND PRACTICE section, second paragraph, line 4	"characters' "	"character's "
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T192	Minilesson box, MODEL AND PRACTICE section, second paragraph, last line	"difference"	"differences"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T228	Box titled Nana, first line	The word <i>recall</i> is underlined	Remove underline from <i>recall</i>
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T228	Box titled Nana, first line	The word <i>melodic</i> is underlined	Remove underline from <i>melodic</i>
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T228	Box titled Nana, fifth line	The word <i>crinkled</i> is underlined	Remove underline from <i>crinkled</i>
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T229	Box titled " 'Nana,' continued," first line	The word <i>vivid</i> is underlined	Remove underline from <i>vivid</i>
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T229	Box titled " 'Nana,' continued," eighth line	The word <i>perspective</i> is underlined	Remove underline from <i>perspective</i>
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T229	WRAP-UP box, paragraph to right of Nana chart, first line	"Reflections: Use a two-column chart to"	Delete <i>Reflections</i> :
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, first definition	" vivid : clear and bright"	" vivid : clear, bright, and lifelike"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, second definition	" retired : no longer working for pay"	" retired : no longer working"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, third definition	" trembles : shakes in fear or excitement"	" trembles : shakes slightly"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, fourth definition	" crinkled : to form or cause little lines on the surface"	" crinkled : wrinkled or creased, as a crushed piece of paper"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, fifth definition	" melodic : beautiful to listen to"	" melodic : pleasing and harmonious to hear; sweet sounding"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T239	Possible Teaching Point section at bottom of page, Word Choice and Repetition paragraph	"Call students' attention to the phrases 'blue uniform & black shoes' in line 7 and the phrase 'feeling black and blue' in line 13 'Artist to Artist.' Point out the repetition of the words <i>blue</i> and <i>black</i> . Then explain that the phrase 'feeling black and blue' means feeling tired and bruised. Ask students why the speaker's father might feel 'black and blue.' Then discuss the effect of the repetition of these words."	"Call students' attention to 'blue uniform & black shoes' in line 7 and 'feeling black and blue' in line 13 of the poem 'Artist to Artist.' Ask a student to identify the repeated words, <i>blue</i> and <i>black</i> . Have a volunteer share a mental image he or she has formed based on the descriptive words in the poem. Explain that the term 'black and blue' often refers to bruises. Ask students why the speaker's father might feel 'black and blue.' Guide students to consider literal and figurative meanings, and then discuss the effect of the repetition of these words."
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T263	Lesson 5 column, sentence 1	"1. It was very courageous of the boy to eat all of his vegetables."	"1. It took great courageous for the firefighter to rescue the cat."
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T270	Lesson 2 column, FOCUS ON STRATEGIES section, lines 5-6	"...ourselves for getting 100%."	"...ourselves."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T276	Side column, Student Edition reduction, page 149	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T343	Side column, Student Edition reduction, page 184	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T37	First Read, fifth sentence	"Amanda"	"Amalia"
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T12	Bottom of page, Student Edition reduction, page 206	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T375	Below ELL Targeted Support note	inserted ELPS coding for clarification	"ELPS 3.F.i"
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T375	DIFFERENTIATED SUPPORT box, bottom	"Ask for information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments."	Deleted "Ask for information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments."
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T12	Bottom of page, Student Edition reduction, page 420	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T228	SMALL GROUP box, bottom of page, top of second column	Added text for clarification	Inserted "INDEPENDENT/COLLABORATIVE"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T281	Right column, Edit for Subordinating Conjunctions, second paragraph, first sentence	"Emphasize that a subordinating conjunctions signal a subordinating clause and that a subordinating clause cannot stand alone as a sentence."	"Emphasize that a subordinating conjunction signals a subordinate clause, which cannot stand alone as a sentence."
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T369	Bottom of page, Student Edition reduction, page 616	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T8	READING WORKSHOP box, Vocabulary row	"humid" "habitats"	"condenses" "habitat"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T8	READING WORKSHOP box, Close Read Day 4 row	"make and confirm predictions"	"confirm or correct predictions"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T8	READING-WRITING WORKSHOP BRIDGE box, Academic Vocabulary row	"recognize figurative language"	"recognize analogies"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T8	READING-WRITING WORKSHOP BRIDGE box, Word Study row	"decode schwa"	"decode words with the schwa sound"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T8	READING-WRITING WORKSHOP BRIDGE box, Read Like a Writer row, Week 3	"analyze connotation and denotation"	"analyze denotation and connotation"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T8	READING-WRITING WORKSHOP BRIDGE box, Read Like a Writer row, Week 5	"analyze point of view"	"analyze first-person point of view"

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Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T8	Box, upper right corner of page	"Strategic Reading and Writing Checklists"	"Reading and Writing Behaviors Checklists"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T80	Mentor Stack, first column	"Alarcon"	"Alarcón"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T9	WRITING WORKSHOP box, Week 3 row	"developing line breaks" "developing punctuation"	"choosing line breaks" "developing poetry with punctuation"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T9	READING-WRITING WORKSHOP BRIDGE box, Spelling row	"Can students spell...?"	"Can students spell words with...?"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T9	PROJECT-BASED INQUIRY box, Research row	"use graphics to conduct research" "use a bibliography to refine research"	"use their research to create graphics" "refine their research by developing a bibliography"
Pearson Education, Inc., publishing as Prentice Hall							
English Language Arts and Reading, Grade 6 <i>myPerspectives Texas English Language Arts - Print + Online, Grade 6 (ISBN 9781418282530) and myPerspectives Texas English Language Arts - Online, Grade 6 (ISBN 9781418278281)</i>							
Publisher	Editorial Change	9780328991334	Student	xii	Peer-Group Learning; 4th entry in TOC; author names	Original text: <i>Ivan Puig and Andrés Padilla Domene</i>	Edited text: <i>Ivan Puig Domene and Andrés Padilla Domene</i>
Publisher	Editorial Change	9780328991334	Student	xiii	Independent Learning column; item 2; title of text	Original text: High-Tech Backpacks Open World of Whales to Deaf Kids	Edited text: High-Tech Backpacks Open World of Whales to Deaf Students
Publisher	Editorial Change	9780328991334	Student	xv	Book Club box, final entry; author name	Original text: Katherine Patterson	Edited text: Katherine Paterson
Publisher	Editorial Change	9780328991334	Student	xvii	Book Club box; first entry; genre label	Original text: FANTASY	Edited text: SCIENCE FICTION
Publisher	Editorial Change	9780328991334	Student	22	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed lines 1–6 of "brooklyn rain."	Edited text: The model passage and annotation show how one reader analyzed lines 1–6 of "brooklyn rain."
Publisher	Editorial Change	9780328991334	Student	35	Practice, item 1	Original text: For a moment, she was in second grade again, the new Martian with only two eyes that everyone picked on.	Edited text: For a moment, she was in second grade again, the new Martian who had only two eyes instead of the usual three.
Publisher	Editorial Change	9780328991334	Student	44	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 3 of the story.	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 3 of the story.
Publisher	Editorial Change	9780328991334	Student	71	Practice, item 1	Original text: Explain how each detail listed in the chart contributes to a controlling idea in <i>Bad Boy</i> —that boys are supposed to behave in certain ways.	Edited text: Explain how each detail listed in the chart contributes to the controlling idea in <i>Bad Boy</i> —that boys are often expected to behave in certain ways.
Publisher	Editorial Change	9780328991334	Student	89	Second-to-last line of text	Original text: ARTICLE 15	Edited text: ARTICLE 153.
Publisher	Editorial Change	9780328991334	Student	116	Revising and Editing, 1 D	Original text: Replace the 2nd <i>to</i> with <i>too</i> .	Edited text: Replace the second <i>to</i> with <i>too</i> .
Publisher	Editorial Change	9780328991334	Student	116	Revising and Editing, 4 G	Original text: It's not fair," I mumble, and she begins sponging the table vigorously.	Edited text: "It's not fair," I mumble, and she begins sponging the table vigorously.
Publisher	Editorial Change	9780328991334	Student	142	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 42 of the excerpt.	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 42 of the excerpt.
Publisher	Editorial Change	9780328991334	Student	142	Bottom of page, Inquiry and Research, sentence 1	blue run-in head added before sentence 1	Edited text: Research and Extend As you go through school, you will need to follow your own curiosity and write your own research questions.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991334	Student	159	Build Insight, Comprehension, item 2, Reading Check, (a) and (b)	Original text: (a) What does the Newfoundland dog, Villa, do that is remarkable? (b) Does Hans the horse really solve numerical problems?	Edited text: (a) What did the Newfoundland dog, Villa, do that was remarkable? (b) Did Hans the horse really solve numerical problems?"
Publisher	Editorial Change	9780328991334	Student	160	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed paragraph 3 of the article.	Edited text: The model passage and annotation show how one reader analyzed paragraph 3 of the article.
Publisher	Editorial Change	9780328991334	Student	164	Bottom of page, Practice, sentence 1	Original text: Before you read the article, scan the introduction, acknowledgments, and images.	Edited text: Before you read the article, scan the introduction, acknowledgements, and images.
Publisher	Editorial Change	9780328991334	Student	168	Last paragraph in article, subhead	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991334	Student	170	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 11 in "So What Is a Primate?"	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 11 in "So What Is a Primate?"
Publisher	Editorial Change	9780328991334	Student	173	Author's Craft page, the word <i>acknowledgments</i> in 10 instances on the page: First paragraph; Tip; Chart; 2nd paragraph; Practice direction line; Items 1 and 2	Original text: acknowledgments	Edited text: acknowledgements
Publisher	Editorial Change	9780328991334	Student	224	Performance Task, Plan with Your Group, Analyze the Task, bullet 3	Original text: Does one origami animal seem more more fun to make than the others?	Edited text: Does one origami animal seem more fun to make than the others?
Publisher	Editorial Change	9780328991334	Student	235	Peer-Group Learning column, Media: Photo Essay, authors' names	Original text: Ivan Puig and Andrés Padilla Domene	Edited text: Ivan Puig Domene and Andrés Padilla Domene
Publisher	Editorial Change	9780328991334	Student	239	Top of page, first sentence	Original text: In addition, getting no response to a post or not being "friended" can also be very painful.	Edited text: In addition, getting no response to a post or not being "friended" can also be very painful.
Publisher	Editorial Change	9780328991334	Student	252	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed paragraph 3 of the story.	The model passage and annotation show how one reader analyzed paragraph 3 of the story.
Publisher	Editorial Change	9780328991334	Student	266	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed part of the section entitled "Your Genetic ID?"	Edited text: The model passage and annotation show how one reader analyzed part of the section entitled "Your Genetic ID?"
Publisher	Editorial Change	9780328991334	Student	274	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 2 of the essay.	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 2 of the essay.
Publisher	Editorial Change	9780328991334	Student	292	Performance Task, Editing, Focus on Mechanics, sentence 4	Original text: Even if the long form is not a proper noun, the acronym is capitalized.	Edited text: Even if the long form is not a proper noun, most acronyms are capitalized.
Publisher	Editorial Change	9780328991334	Student	292	Performance Task, Editing, Focus on Mechanics, chart, row 4, column 1	Original text: Specialized Equipment	Edited text: Science Terminology

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991334	Student	292	Performance Task, Editing, Focus on Mechanics, chart, row 4, column 2	Original text: self-contained underwater breathing apparatus	Edited text: rapid eye movement
Publisher	Editorial Change	9780328991334	Student	292	Performance Task, Editing, Focus on Mechanics, chart, row 4, column 3	Original text: Acronym: SCUBA	Edited text: Acronym: REM
Publisher	Editorial Change	9780328991334	Student	293	Focus on Spelling and Punctuation, Practice box, item 2	Original text: Very often, I look at my phone and watch TV at the same time.	Edited text: On most days, I look at my phone and watch TV at the same time.
Publisher	Editorial Change	9780328991334	Student	295	Contents, Media: Photo Essay, authors' names	Original text: <i>Ivan Puig and Andrés Padilla Domene</i>	Edited text: <i>Ivan Puig Domene and Andrés Padilla Domene</i>
Publisher	Editorial Change	9780328991334	Student	306	Page Heading	Original text: CONVENTIONS	Edited text: STUDY LANGUAGE AND CRAFT
Publisher	Editorial Change	9780328991334	Student	307	Speaking and Listening, Assignment box, bullet 1, sentence 1	Original text: Identify a game or a device you once thought was great but now think is outdated.	Edited text: Identify a game, device, or other type of technology that you once thought was great but now think is outdated.
Publisher	Editorial Change	9780328991334	Student	327	Genre / Text Elements, paragraph 1, sentence 2	Original text: It includes all the details of the physical location, as well as cultural and historical elements like the following:	Edited text: It includes all the details of the physical location, as well as cultural and historical elements such as the following:
Publisher	Editorial Change	9780328991334	Student	330	Prepare to Read, About the Authors	Original text: Brothers Ivan Puig and Andrés Padilla Domene are artists living and working in Mexico. Puig is a photographer and sculptor whose works have been exhibited in Germany, Canada, Brazil, Mexico, and the United States. Domene is a filmmaker whose work includes documentaries, fiction films, and television shows.	Edited text: Brothers Ivan Puig Domene and Andrés Padilla Domene are artists living and working in Mexico. Ivan is a photographer and sculptor whose works have been exhibited in Germany, Canada, Brazil, Mexico, and the United States. Andrés is a filmmaker whose work includes documentaries, fiction films, and television shows.
Publisher	Editorial Change	9780328991334	Student	331	Media: Photo Essay, authors' names	Original text: Ivan Puig and Andrés Padilla Domene	Edited text: Ivan Puig Domene and Andrés Padilla Domene
Publisher	Editorial Change	9780328991334	Student	331	Media: Photo Essay, Background, sentence 5	Original text: Two brothers, Ivan Puig and Andrés Padilla Domene,	Edited text: Two brothers, Ivan Puig Domene and Andrés Padilla Domene,
Publisher	Editorial Change	9780328991334	Student	331	Media: Photo Essay, photo caption	Original text: IMAGE 1: Puig and Domene built	Edited text: IMAGE 1: Ivan and Andrés built
Publisher	Editorial Change	9780328991334	Student	391	Conventions, three-column chart, right column, row 2, bullet 1	Original text: <u>After</u> the banquet, everyone leaves.	Original text: <u>When</u> the banquet is over, everyone leaves.
Publisher	Editorial Change	9780328991334	Student	461	Footnote 1, bottom of page	Original text: 1. whiting (WY ting) <i>n.</i> type of fish.	Edited text: 1. whiting (WY tihng) <i>n.</i> type of fish.
Publisher	Editorial Change	9780328991334	Student	461	Footnote 2, bottom of page	Original text: 2. shingle (SHIHNG guhl) <i>n.</i> part of a beach that is covered with larger stones instead of sand.	Edited text: 2. shingle (SHIHNG guhl) <i>n.</i> part of a beach that is covered with larger stones instead of sand.
Publisher	Editorial Change	9780328991334	Student	465	Author's Craft, three-column chart, left column, row 2	Original text: Repetition	Edited text: Consonance
Publisher	Editorial Change	9780328991334	Student	489	Bottom of page, Performance Task / Writing Process	Original Text: Write a Research Paper	Edited Text: Write a Formal Research Paper
Publisher	Editorial Change	9780328991334	Student	497	Bottom of page, Performance Task: Writing Process	Original Text: Write a Research Paper	Edited Text: Write a Formal Research Paper
Publisher	Editorial Change	9780328991334	Student	514	Close Read, Item 1; sentence 1	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 13 of the memoir.	Edited Text: The model passage and annotation show how one reader analyzed part of paragraph 13 of the memoir.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991334	Student	531	Chart; Example Column; Top Entry; final line	Original Text: rocky planets." (40)	Edited Text: rocky planets" (40).
Publisher	Editorial Change	9780328991334	Student	531	Chart; Example Column; Middle Entry; final line	Original Text: Mars. ("Mars Mission" 40)	Edited Text: Mars ("Mars Mission" 40).
Publisher	Editorial Change	9780328991334	Student	531	Chart; Example Column; Bottom Entry; final line	Original Text: planets. (Alton 34)	Edited Text: planets (Alton 34).
Publisher	Editorial Change	9780328991334	Student	532	Model Text; title	Original Text: On Top of the World	Edited Text: <i>from On Top of the World</i>
Publisher	Editorial Change	9780328991334	Student	532	Model Text; paragraph 1; final line	Original Text: planet. (Climber News)	Edited Text: planet (McRea 122).
Publisher	Editorial Change	9780328991334	Student	532	Model Text; paragraph 2; 3rd line	Original Text: mountain. (WorldBook, 422)	Edited Text: mountain (<i>WorldBook</i> 42).
Publisher	Editorial Change	9780328991334	Student	532	Model Text; paragraph 2; final line	Original Text: joy."	Edited Text: joy" (Chen 2).
Publisher	Editorial Change	9780328991334	Student	534	Model Text title	Original Text: On Top of the World	Edited Text: <i>from On Top of the World</i>
Publisher	Editorial Change	9780328991334	Student	534	Model text; sentence 1	Original Text: speeds. (Christopher, 187)	Edited Text: speeds (Christopher, 187).
Publisher	Editorial Change	9780328991334	Student	534	Model Text; sentence 4	Original Text: avalanche. (Climber News)	Edited Text: avalanche (<i>Climber News</i>).
Publisher	Editorial Change	9780328991334	Student	534	Focus on Sentences; final "Incorrect" entry	Original Text: <i>Neither experience nor lucky</i> can guarantee safety. (incorrectly connects the noun <i>experience</i> and the adjective <i>lucky</i>)	Edited Text: <i>Neither experience nor being lucky</i> can guarantee safety. (incorrectly connects the noun <i>experience</i> and the gerund phrase <i>being lucky</i>)
Publisher	Editorial Change	9780328991334	Student	535	Top of page; 1st bullet; 2nd entry	Original Text: Book Title: <i>The Snow on Top of the Mountain</i>	Edited Text: Book Title: <i>The Mountainous West: Historical Explorations</i>
Publisher	Editorial Change	9780328991334	Student	535	Practice; item 2	Original Text: December 2017.	Edited Text: May 2017.
Publisher	Editorial Change	9780328991334	Student	549	Top of page; Print and Graphic Features; "Photographs" entry	Original Text: Photographs: images that show what people or things mentioned in the article look like	Edited Text: Images: paintings or photographs that depict people, places, or things
Publisher	Editorial Change	9780328991334	Student	598	Top of page; boxed text; sentence 7; final words	Original Text: effect. (Linnet)	Edited Text: effect (Linnet 7).
Publisher	Editorial Change	9780328991334	Student	598	Top of page; boxed text; sentence 9; final words	Original Text: highways. (Linnet)	Edited Text: highways (Linnet 8).
Publisher	Editorial Change	9780328991334	Student	R0 (blind folio)	Col 2; Acknowledgments section	Original text: ACKNOWLEDGMENTS Acknowledgments and Credits	Edited text: ACKNOWLEDGEMENTS Acknowledgements and Credits
Publisher	Editorial Change	9780328991334	Student	R12	Top of page; subhead in blue box	Original text: INFORMATIONAL: SCORE 1	Edited text: INFORMATIONAL: SCORE 2
Publisher	Editorial Change	9780328991334	Student	R32	Chart headers; top and bottom charts; cols 2 and 3 headers	Original text: CONNECTION TO THE PROMPT TEXT EVIDENCE / DETAILS	Edited text: MY IDEAS / OBSERVATIONS TEXT EVIDENCE / INFORMATION
Publisher	Editorial Change	9780328991334	Student	R70	Far-left column; 1st entry under Text Analysis	Original text: Acknowledgments	Edited text: Acknowledgements

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991334	Student	R80	Col 1; first entry under D	Original text: Domene, Andrés Padilla, 330, 331	Edited text: Domene, Andrés Padilla, 330, 331 Domene, Ivan Puig, 330, 331
Publisher	Editorial Change	9780328991334	Student	R80	Col 3; final entry under P	Original text: Puig, Ivan, 330, 331	Delete entry
Publisher	Editorial Change	9780328991334	Student	R81	2nd column, 2nd entry under H	Original text: <i>High-Tech Backpacks Open World of Whales to Deaf Kids</i>	Edited text: <i>High-Tech Backpacks Open World of Whales to Deaf Students</i>
Publisher	Editorial Change	9780328991334	Student	R82	Top of page: head; Side of page: tab head; Bottom of page: running foot (3 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991334	Student	R83	Side of page; tab head	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991334	Student	R84	Top of page: head; Side of page: tab head (2 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991334	Student	R85	Side of page; tab head	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991365	Teacher	2	Resources, line 1	Original text: Unit 1 Answer Key	Edited text: Unit 1 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991365	Teacher	2	Bottom, left, Discuss It	Original text: DISCUSS IT	Edited text: DISCUSS IT
Publisher	Editorial Change	9780328991365	Teacher	2	Bottom, left, Discuss It; sentence 1	Period is missing	Edited text: To have students use the Discussion Board to complete this activity, go into Pearson Realize, and assign the Unit 1 Introduction: Discussion Board Activity .
Publisher	Editorial Change	9780328991365	Teacher	4	Unit Introduction, Intro Learning Objectives box, Resources	Original text: Essential Question Notes	Edited text: EQ Notes
Publisher	Editorial Change	9780328991365	Teacher	4	About the Unit Goals box, sentence 1	Original text: backward designed	Edited text: backward-designed
Publisher	Editorial Change	9780328991365	Teacher	4	Unit Goals, Social-Emotional Learning, sentence 2	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991365	Teacher	5	Bottom of page, Differentiated Instruction, ELPS code GLOBAL CHANGE: To match the recent TEA change in ELPS codes, the last numeral of the ELPS code has been changed from Arabic to Roman in all ELPS codes throughout the Teacher Edition.	Original code: ELPS 4.C.3	Edited code: ELPS 4.C.iii
Publisher	Editorial Change	9780328991365	Teacher	9	Right column, QuickWrite, EQ Notes, Sentence 2	Original text: If you choose to print the Essential Question Notes, distribute	Edited text: If you choose to print the EQ Notes, distribute

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	16	Bottom of page, Differentiated Instruction, sentences 1-3	Original text: Lead students in reviewing how the narrator reacts to staying inside in “brooklyn rain.” As a class, reread lines 14–16. Then, lead students in reviewing how the narrator reacts to staying inside in “another way.” As a class, reread lines 15–29 and discuss what they learn about the narrator from the first poem, and how the second poem gives them a different view of her character.	Edited text: Lead students in reviewing how the author reacts to staying inside in “brooklyn rain.” As a class, reread lines 14–16. Then, lead students in reviewing how Woodson reacts to staying inside in “another way.” As a class, reread lines 15–29 and discuss what they learn about Woodson from the first poem, and how the second poem gives them a different view of her character.
Publisher	Editorial Change	9780328991365	Teacher	17	Bottom of page, Differentiated Instruction, Beginning section	Original text: Display <i>brilliant</i> and explain that it means <i>very smart</i> . Ask students for words and phrases related to <i>brilliant</i> and <i>smart</i> . (<i>clever, bright</i>) Read aloud the first nine lines. Point out that <i>gifted</i> means about the same meaning as <i>brilliant</i> .	Edited text: Display <i>brilliant</i> and <i>explain</i> that it means “very smart.” Ask students for words and phrases related to <i>brilliant</i> and <i>smart</i> . (<i>clever, bright</i>) Read aloud the first nine lines. Point out that <i>gifted</i> has about the same meaning as <i>brilliant</i> .
Publisher	Editorial Change	9780328991365	Teacher	17	Bottom of page, Differentiated Instruction, Intermediate, sentence 2	Original text: Explain that it means very smart.	Edited text: Explain that it means “very smart.”
Publisher	Editorial Change	9780328991365	Teacher	17	Bottom of page, Differentiated Instruction, Advanced, sentence 2	Original text: Then ask them to read the poem in pairs and look for a word that means about the same as <i>brilliant</i> . (<i>gifted</i>)	Edited text: Then, ask them to read the poem in pairs and look for a word that means about the same as <i>brilliant</i> . (<i>gifted</i>)
Publisher	Editorial Change	9780328991365	Teacher	17	Bottom of page, Differentiated Instruction, Advanced High, sentence 3	Original text: Then guide them to use accessible language to define <i>achieved</i> , <i>official</i> , and <i>excelled</i> .	Edited text: Then, guide them to use accessible language to define <i>achieved</i> , <i>official</i> , and <i>excelled</i> .
Publisher	Editorial Change	9780328991365	Teacher	22	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	23	Bottom right, Monitor and Adjust, Exit Ticket, line 1 GLOBAL CHANGE: This change was made on this page type throughout the Teacher Edition.	Original text: To assess students' mastery, administer...	Edited text: To assess students' progress, administer...
Publisher	Editorial Change	9780328991365	Teacher	33	Bottom right; Reteach and Practice	Original text: RETEACH AND PRACTICE If students need practice, see Museum Exhibit Guide (RP) .	Reference deleted.
Publisher	Editorial Change	9780328991365	Teacher	35	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	44	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	48	Top left, Composition, sentence 2	Original text: Instruct them to page 35 to review the five plot stages and use them as the basis for their outline.	Edited text: Instruct them to review the five plot stages and use them as the basis for their outline.
Publisher	Editorial Change	9780328991365	Teacher	70	Bottom left, Monitor and Adjust, Exit Ticket, TEKS	Original text: TEKS 2.A	Edited text: TEKS 2.C
Publisher	Editorial Change	9780328991365	Teacher	71	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	77	Bottom right, Reteach and Practice	Original text: RETEACH AND PRACTICE If students need practice, see Group discussion (RP) .	Reference deleted.
Publisher	Editorial Change	9780328991365	Teacher	79	Top right, heading, Genre / Text Element	Original text: Genre / Text Elementsnts	Edited text: Genre / Text Element

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	89	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	91	Bottom of page, Differentiated Instruction, Advanced, sentence 1 and Advanced High, sentence 1	Original text: Use all three words and have students choose three more from the selection.	Edited text: Have students use all three words and choose three more from the selection.
Publisher	Editorial Change	9780328991365	Teacher	94	Top left, Motivate and Engage, sentence 1	Original text: Ask students to describe a time they really wanted something and their parents wouldn't purchase it for them.	Edited text: Ask students to describe a time they really wanted something but their parents or caregivers wouldn't purchase it for them.
Publisher	Editorial Change	9780328991365	Teacher	111	Right column, box, sentences 3 and 4	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991365	Teacher	116	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	118	Top left, Resources	Original text: Unit 2 Answer Key	Edited text: Unit 2 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991365	Teacher	118	Left column, Watch the Video, sentence 1	Original text: Project the introduction video in class, ask students to open the video in their digital textbooks.	Edited text: Project the introduction video in class, or ask students to open the video in their digital textbooks.
Publisher	Editorial Change	9780328991365	Teacher	120	Top left, Intro Learning Objectives box, TEKS	Original text: TEKS 2.C; 6.D	Edited text: TEKS 2.C; 6.D; 6.I
Publisher	Editorial Change	9780328991365	Teacher	120	Left column, Intro Learning Objectives, Resources, line 2	Original text: Essential Question Notes	Edited text: EQ Notes
Publisher	Editorial Change	9780328991365	Teacher	120	Unit Goals, Social-Emotional Learning, sentence 2	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991365	Teacher	121	Top right of page, Academic Vocabulary: Informational Text, last sentence	Original text: Students are only expected to provide the definition.	Edited text: Students are expected to provide only the definitions.
Publisher	Editorial Change	9780328991365	Teacher	125	Top right of page, Quick Write, last sentence	Original text: Students should consider what they've read about of how animals and people interact, using accurate details.	Edited text: Students should consider what they've read about how animals and people interact, using accurate details.
Publisher	Editorial Change	9780328991365	Teacher	125	Right column, EQ Notes, last sentence	Original text: If you choose to print the Essential Question Notes ,	Edited text: If you choose to print the EQ Notes ,
Publisher	Editorial Change	9780328991365	Teacher	128	Left column, Reading Autobiographies, heading	Original text: Reading Autobiography	Edited text: Reading Autobiographies
Publisher	Editorial Change	9780328991365	Teacher	128	Left column, Reading Autobiographies, Structure, last sentence	Original text: Ask: <i>Why might an author use flashback?</i>	Edited text: Ask, <i>Why might an author use flashback?</i>
Publisher	Editorial Change	9780328991365	Teacher	142	Teach, left column, Inquiry and Research, Research and Extend, sentence 2	Original text: Model another example of how to turn a topic into a statement (I want to know more about Goodall's research center) and then a research question (What is Goodall's research center like today?)	Edited text: Model another example of how to turn a topic into a statement ("I want to know more about Goodall's research center") and then a research question ("What is Goodall's research center like today?").
Publisher	Editorial Change	9780328991365	Teacher	142	Bottom of page, Cross-Curricular Perspectives, sentence 2	Original text: Margaret Meade	Edited text: Margaret Mead

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	142	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	144	Left column, blue box, Monitor and Adjust	Original text: If students struggle to understand how adding the suffix <i>-able</i> to the end of a word changes it to an adjective, provide additional word pairs and have students look up each word's meaning.	Edited text: If students struggle to understand how adding the suffix <i>-able</i> to the end of a word changes it to an adjective, then provide additional word pairs and have students look up each word's meaning.
Publisher	Editorial Change	9780328991365	Teacher	144	Left column, blue box, Reteach and Practice	Original text: If students need more practice, see Latin Suffix: -able .	Edited text: If students need more practice, see Latin Suffix: -able (RP) .
Publisher	Editorial Change	9780328991365	Teacher	145	Right column, Write It	Original text: Students should add commas after "Africa," "her," and "year."	Edited text: Students should add commas after "Africa," "her," "year," and "Eventually."
Publisher	Editorial Change	9780328991365	Teacher	145	Right column, blue box, Monitor and Adjust,	Original text: If students struggle to identify the independent and dependent clause	Edited text: If students struggle to identify the independent and dependent clauses
Publisher	Editorial Change	9780328991365	Teacher	146	Left column, blue box, Monitor and Adjust	Original text: If students difficulty identifying steps in Goodall's process, suggest that they focus on key passages	Edited text: If students have difficulty identifying steps in Goodall's process, then suggest that they focus on key passages
Publisher	Editorial Change	9780328991365	Teacher	146	Bottom of page, Differentiated Instruction, Beginning, sentence 2	Original text: Together, complete the sentence frames with appropriate transition words.	Edited text: Have students work in small groups to complete the sentence frames with appropriate transition words.
Publisher	Editorial Change	9780328991365	Teacher	149	Right column, Essential Point, sentence 2	Original text: Not only does it make the article easier for readers to follow, it helps them	Edited text: Not only does it make the article easier for readers to follow, but also it helps them
Publisher	Editorial Change	9780328991365	Teacher	149	Right column, Essential Point, paragraph 2, sentence 1	Original text: Have students choose a topic in which they are interested and know something about.	Edited text: Have students choose a topic that interests them and that they know something about.
Publisher	Editorial Change	9780328991365	Teacher	149	Right column, Essential Point, paragraph 2, sentence 3	Original text: Have students write four to five sentences about the topic in which they use either a definition or classification type of organizational pattern.	Edited text: Have students write four to five sentences about the topic, using either a definition or classification type of organizational pattern.
Publisher	Editorial Change	9780328991365	Teacher	153	Bottom of page, Digital Perspectives, sentences 3, 4, and 5	Reference in the text have been updated because Koko recently died.	Edited text (updated to include new information): Koko was taught American Sign Language (ASL) by Dr. Patterson and eventually learned to use more than 1,000 signs to communicate. Furthermore, according to Patterson, she invented new signs for objects she had not been taught—for example, combining the signs for "finger" and bracelet" to indicate "ring." Until her death in 2018, Koko lived at the Gorilla Foundation in California, where Penny still cared for her daily.
Publisher	Editorial Change	9780328991365	Teacher	159	Right column, Comprehension, item 2. (a)	Original text: She rescues a young girl who is trapped in a snowdrift.	Edited text: She rescued a young girl who was trapped in a snowdrift.
Publisher	Editorial Change	9780328991365	Teacher	159	Right column, Comprehension, item 2. (c)	Original text: problem-solving capacity and counting aptitude.	Edited text: problem-solving capacity and counting aptitude
Publisher	Editorial Change	9780328991365	Teacher	159	Right column, Analysis, item 4. (a)	Original text: the SOI test, which evaluates five main factors of intelligence, with many subcategories	Edited text: the Structure of Intellect test, which evaluates five main factors of intelligence, with many subcategories
Publisher	Editorial Change	9780328991365	Teacher	159	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	160	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	164	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	168	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	169	Right column, Comprehension, item 2. (a)	Original text: It allows primates to hang from their arms.	Edited text: Primates have clavicles, or collarbones, which enable them to hang by their arms.
Publisher	Editorial Change	9780328991365	Teacher	170	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	171	Right column, Practice, Possible Responses, item 2, last sentence	Original text: However, a lemur is small and has a tail while an ape is large and has no tail.	Edited text: However, a lemur is small and has a tail, whereas an ape is large and has no tail.
Publisher	Editorial Change	9780328991365	Teacher	171	Right column, Practice, Possible Responses, item 3 (b)	Original text: Students may say that the author achieved her purpose by helping readers understand characteristics they share with other primates so the threat to primates hits closer to home.	Edited text: Students may say that the author achieves her purpose by helping readers understand characteristics they share with other primates, so that the threat to primates hits closer to home.
Publisher	Editorial Change	9780328991365	Teacher	171	Bottom right, blue box, Reteach and Practice	Original text: If students need more practice, see Organizational Patterns .	Edited text: If students need more practice, see Organizational Patterns (RP) .
Publisher	Editorial Change	9780328991365	Teacher	173	Right column, Author's Craft, sentences 1 and 3	Original text: acknowledgments	Edited text: acknowledgements
Publisher	Editorial Change	9780328991365	Teacher	173	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	174	Top of column; Multiple Choice, Explanations, item 1, D	Original text: Importantly, the first article is about a variety of animals groups, whereas the second article focuses on only one.	Edited text: Importantly, the first article is about a variety of animal groups, whereas the second article focuses on only one.
Publisher	Editorial Change	9780328991365	Teacher	174	Top of column; Multiple Choice, Explanations, item 3, D	Original text: No text evidence supports either author having this opinion.	Edited text: No text evidence supports the idea that either author holds this opinion.
Publisher	Editorial Change	9780328991365	Teacher	176	Top left, Performance Task Objectives box, TEKS listing	Original text: TEKS 10.B; 10.B.i-ii; 10.C; 10.D; 10.D.i, iii, viii, ix; 11.B	Edited text: TEKS 10.B; 10.B.i-ii; 10.C; 10.D; 10.D.i, viii, ix; 11.B
Publisher	Editorial Change	9780328991365	Teacher	185	Top right, Focus on Spelling and Punctuation, Punctuation, head	Original text: Punctuation	Edited text: Punctuation: Commas
Publisher	Editorial Change	9780328991365	Teacher	185	Top right, Focus on Spelling and Punctuation, Practice, item 1	Original text: The sentence is correct as it is.	Edited text: Change <i>There</i> to <i>They're</i> .
Publisher	Editorial Change	9780328991365	Teacher	185	Top right, Focus on Spelling and Punctuation, Practice, item 5	Original text: 5. The children are having fun with the dogs. More importantly, they are improving their reading skills.	deleted item
Publisher	Editorial Change	9780328991365	Teacher	185	Bottom right, Option 2, sentence 3	Original text: After, have them listen and critique their performances.	Edited text: Afterward, have them listen and critique their performances.
Publisher	Editorial Change	9780328991365	Teacher	194	Left column, Essential Point, last sentence	Original text: Discuss what affect the adjustment has.	Edited text: Discuss what effect the adjustment has.
Publisher	Editorial Change	9780328991365	Teacher	194	Bottom of page, Facilitating Peer-Group Close Reading, bullet 3	Original text: Challenge group members to debate with each other the poem's meaning to develop a deeper understanding of the theme.	Edited text: Challenge group members to debate the poem's meaning with each other to develop a deeper understanding of the theme.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	198	Right column, Concept Vocabulary, Possible Responses, item 3	Original text: (a) We adopted a street cat, and now he is <i>domesticated</i> . (b) It's not <i>sensible</i> to force a wild animal to be a pet. (c) Our cat grooms himself a lot; he's very <i>dignified</i> .	Edited text: We adopted a street cat, and now he is <i>domesticated</i> . It's not <i>sensible</i> to force a wild animal to be a pet. Our cat grooms himself a lot; he's very <i>dignified</i> .
Publisher	Editorial Change	9780328991365	Teacher	207	Bottom right, Analysis and Discussion, item 7	Original text: 7.	Edited text: 8.
Publisher	Editorial Change	9780328991365	Teacher	224	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	227	Right column, boxed content, sentence 3	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which selections. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991365	Teacher	234	Left column, Resources, line 1	Original text: Unit 3 Answer Key	Edited Text: Unit 3 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991365	Teacher	235	Bottom channel, 2nd box from the left; caption	Original text: The Black Hole of Technology	Edited Text: The Black Hole of Technology
Publisher	Editorial Change	9780328991365	Teacher	235	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	236	Left column, Intro Learning Objectives, Resources, line 2	Original text: Essential Question Notes	Edited Text: EQ Notes
Publisher	Editorial Change	9780328991365	Teacher	236	Left column, Social-Emotional Learning, last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991365	Teacher	239	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	241	Right column, QuickWrite, EQ Notes, Sentence 2	Original text: If you choose to print the Essential Question Notes, distribute	Edited text: If you choose to print the EQ Notes, distribute
Publisher	Editorial Change	9780328991365	Teacher	243	Bottom channel, 2nd box from the left; caption	Original text: The Black Hole of Technology	Edited text: The Black Hole of Technology
Publisher	Editorial Change	9780328991365	Teacher	252	Left column, Inquiry and Research, sentences 6, 7, and 8	Original text: Some example include "first man on the moon," "first satellite," "first space mission," or simply "firsts in space." Tell students that they may also want to research missions that departed from what was then called the Soviet Union during the same time period. Explain that the Soviet Union was the United States's main competition in what became known as the "Space Race."	Edited text: Some examples include "first person on the moon," "first satellite," "first space mission," or simply "firsts in space." Tell students that they may also want to research missions conducted by the Soviet Union during the same time period. Explain that the Soviet Union, which has since dissolved, was the United States's main competition in what became known as the "Space Race."
Publisher	Editorial Change	9780328991365	Teacher	252	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	253	Right column, Genre / Text Elements, run-in head	Original text: Theme	Edited Text: Multiple Themes
Publisher	Editorial Change	9780328991365	Teacher	255	Right column, Practice, Possible Responses, item 4	Original text: Students responses will vary. Sample: It could happen in another isolated setting where relying on technology to control oxygen levels is important, such as inside a coal mine.	Edited text: Students responses will vary. Sample: (a) The story's setting influences both the story's characters and its plot: The characters are scientists who live in close quarters and rely on each other and on the systems of the space station for safety and survival. The plot revolves around life on the space station. The pet canary is smuggled on board; the crew hides it from visitors; the canary faints from lack of oxygen, which alerts the crew to a critical system failure. (b) It could happen in another isolated setting where relying on technology to control oxygen levels is important, such as inside a coal mine.

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Publisher	Editorial Change	9780328991365	Teacher	256	Left column, Composition, Argumentative Essay, paragraph 2, last sentence	Original text: Students can use these notes to solidify and support their position that they feel the story does, or does not, express valid concerns about technology.	Edited text: Students can use these notes to solidify and support their claims.
Publisher	Editorial Change	9780328991365	Teacher	264	left column, Close Read, sentence 3	Original text: Model the Close Read of paragraph 6 and 10	Edited text: Model the Close Read of paragraphs 6 and 11
Publisher	Editorial Change	9780328991365	Teacher	264	left column, Annotate; 1st line	Original text: As I read paragraph 10,	Edited text: As I read paragraph 11,
Publisher	Editorial Change	9780328991365	Teacher	266	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	269	right column, Author's Craft, sentence 1	Original text: ... they will write throughout their school career.	Edited text: ... they will write throughout their school careers.
Publisher	Editorial Change	9780328991365	Teacher	269	right column, Practice, Possible Responses, item 2	Original text: It shows she conducted personal interviews with experts as well as accessed information from reliable websites, such as universities and the FBI.	Edited text: It shows she conducted personal interviews with experts in addition to accessing information from reliable websites, such as those of universities and the FBI.
Publisher	Editorial Change	9780328991365	Teacher	269	right column, Practice, Possible Responses, item 4, (b)	Original text: The FBI is a government agency, and so is more trustworthy than a private company.	Edited text: The FBI is a government agency, and so is likely more trustworthy than a private company.
Publisher	Editorial Change	9780328991365	Teacher	269	bottom of page, Differentiated Instruction, bullet 2	Original text: placing the author's name in parenthesis after a sentence	Edited text: placing the author's name in parentheses after a sentence
Publisher	Editorial Change	9780328991365	Teacher	274	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	277	Right column, Conventions, Write It, Possible Response; 2nd sentence	Original text: Students should use at least two prepositional phrases and place commas after any that appear at the beginnings of sentences.	Edited text: Students should use at least two prepositional phrases, place commas after any that appear at the beginnings of sentences, and maintain correct subject-verb agreement.
Publisher	Editorial Change	9780328991365	Teacher	283	Right column, Composition, Monitor and Adjust box, Reteach and Practice	RETEACH AND PRACTICE If students need more practice, see Summary (RP) <icon>	Deleted icon and text
Publisher	Editorial Change	9780328991365	Teacher	283	Right column, Speaking and Listening, Monitor and Adjust box, Reteach and Practice	RETEACH AND PRACTICE If students need more practice, see Oral Report (RP) <icon>	Deleted icon and text
Publisher	Editorial Change	9780328991365	Teacher	284	Left column, Mentor Text Argument Model box, bullet 2	Original text: local or national newspapers	Edited text: local or national newspapers
Publisher	Editorial Change	9780328991365	Teacher	292	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	293	Right column, Focus on Spelling and Punctuation, Practice, item 2	Original text: Very often, I look at my phone and watch TV at the same time.	Edited text: On most days, I look at my phone and watch TV at the same time.
Publisher	Editorial Change	9780328991365	Teacher	293	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	295	Bottom channel, 2nd box from the left; caption	Original text: The Block Hole of Technology	Edited text: The Black Hole of Technology
Publisher	Editorial Change	9780328991365	Teacher	295	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	306	bottom of page, Differentiated Instruction, Grammatical Structures, last sentence.	Original text: Underline the relative pronoun and relative clause.	Edited text: Underline the relative pronoun or relative adverb and the relative clause.
Publisher	Editorial Change	9780328991365	Teacher	306	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	307	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	309	Right column, bottom of page, Practice, Possible Responses, item 2	Original text: Teenage students should spend more time reading and less time consuming media (supported by a personal observation).	Edited text: Teenage students should spend more time reading and less time consuming media (supported by a fact—the results of a study).
Publisher	Editorial Change	9780328991365	Teacher	314	Left column, bottom, Exit Ticket box, TEKS	<icon> TEKS 2.A	Deleted icon and text
Publisher	Editorial Change	9780328991365	Teacher	327	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	330	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	331	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	335	Right column, blue box, Reteach and Practice	RETEACH AND PRACTICE If students need more practice, see Research Report (RP) .	Reference deleted.
Publisher	Editorial Change	9780328991365	Teacher	337	Bottom of page, Differentiated Instruction, Beginning, sentence 1	Original text: Beginning Display helpful phrases, such as: Excuse me. <i>What did the speaker say about _____?</i>	Edited text: Beginning Display helpful phrases, such as: Excuse me. <i>What did the speaker say about _____?</i>
Publisher	Editorial Change	9780328991365	Teacher	338	Left column, Analysis and Discussion, Possible Responses, item 4	Original text: They believe creativity is linked to boredom. Allowing our minds to rest lets us be more creative.	Edited text: (a) They believe creativity is linked to boredom. Allowing our minds to rest lets us be more creative. (b) Student responses will vary but should include explanations, perhaps drawing from their own experiences with boredom.
Publisher	Editorial Change	9780328991365	Teacher	339	Bottom right blue box, Reteach and Practice	RETEACH AND PRACTICE If students need more practice, see Multimodal Text (RP) . <icon>	Reference deleted.
Publisher	Editorial Change	9780328991365	Teacher	343	Right column, box, last sentence	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which selections. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991365	Teacher	343	Bottom of page, 2nd box from the left; caption	Original text: The Block Hole of Technology	Edited text: The Black Hole of Technology
Publisher	Editorial Change	9780328991365	Teacher	348	Right column, Revising and Editing, item 1, Reteach	Original text: RETEACH Biometrics Are Not Better,	Edited text: RETEACH "Biometrics Are Not Better,"
Publisher	Editorial Change	9780328991365	Teacher	348	Right column, Revising and Editing, item 2, Reteach	Original text: RETEACH Biometrics Are Not Better,	Edited text: RETEACH "Biometrics Are Not Better,"
Publisher	Editorial Change	9780328991365	Teacher	348	Right column, Revising and Editing, item 4, Reteach	Original text: RETEACH <i>Is Our Gain Also Our Loss?</i> ,	Edited text: RETEACH "Is Our Gain Also Our Loss?,"
Publisher	Editorial Change	9780328991365	Teacher	350	Left column, Resources, line 1	Original text: Unit 4 Answer Key	Edited text: Unit 4 (RP) Remediation Answer Key

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Publisher	Editorial Change	9780328991365	Teacher	352	Top left, Intro Learning Objectives box, Resources, line 2	Original text: Essential Question Notes	Edited Text: EQ Notes
Publisher	Editorial Change	9780328991365	Teacher	352	Left column, Social-Emotional Learning, last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991365	Teacher	353	Right column, Academic Vocabulary: subhead	Original text: Fictional Narrative	Edited text: Fiction
Publisher	Editorial Change	9780328991365	Teacher	357	Right column, QuickWrite, EQ Notes, Sentence 2	Original text: If you choose to print the Essential Question Notes, ...	Edited text: If you choose to print the EQ Notes, ...
Publisher	Editorial Change	9780328991365	Teacher	367	Right column, Close Read, Question	Original text: I've heard of the phrase "going beyond expectations." I think it means to do something better than people thought you could. I think the Whether Man uses the pun because he is referring to the place Expectations. He is using language in a new way that may cause readers to reconsider the phrase "beyond expectations."	Edited text: Puns are both clever and funny. The pun used here will lead readers to reconsider the phrase "beyond expectations."
Publisher	Editorial Change	9780328991365	Teacher	387	Right column, Comprehension, item 2. (b)	Original text: He sends them to convince the Mathemagician to release the princesses and then bring them back to Dictionopolis.	Edited text: Azaz sends them to convince the Mathemagician to release the princesses and then bring them back to the Land of Reason.
Publisher	Editorial Change	9780328991365	Teacher	390	Left column, Monitor and Adjust box, Reteach and Practice	Original text: If students need more practice, see Denotaion and Nuance (RP) .	Edited text: If students need more practice, see Denotation and Nuance (RP) .
Publisher	Editorial Change	9780328991365	Teacher	391	Right column, Conventions, paragraph 3,	Original text: Sentences using conjunctions: After I ate breakfast, I put on my coat, hat, and gloves and went outside to build a huge snowman.	Edited text: Sentence using conjunctions: After I ate breakfast, I put on my coat, hat, and gloves and went outside to build a huge snowman.
Publisher	Editorial Change	9780328991365	Teacher	391	Bottom of page, Differentiated Instruction, Connecting Words, sentence 3	Original text: Review the meanings of the conjunctions in the chart and the relationship they convey.	Edited text: Review the meanings of the conjunctions in the chart and the relationships they convey.
Publisher	Editorial Change	9780328991365	Teacher	391	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	421	Right column, Analysis, Possible Responses, item 4	Original text: Dischord gives Milo a package of laughter, which saves him from the Senses Taker.	Edited text: Dischord gives them a package of laughter, which saves them from the Senses Taker.
Publisher	Editorial Change	9780328991365	Teacher	421	Right column, Analysis, Possible Responses, item 7. (a)	Original Text Learn from the mistakes you make and know what to do with information.	Edited Text Learn from the mistakes you make, and figure out how best to use the knowledge you gain.
Publisher	Editorial Change	9780328991365	Teacher	424	Left column, Monitor and Adjust box, Reteach and Practice	Original text: RETEACH AND PRACTICE If students need more practice, see Latin Suffix: -ity .	Edited text: RETEACH AND PRACTICE If students need more practice, see Latin Suffix: -ity (RP) .
Publisher	Editorial Change	9780328991365	Teacher	431	Right column, Quick Conference box, bullet 2	Original text: Try to summarize the story in one sentence.	Edited text: How does your setting affect the action of your story?
Publisher	Editorial Change	9780328991365	Teacher	432	Bottom of page, Differentiated Instruction, Connecting Words	Original text: As students work through the Write It activity, help them write using a variety of connecting words to combine phrases, clauses, and sentences.	Edited text: As students work through the Write It activity for Create Coherence, help them write using a variety of connecting words to combine phrases, clauses, and sentences.
Publisher	Editorial Change	9780328991365	Teacher	437	Right column, Focus on Spelling and Punctuation, Practice, item 1	Original text: She gave Tommy the cookie, and then she put the jar away.	Edited text: She gave Tommy one cookie, and then she put the jar away.

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Publisher	Editorial Change	9780328991365	Teacher	444	Left column, Motivate and Engage, last sentence	Original text: He loves them so much that he starts to live as if he is a knight.	Edited text: He loves them so much that he starts to live as if he were a knight.
Publisher	Editorial Change	9780328991365	Teacher	452	Left column, Conventions, Read It, item 2	Original text: dependent clause: <i>even though people tell him the truth</i> ; subject: <i>Don Quixote</i> ; verb: <i>believe</i>	Edited text: dependent clause: <i>even though people tell him the truth</i> ; subject: <i>Don Quixote</i> ; verb: <i>refuses</i>
Publisher	Editorial Change	9780328991365	Teacher	453	Right column, bottom of page, Assessment	Original text: from The Misadventures of Don Quixote	Edited text: Selection Test: The Misadventures of Don Quixote
Publisher	Editorial Change	9780328991365	Teacher	461	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	465	Right column, bottom of page, Assessment, Student Edition reduction box	Original text: Selection Test: Jabberwocky • The Mock Turtle’s Song	Edited text: Selection Test: Poetry Collection 1
Publisher	Editorial Change	9780328991365	Teacher	465	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	466	Left column; Multiple Choice, Explanations, item 2	Original text: Correct: H: The father uses the word <i>beware</i> , which indicates a warning; the whiting makes mention of the other shore in France, where they eat snails. Thus, the snail becomes pale. Incorrect: F: Neither are expressing hope. G: Neither are giving advice. J: There is an element of fear in both, but they are predominantly warnings .	Edited text: Correct: G: The father advises the son to be cautious around three particular creatures; the whiting advises the snail to be brave and join the dance. Incorrect: F: Neither passage expresses hope. H: The father gives a warning, but the whiting is downplaying the actual danger. J: There is an element of fear in both, but the whiting is trying to dispel that fear, not express it.
Publisher	Editorial Change	9780328991365	Teacher	467	Right column, Short Response, item 2, last sentence	Original text: The whiting tries to lure the snail into danger.	Edited text: The whiting is either foolishly misapprehending the danger or, worse, intentionally luring the snail into danger.
Publisher	Editorial Change	9780328991365	Teacher	481	Right column, boxed text, last sentence	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991365	Teacher	488	Left column, Resources, line 1	Original text: Unit 5 Answer Key	Edited text: Unit 5 (RP) Remediation Answer Key
Publisher	Editorial Change	9780328991365	Teacher	489	Bottom of page, 3rd box from the right; caption above	Original text: Introduce Independent Learning	Edited text: Independent Learning Introduction
Publisher	Editorial Change	9780328991365	Teacher	489	Bottom of page, 5th box from the right; caption above	Original text: <i>from Louis & Clark</i>	Edited text: <i>from Lewis & Clark</i>
Publisher	Editorial Change	9780328991365	Teacher	489	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	490	Top left, Intro Learning Objectives box, Resources, line 2	Original text: Essential Question Notes	Edited Text: EQ Notes
Publisher	Editorial Change	9780328991365	Teacher	490	Left column, Social-Emotional Learning, head	Original text: SEL SOCIAL-EMOTIONAL LEARNING	Edited text: SOCIAL-EMOTIONAL LEARNING
Publisher	Editorial Change	9780328991365	Teacher	490	Left column, Social-Emotional Learning, last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991365	Teacher	495	Right column, QuickWrite, EQ Notes, Sentence 2	Original text: If you choose to print the Essential Question Notes , . . .	Edited text: If you choose to print the EQ Notes , . . .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	497	Bottom of page, 3rd box from the right; caption above	Original text: Introduce Independent Learning	Edited text: Independent Learning Introduction
Publisher	Editorial Change	9780328991365	Teacher	497	Bottom of page, 5th box from the right; caption above	Original text: <i>from</i> Louis & Clark	Edited text: <i>from</i> Lewis & Clark
Publisher	Editorial Change	9780328991365	Teacher	497	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	513	Bottom of page, Differentiated Instruction, sentences 3 and 4	Original text: Then, have students write a one-page description from the point of view of Brierley of what they think happens. Explain that they should try to use Brierley’s descriptive writing style as they describe what his thoughts and feelings when he visits his home, how he reacts upon seeing his family, and how they react upon seeing him.	Original text: Then, have students write a one-page description of what they think happens, from Brierley’s point of view. Explain that they should try to use Brierley’s descriptive writing style as they describe what he thinks and feels when he visits his home, how he reacts upon seeing his family, and how they react upon seeing him.
Publisher	Editorial Change	9780328991365	Teacher	514	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	516	Left column, Word Study, Possible Responses, item 2	Original text: 2. active: tending to take action inclusive: tending to include everything; possessive: tending to possess, and not to share	Edited text: 2. active: tending to take action; creative: tending to create new ideas; secretive: tending to keep secrets
Publisher	Editorial Change	9780328991365	Teacher	519	Right column, Monitor and Adjust box at bottom	Added new content after a line break below content in box.	New text: RETEACH AND PRACTICE If students need more practice, see Annotated Map (RP) . <DOWNLOAD icon>
Publisher	Editorial Change	9780328991365	Teacher	520	Left column, top, Selection Learning Objectives, sentence 2	Original text: For full standards language, see the correlations at the bac of this book.	Edited text: For full standards language, see the correlations at the back of this book.
Publisher	Editorial Change	9780328991365	Teacher	523	Right column, Monitor and Adjust box at bottom; Reteach and Practice	Original text: RETEACH AND PRACTICE If students need more practice, see Storyboard (RP) .	Reference deleted.
Publisher	Editorial Change	9780328991365	Teacher	524	Left column, Mentor Text box, line 4	Original text: . . . the Mentor Test for this unit.	Edited text: . . . The Mentor Text for this unit.
Publisher	Editorial Change	9780328991365	Teacher	527	Right column, Quick Conference box, bullets 2 and 3	Original text: • <i>Is it precise enough for your audience to understand?</i> • <i>Tell me about what sources you plan to use.</i>	Edited text: • <i>Is your question precise enough for your audience to understand?</i> • <i>Is your topic complex enough to warrant research?</i>
Publisher	Editorial Change	9780328991365	Teacher	527	Bottom of page, Differentiated Instruction, sentence 2	Original text: Provide practice in identify if questions are suitable for research in terms of their scope, . . .	Edited text: Provide practice in deciding if questions are suitable for research in terms of their scope, . . .
Publisher	Editorial Change	9780328991365	Teacher	528	Left column, Planning and Prewriting, bullet 1	Original text: • <i>My Voyage to the Arctic</i> , journal of Arctic explorer Matthew Henson	Edited text: • <i>My Voyage to the Arctic</i> , journal of Arctic explorer Matthew Henson
Publisher	Editorial Change	9780328991365	Teacher	528	Left column, Quick Conference box, bullet 3	Original text: • <i>Tell me what sources you plan to use.</i>	Edited text: • <i>Is this source a primary source or a secondary source? How do you know?</i>
Publisher	Editorial Change	9780328991365	Teacher	531	Right column, Create Coherence; final line	Original text: idea in their own words.	Edited text: ideas in their own words.
Publisher	Editorial Change	9780328991365	Teacher	531	Middle of right-hand column	magenta Practice label	deleted text and label
Publisher	Editorial Change	9780328991365	Teacher	531	Middle of right-hand column; Write It	Original text: Make sure students include at least one instance of both direct quotation and paraphrasing.	Edited text: Make sure students include at least one instance of direct quotation and one instance of paraphrasing.
Publisher	Editorial Change	9780328991365	Teacher	531	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	532	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	534	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	535	Right column, Practice, item 2	Original text: 2. St. Pierre, Barbara, and Stowe St. Pierre. "Musical Movements From Sea to Land." <i>Wanderlust Wonderings Magazine</i> , December 2017, pp. 52–56.	Edited text: 2. St. Pierre, Barbara, and Stowe St. Pierre. "Musical Movements from Sea to Land." <i>Wanderlust Wonderings Magazine</i> , May 2017, pp. 52–56.
Publisher	Editorial Change	9780328991365	Teacher	535	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	537	Bottom of page, 3rd box from the right; caption above	Original text: Introduce Independent Learning	Edited text: Independent Learning Introduction
Publisher	Editorial Change	9780328991365	Teacher	537	Bottom of page, 5th box from the right; caption above	Original text: <i>from</i> Louis & Clark	Edited text: <i>from</i> Lewis & Clark
Publisher	Editorial Change	9780328991365	Teacher	540	Left column, Reading Biographies, Structure	Original text: Structure chapter or section titles for clues about what they are about to read.	Edited text: Structure Encourage students to preview chapter or section titles for clues about what they are about to read.
Publisher	Editorial Change	9780328991365	Teacher	549	Right column, Genre / Text Elements, Possible Responses, item 2	Original text: 2. Ada Sees the Future. "Future" signals that the text will be about later generations.	Edited text: 2. "Ada Sees the Future." <i>Future</i> signals that the text will be about later generations.
Publisher	Editorial Change	9780328991365	Teacher	549	Right column, Genre / Text Elements, Possible Responses, item 4 (a)	Original text: 4. (a) They show Ada's parents and the Difference Machine.	Edited text: 4. (a) They show Ada's parents and a small part of the Difference Engine.
Publisher	Editorial Change	9780328991365	Teacher	549	Right column, Genre / Text Elements, Possible Responses, item 5	Original text: 5. Print features, such as subheads, help readers focus on specific aspects of Ada's life; graphic features, such as portraits, help readers visualize important people and objects.	Text deleted
Publisher	Editorial Change	9780328991365	Teacher	549	Right column, Monitor and Adjust box at bottom	Original text: MONITOR AND ADJUST If students struggle to see the benefit of print and graphic features, then ask them questions that can only be answered by one.	Edited text: MONITOR AND ADJUST If students struggle to see the benefit of print and graphic features, then ask them questions that can be answered only by referring to one or the other.
Publisher	Editorial Change	9780328991365	Teacher	549	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	552	Left column, Reading Adventure Stories, Structure	Original text: Structure Make sure students understand that in adventure fiction, resolution of the conflict surviving a dangerous or violent situation.	Edited text: Structure Make sure students understand that in adventure fiction, resolution of the conflict often involves surviving a dangerous or violent situation.
Publisher	Editorial Change	9780328991365	Teacher	564	Left column, Word Study, Possible Responses	Original text: <i>pendant</i> : hanging necklace; <i>appendage</i> : a limb that extends from a torso; <i>append</i> : rely on	Edited text: <i>pendant</i> : hanging necklace; <i>appendage</i> : a limb that extends from a torso; <i>depend</i> : rely on
Publisher	Editorial Change	9780328991365	Teacher	577	Right column, Concept Vocabulary, Possible Responses, item 3	Original text: 3. I would like to go on a <i>journey</i> to an island with a new <i>species</i> of spiders. We would do our <i>scouting</i> at night, when spiders are active.	Edited text: 3. I would like to go on a <i>journey</i> to an island with a new species of spiders. We would do our <i>scouting</i> at night, <i>seeking</i> specimens.
Publisher	Editorial Change	9780328991365	Teacher	577	Right column, Word Study, Possible Responses, item 1	Original text: 1. <i>Hunt</i> refers to pursuing something that doesn't want to be pursued; <i>search</i> refers to looking for a specific object or person.	Edited text: 1. <i>Hunting</i> refers to pursuing something that doesn't want to be pursued; <i>searching</i> refers to looking for a specific object or person.

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Publisher	Editorial Change	9780328991365	Teacher	579	Author's Craft, Possible Responses, item 2	Original text: 2. personification	Edited text: 2. (a) personification (b) personification
Publisher	Editorial Change	9780328991365	Teacher	581	Bottom of page, Cross - Curricular Perspectives, sentence 2	Original text: ... Lewis or Clark's early life, their interactions with Native Americans, the winter of 1804–05, their arrival at the Pacific, or the results of expedition.	Edited text: ... Lewis's or Clark's early life, their interactions with Native Americans, the winter of 1804–05, their arrival at the Pacific, or the results of the expedition.
Publisher	Editorial Change	9780328991365	Teacher	590	Left column, Organize and Assign Roles,	Original text: Have students take notes on elements of the infomercial that are particular effective, paying particular attention . . .	Edited text: Have students take notes on elements of the infomercial that are particularly effective, paying close attention . . .
Publisher	Editorial Change	9780328991365	Teacher	593	Right column, boxed text, sentences 3 and 4	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991365	Teacher	593	Bottom of page, 3rd box from the right; caption above	Original text: Introduce Independent Learning	Edited text: Independent Learning Introduction
Publisher	Editorial Change	9780328991365	Teacher	593	Bottom of page, 5th box from the right; caption above	Original text: <i>from</i> Louis & Clark	Edited text: <i>from</i> Lewis & Clark
Publisher	Editorial Change	9780328991365	Teacher	598	Left column, Revising and Editing, Explanations, item 1	Original text: 1. <u>Correct</u> : <i>C: Marfa, Texas</i> is the name of a specific place and should be capitalized.	Edited text: 1. <u>Correct</u> : <i>C: Marfa, Texas</i> , is the name of a specific place and should be capitalized.
Publisher	Editorial Change	9780328991365	Teacher	598	Left column, Revising and Editing, Explanations, item 1, Reteach	Original text: RETEACH Whole Class Learning Performance Task	Edited text: RETEACH The King of Mazy May, Composition: Capitalize Correctly
Publisher	Editorial Change	9780328991365	Teacher	598	Left column, Revising and Editing, Explanations, item 3	Original text: 3. <u>Correct</u> : C: A conjunctive adverb in between clauses is correctly set off by a semicolon and a colon. <u>Incorrect</u> : A: The sentence is still a run-on.	Edited text: 3. <u>Correct</u> : C: A conjunctive adverb in between clauses is correctly set off by a semicolon and a comma. <u>Incorrect</u> : A: This revision would result in a comma splice.
Publisher	Editorial Change	9780328991365	Teacher	598	Left column, Revising and Editing, Explanations, item 4	Original text: 4. <u>Correct</u> : I: The change to the present tense ensures consistent, appropriate use of verb tense.	Edited text: 4. <u>Correct</u> : J: The change to the present tense ensures consistent, appropriate use of verb tense.
Publisher	Editorial Change	9780328991365	Teacher	598	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	112A	Selection Overview, top left, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	112A	Selection Overview, top left, Selection Resources, above <icon> Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Spanish (Selection)
Publisher	Editorial Change	9780328991365	Teacher	112B	Top left, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	112B	Summaries, paragraph 2, sentence 1	Original text: In Alma Villanueva's poem...	Edited text: In Alma Luz Villanueva's poem...
Publisher	Editorial Change	9780328991365	Teacher	112C	Selection Overview, top left, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text

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Publisher	Editorial Change	9780328991365	Teacher	112C	Selection Overview, top left, Selection Resources, above <icon> Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	112D	Selection Overview, top left, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	112D	Selection Overview, top left, Selection Resources, above <icon> Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	112E	Selection Overview, top left, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	112E	Selection Overview, top left, Selection Resources, above <icon> Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	118C	Top left box	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991365	Teacher	118C	Top left box, last bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991365	Teacher	118D	Additional Titles box on right side of Integrating Novels page, first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991365	Teacher	118D	Additional Titles, authors' names	Original text: Kathi Appelt Gary Paulsen Natalie Standiford	Edited text: <i>Kathi Appelt</i> <i>Gary Paulsen</i> <i>Natalie Standiford</i>
Publisher	Editorial Change	9780328991365	Teacher	128A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	12A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	12B	Bottom of page, English Learners, Advanced and Advanced High, sentence 2	Original text: For example, have students discuss the questions: "What in your prior experience helps you understand the phrase "slip and slide through the grass"?"	Edited text: For example, have students discuss this question: "What in your prior experience helps you understand the phrase 'slip and slide through the grass'?"
Publisher	Editorial Change	9780328991365	Teacher	148A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	148A	Bottom of page, Connection to Performance Tasks / Whole Class Learning Performance Task, sentence 3	Original text: Students may consider how finding new ways to measure animal intelligence can lead humans to a better understanding of and connection with animals.	Edited text: Students may consider how finding new ways to measure animal intelligence can lead humans to a better understanding of, and connection with, animals.
Publisher	Editorial Change	9780328991365	Teacher	164A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	164A	Related Assessments, Exit Tickets, bullet 2	Original text: text features, such as introductions and acknowledgments	Edited text: text features, such as introductions and acknowledgements
Publisher	Editorial Change	9780328991365	Teacher	164A	Connection to Performance Tasks, Whole-Class Performance Task, sentence 2	Original text: In the article "So What Is a Primate?" the author defines primates, and discusses similarities and differences in traits among primates, including humans.	Edited text: In the article "So What Is a Primate?" the author defines primates and discusses similarities and differences in traits among primates, including humans."
Publisher	Editorial Change	9780328991365	Teacher	190A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	202A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	202A	Bottom of page, Connection to Performance Tasks, Peer-Group Learning Tasks, sentence 2	Original text: Reading these poems may inform students' choices.	Edited text: Reading this myth may inform students' choices.
Publisher	Editorial Change	9780328991365	Teacher	212A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	212A	Bottom of page, Connection to Performance Tasks, Peer-Group Learning Tasks, sentence 2	Original text: Reading these poems may inform students' choices.	Edited text: Reading this biography may inform students' choices.
Publisher	Editorial Change	9780328991365	Teacher	212A	Bottom of page, Connection to Performance Tasks, Unit Performance-Based Assessment sentence 2	Original text: This selection will contribute to the students' understanding	Edited text: This selection will contribute to students' understanding
Publisher	Editorial Change	9780328991365	Teacher	228A	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	228C	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	228C	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	228D	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	228D	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	228E	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	234A	Genre/Lexile column, 4th entry	Original Text: 1240L	Edited Text: 960L
Publisher	Editorial Change	9780328991365	Teacher	234C	Unit 3 Integrating Novels, top left box	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991365	Teacher	234C	Unit 3 Integrating Novels, top left box, last bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991365	Teacher	234C	Unit 3 Integrating Novels, <i>A Wrinkle in Time</i> , Connection to the Essential Question box.	Original text: In <i>A Wrinkle in Time</i> , the earth-like people of planet Camazotz have very advanced technologies, but have also given up free will. They are all controlled by one central brain that argues this makes Camazotz the happiest place in the universe, free from conflict. Camazotz provides a context for students to really consider how technology has been both helpful and harmful for the citizens of our planet.	Edited text: In <i>A Wrinkle in Time</i> , the people of planet Camazotz have very advanced technologies, but have also given up free will. They are all controlled by one central brain, named IT, who argues that this is what makes Camazotz the happiest place in the universe, free from conflict. Camazotz provides a context for students to really consider how technology has been both helpful and harmful for the citizens of our own planet.
Publisher	Editorial Change	9780328991365	Teacher	234C	Unit 3 Integrating Novels, <i>A Wrinkle in Time</i> , Compare Across Texts box, sentence 2	Original text: In <i>A Wrinkle in Time</i> , the book takes a more philosophical look at what makes us both unique and the same.	Edited text: In <i>A Wrinkle in Time</i> , the book takes a more philosophical look at what makes us both unique and the same.
Publisher	Editorial Change	9780328991365	Teacher	234D	Additional Titles box on right side of page	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991365	Teacher	234D	Additional Titles box on right side of page	Original text: Rebecca Stead Isaac Asimov	Edited text: <i>Rebecca Stead</i> <i>Isaac Asimov</i>
Publisher	Editorial Change	9780328991365	Teacher	244A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	258A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	270A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	270B	Top of page, rubric box, Lexile	Original text: Lexile 1240L	Edited text: Lexile: 960L
Publisher	Editorial Change	9780328991365	Teacher	298A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	2A	Chart; Genre/Lexile column; 1st entry	Original Text: Nonfiction Narrative	Edited Text: Nonfiction Narrative
Publisher	Editorial Change	9780328991365	Teacher	2A	Chart; Genre/Lexile column; 7th entry	Original Text: 860L • 240L	Edited Text: 510L • 860L

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	2C	Top left box	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991365	Teacher	2C	Top left box, last bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991365	Teacher	2C	Flexible Pacing and Implementation, middle column, last line	Original text: 6 chapters per day	Edited text: 4 chapters per day
Publisher	Editorial Change	9780328991365	Teacher	2C	Flexible Pacing and Implementation, right column, last line	Original text: 8 chapters per day	Edited text: 6 chapters per day
Publisher	Editorial Change	9780328991365	Teacher	2D	Additional Titles box on right side of Integrating Novels spread, first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991365	Teacher	2D	Additional Titles, author's names (should be italicized)	Original text: Sandra Cisneros Gary D. Schmidt Elizabeth George Speare	Edited text: <i>Sandra Cisneros</i> <i>Gary D. Schmidt</i> <i>Elizabeth George Speare</i>
Publisher	Editorial Change	9780328991365	Teacher	308A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	308A	Selection Overview, Connection to Performance Tasks, Peer-Group Learning Performance Task, last sentence	Original text: ... consider the author's ideas in relationship to those expressed by other writers in this section.	Edited text: ... consider the author's ideas in relation to those expressed by other writers in this section.
Publisher	Editorial Change	9780328991365	Teacher	318A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	330A	Selection Overview, Summary, sentence 1	Original text: In 2010, two brothers, Ivan Puig and Andrés Padilla Domene, set out to travel along the railway tracks across Mexico.	Edited text: In 2010, two brothers, Ivan Puig Domene and Andrés Padilla Domene, set out to travel along the railway tracks across Mexico.
Publisher	Editorial Change	9780328991365	Teacher	330A	Selection Overview, Insight, last sentence	Original text: What's left is literal miles of abandoned materials.	Edited text: What's left is miles of abandoned materials.
Publisher	Editorial Change	9780328991365	Teacher	344A	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	344A	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	344B	Selection Title	Original text: High-Tech Backpacks Open a World of Whales to Deaf Kids	Edited text: High-Tech Backpacks Open a World of Whales to Deaf Students
Publisher	Editorial Change	9780328991365	Teacher	344B	Summary, sentence 1	Original text: In the news article "High-Tech Backpacks Open World of Whales to Deaf Kids," the Associated Press ...	Edited text: In the news article "High-Tech Backpacks Open World of Whales to Deaf Students," the Associated Press ...
Publisher	Editorial Change	9780328991365	Teacher	344B	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	344B	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	344B	Text Complexity Rubric, title	Original text: High-Tech Backpacks Open a World of Whales to Deaf Kids	Edited text: High-Tech Backpacks Open a World of Whales to Deaf Students
Publisher	Editorial Change	9780328991365	Teacher	344C	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	344D	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	344D	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	34A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	350C	Unit 4 Integrating Novels, top left box	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991365	Teacher	350C	Unit 4 Integrating Novels, top left box, last bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991365	Teacher	350D	Additional Titles box on right side of Integrating Novels page, first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991365	Teacher	350D	Additional Titles box on right side of Integrating Novels page, authors' names	Original text: James Patterson Realistic Fiction Norton Juster Fantasy	Edited text: <i>James Patterson</i> Fiction <i>Norton Juster</i> Fantasy
Publisher	Editorial Change	9780328991365	Teacher	350D	Compare Across Texts, sentence 3	Original text: If the characters in the book read this essay, what would they think?	Edited text: If the characters in the book were to read this essay, what would they think?
Publisher	Editorial Change	9780328991365	Teacher	360A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	394A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	442A	Selection Overview, Insight, last sentence	Original text: ... whose imagination allows him access to a more enchanted, fantastic world.	Edited text: ... whose imagination allows access to a more enchanted, fantastic world.
Publisher	Editorial Change	9780328991365	Teacher	442A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	454A	Selection Overview, Summary, last sentence	Original text: The song is a parody of Mary Howitt's well-known, ...	Edited text: The song is a parody of Mary Howitt's well-known, ...

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	454A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	468A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	468A	Selection Overview, Related Assessments, Exit Tickets, bullet 1	Original text: controlling idea	Edited text: controlling idea and supporting evidence
Publisher	Editorial Change	9780328991365	Teacher	482A	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	482A	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	482B	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	482C	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	482C	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	482D	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	482D	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	488A	Genre/Lexile column; 2nd entry	Original text: 1030L	Edited text: 1130L
Publisher	Editorial Change	9780328991365	Teacher	488C	Unit 4 Integrating Novels, top left box	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991365	Teacher	488C	Unit 4 Integrating Novels, top left box, last bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991365	Teacher	488C	Journey to the Center of the Earth; genre label	Original Text: Science-Fiction	Edited Text: Science Fiction
Publisher	Editorial Change	9780328991365	Teacher	488D	Additional Titles box on right side of Integrating Novels page, first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991365	Teacher	488D	Additional Titles box; authors' names in italics	Original text: Rick Riordan Karen Hesse Gordon Korman	Edited text: <i>Rick Riordan</i> <i>Karen Hesse</i> <i>Gordon Korman</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	498A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	540A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	552A	Selection Overview, Summary, last sentence	Original text: When Walt hears the jumpers plan to leave at once and beat him to town by dogsled, He takes a huge risk: he takes their best dogs and outruns their guns to beat them at their own game.	Edited text: When Walt hears the jumpers plan to leave at once and beat him to town by dogsled, he takes a huge risk: He takes their best dogs and outruns their guns to beat them at their own game.
Publisher	Editorial Change	9780328991365	Teacher	552A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	552B	Text Complexity Rubric	Original text: Lexile: 1179L	Edited text: Lexile: 1170L
Publisher	Editorial Change	9780328991365	Teacher	568A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	568A	Selection Overview, bottom of page, Unit Performance-Based Assessment, last line	Original text: ... which suggest they wanted to learn.	Edited text: ... which suggests they wanted to learn.
Publisher	Editorial Change	9780328991365	Teacher	594A	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	594A	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	594B	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	594B	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	594C	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	594C	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	594D	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	594D	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991365	Teacher	594E	Left column, Selection Resources	<icon> Selection Text	Deleted <icon> Selection Text
Publisher	Editorial Change	9780328991365	Teacher	594E	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Audio Summary.	<DOWNLOAD icon> Selection (Spanish)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	594E	Selection Overview, Summary, name in first sentence and last sentence	Original text: Xealangué	Edited text: Xbalanque
Publisher	Editorial Change	9780328991365	Teacher	64A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	78A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	78B	Top left, under Quantitative Measures, Lexile	Original text: Lexile 240L	Edited text: Lexile 510L
Publisher	Editorial Change	9780328991365	Teacher	78B	Differentiated Instruction, Above Level box on right, sentence 1	Original text: If students don't understand why Francis and his mother have left his country without his father, then relate his situation to the current refugee crisis in several middle eastern countries.	Edited text: If students don't understand why Francis and his mother have left his country without his father, then relate his situation to a current or recent refugee crisis in another region of the world.
Publisher	Editorial Change	9780328991365	Teacher	78B	Bottom of page, English Learners, Advanced, sentence 3	Original text: Then, have each pair of students exchange information with another pair and then summarize their collective knowledge.	Edited text: Then, have each pair of students exchange information with another pair and summarize their collective knowledge.
Publisher	Editorial Change	9780328991365	Teacher	94A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991365	Teacher	R0 (blind folio)	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R12	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R32	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R70	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R80	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R81	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R82	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R83	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R84	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	R85	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	T10	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	T11	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991365	Teacher	T13	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	T15	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991365	Teacher	Tx8	ELPS codes GLOBAL: Update each all 3-digital ELPS codes in the ELPS Correlation to change final digit from Arabic number to Roman numeral, per TEA change	Original code (sample) 1.A.1	Edited code (sample): 1.A.i
Publisher	New Content	9780328991334	Student	89	Footnote, bottom of page	footnote added	3. Article 15 reference to Article 15 of the Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in 1948.
Publisher	New Content	9780328991365	Teacher	50	Top left, Performance Task Objectives	2nd blue head and list of digital resources added.	RESOURCES <VIDEO icon> Personal Narrative <VIDEO icon> Freewriting <VIDEO icon> A Strong Beginning <VIDEO icon> Precise Word Choices <VIDEO icon> Punctuating Dialogue
Publisher	New Content	9780328991365	Teacher	176	Top left, Performance Task Objectives box, after TEKS listing	2nd blue head and list of digital resources added.	RESOURCES <VIDEO icon> Informational Essay <VIDEO icon> Write Your Controlling Idea <VIDEO icon> Topic Sentences <VIDEO icon> Adding and Deleting Details <VIDEO icon> Run-On Sentences <VIDEO icon> Comma Splices
Publisher	New Content	9780328991365	Teacher	207	Bottom right, Analysis and Discussion	After item 6, add new content:	7. (a) The world becomes a more beautiful place. (b) Student responses will vary. Most students likely will not consider the gain to be justified.
Publisher	New Content	9780328991365	Teacher	284	Left column, Performance Task Objectives, after TEKS listing	2nd blue head and list of digital resources added.	<head> RESOURCES </head> <VIDEO icon> Argumentative Essay <VIDEO icon> Counterclaim and Rebuttal <VIDEO icon> Structure Including Counterclaim and Rebuttal <VIDEO icon> Logical Organization <VIDEO icon> Commas With Nonrestrictive Elements
Publisher	New Content	9780328991365	Teacher	428	Left column, Performance Task Objectives, after TEKS listing	2nd blue head and list of digital resources added.	<head> RESOURCES </head> <VIDEO icon> Short Story <VIDEO icon> Conflict <VIDEO icon> Descriptive Details <VIDEO icon> Varied Sentence Lengths <VIDEO icon> Sentence Fragments
Publisher	New Content	9780328991365	Teacher	524	Left column, Performance Task Objectives, after TEKS listing	2nd blue head and list of digital resources added.	RESOURCES <VIDEO icon> Formal Research Paper <VIDEO icon> Evaluate Sources for Credibility <VIDEO icon> Use Source Materials Ethically <VIDEO icon> Add Details From Research <VIDEO icon> Works Cited List

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 7 <i>myPerspectives Texas English Language Arts - Print + Online, Grade 7 (ISBN 9781418282574) and myPerspectives Texas English Language Arts - Online, Grade 7 (ISBN 9781418278298)</i>							
State Review Panel	Editorial Change	9780328991341	Student	177	Middle of page; Example text box	Move last line in box, showing the title and author of poem, to create space	Line listing the title and author of the poem has been moved to the top line of the Example text box.
State Review Panel	Editorial Change	9780328991372	Teacher	167	BELOW LEVEL note in side column, last sentence	Original text: Now, have students use a piece of their evidence to complete this sentence starter: <i>Space exploration [is/is not] important because</i>	Edited text: Have students use their evidence to complete this sentence starter: <i>Space exploration [is/is not] important because</i>
State Review Panel	New Content	9780328991341	Student	50	Elements of Personal Narratives box; last bulleted item	Original text: a strong ending, or conclusion	Edited text: a strong, purposeful ending or conclusion that reflects on your experience and connects to the specific conflict, events, and characters in the narrative
State Review Panel	New Content	9780328991341	Student	53	Sequence of Events box	Original text: Include a section of reflection in which you discuss the deeper meaning of the experience.	Text deleted
State Review Panel	New Content	9780328991341	Student	53	Conclusion box	New text added	New text: A well-structured personal narrative has a conclusion in which you share reflections on your experience. To make that connection clear in your conclusion, refer to the specific conflict, key events, and important characters in your narrative.
State Review Panel	New Content	9780328991341	Student	167	Bottom of page; Write It; direction lines	Original text: Write a paragraph of your editorial here. Then, edit your paragraph, making sure you use accurate transition words and subordinating conjunctions that mean exactly what you want to say.	Edited text: Write a paragraph of your editorial here. Make sure your draft is coherent by including only specific facts and examples that convey your position and reflect the depth of thought of your idea. Then, edit your paragraph, making sure you use accurate transition words and subordinating conjunctions that mean exactly what you want to say.
State Review Panel	New Content	9780328991341	Student	177	Top of page; Meter and Rhyme Scheme; second bulleted paragraph	Original text: A rhyme scheme is a pattern made by rhyming words at the ends of poetic lines. The words that form the patterns may be <i>exact rhymes (sun / run)</i> , or <i>slant rhymes</i> that have similar but not exact ending sounds (<i>prove / love</i>).	Edited text: A rhyme scheme is a pattern made by rhyming words at the ends of poetic lines. The words that form the patterns may be <i>exact rhymes (sun / run)</i> , or <i>slant rhymes</i> that have similar but not exact ending sounds (<i>prove / love</i>). Rhyme schemes create multiple effects: They help make poems memorable and easy to recite. They also create different moods, such as bright and lively or dark and eerie.
State Review Panel	New Content	9780328991341	Student	185	Middle of page; paragraph below chart that begins with boldface term Rhyme scheme	Original text: Rhyme scheme is the pattern of end rhymes in a poem.	Edited text: Rhyme scheme is the pattern of end rhymes in a poem. Poets use rhyme schemes to create musical effects or to create mood.
State Review Panel	New Content	9780328991341	Student	412	Top center of page: Fiction note	Original text: A myth is a story that explains the actions of divine beings, the origins of natural phenomena, or a combination of the two.	Edited text: The genre of fiction includes many different kinds of imagined stories. For example, a myth is a type of fictional story that explains the actions of divine beings, the origins of natural phenomena, or a combination of the two.
State Review Panel	New Content	9780328991341	Student	478	Top of page; Reading Magical Realism; 1st sentence	Original text: Magical realism is literature with both realistic and magical, or fantastic, elements.	Edited text: Magical realism is a literary genre that combines both realistic and magical, or fantastic, elements.
State Review Panel	New Content	9780328991341	Student	499	Middle of page; Reflect on the Texts / VOTE!; direction lines	Original text: Use this Selection Ballot to vote for the three most inspiring selections in the unit. Then, discuss your choices with the class.	New text: The texts in this unit represent various genres and express different perspectives on the Essential Question. Demonstrate your knowledge of literary genres and the ways in which they help to shape an author's message by completing the chart. Then, vote for your favorite and discuss your choices with the class.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780328991341	Student	499	Middle of page; Reflect on the Texts; Chart	Delete original chart that had column headers Title Most Inspiring and Why	New Chart, with column headers Title Genre Genre Element that Shapes Author's Message has been inserted. <col 1 text> from Silent Spring How Grandmother Spider Stole the Sun How Music Came to the World Turtle Watchers Jaguar The Sparrow Urban Farming Is Growing a Greener Future Creature Comforts: Three Biology-Based Tips for Builders He—v. Come On Ou—t!
State Review Panel	New Content	9780328991341	Student	499	Bottom of page; TEKS citations	Original TEKS listing: 10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10.D.iv. Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.	New TEKS listing: 8.A. Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction; 10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10.D.iv. Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.
State Review Panel	New Content	9780328991341	Student	510	Top of page; paragraph between the two images	Original text: Nonfiction and Fiction Historical writing is a type of nonfiction that uses factual information to explain the past. Historical fiction is a work of fiction that is set in a real time and place from the past. Deepen your understanding of the two texts and the time period by discussing the Background notes with your teacher and peers.	New content: Historical Narratives Historical fiction is an imaginary story that is set in a real time and place from the past. Historical nonfiction narratives are stories that are mostly true and include facts and the experiences of real people. You will explore the similarities and differences between these two genres.
State Review Panel	New Content	9780328991341	Student	510	Middle of page; left-hand poster; poster title	Original head: HISTORICAL WRITING	New head: HISTORICAL NONFICTION NARRATIVE
State Review Panel	New Content	9780328991341	Student	511	first paragraph replaced	Original text: Controlling Idea and Theme In informational texts, the author's central message is the controlling idea, or thesis . In literary writing, the author's central message or insight is the theme . Controlling ideas and themes have certain similarities. For example, neither one is the topic of a work and neither can be expressed in a word or phrase. Instead, both are full thoughts that must be expressed as statements. They also have key differences.	New content: Theme and Controlling Idea In the literary genre of historical fiction, the author's central message or insight is the theme . In the genre of historical nonfiction narrative, the author's central message is the controlling idea . Themes and controlling ideas have similarities. For example, neither one is the topic of a work and neither can be expressed in a word or phrase. Instead, both are full thoughts that must be expressed as complete statements. They also have key differences.
State Review Panel	New Content	9780328991341	Student	511	Middle of page; chart	Original SIMILARITIES AND DIFFERENCES chart deleted. Chart heads were: CONTROLLING IDEAS / THESIS THEME	New SIMILARITIES AND DIFFERENCES BETWEEN GENRES chart inserted, <left head>HISTORICAL FICTION: THEME <left column> general idea about life or human nature <left column> usually implied and not stated directly <left column> developed and suggested by all the story details <left column> one work may have multiple themes <right head>HISTORICAL NONFICTION NARRATIVE: CONTROLLING IDEA / THESIS <right column> specific statement about a topic <right column> often stated directly <right column> developed with supporting evidence and details <right column> one work has a single controlling idea with related key ideas
State Review Panel	New Content	9780328991341	Student	531	Short Response question 2 (c)	Original text: (c) Connect How does the genre of each text affect the way in which the author presents historical facts?	Edited text: (c) Connect How does the genre of each text affect the way in which the author presents historical facts? Demonstrate your knowledge by citing key aspects of the two genres shown in these texts.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780328991341	Student	531	Middle of page; Timed Writing Assignment	Original text: Write a comparison-and-contrast essay in which you explore the similarities and differences in how Blakemore and Steinbeck express insights about the Dust Bowl. In what ways can both genres present truths about historical events? State a clear controlling idea, or thesis, and support your ideas with evidence from both texts.	Edited text: Write a comparison-and-contrast essay in which you demonstrate your knowledge of literary genres. Explore the similarities and differences in how Steinbeck and Blakemore express insights about the Dust Bowl. In what ways can both genres present truths about historical events? State a clear controlling idea, or thesis, and support your ideas with evidence from both texts.
State Review Panel	New Content	9780328991341	Student	531	Bottom of page; 5-Minute Planner, item 4, last bulleted statement	Original text: • Explain how the insights in each text reveal general truths about the Dust Bowl.	Edited text: • Explain how the genre of each text affects the way in which the author conveys ideas.
State Review Panel	New Content	9780328991341	Student	555	Bottom of page; WRITE IT direction lines	Original text: Write a paragraph of your essay here. Edit to add transitions that show the connections between sentences. Then, write the first sentence of the next paragraph, including a transition.	Edited text: Write a paragraph of your essay here. Include specific facts, details, or examples that focus on and support your idea and convey your depth of thought. Edit to add transitions that show the connections between sentences. Then, write the first sentence of the next paragraph, including a transition.
State Review Panel	New Content	9780328991372	Teacher	167	Bottom of right column; Write It feature	New content added	New content: Write It As students develop their drafts, tell them that their editorial will be more coherent if they include specific examples that elaborate on the position they are trying to convey.
State Review Panel	New Content	9780328991372	Teacher	510	Left column; topmost green head	Original head: Historical Writing	New head: Historical Nonfiction Narrative
State Review Panel	New Content	9780328991372	Teacher	511	Top of right column; head below Genre / Text Element head	Original head: Controlling Idea and Theme	New head: Theme and Controlling Idea
State Review Panel	New Content	9780328991372	Teacher	511	Right column; Genre / Text Element; Essential Point paragraph, first sentence	Original text: <i>Both controlling idea and theme refer to an author's central message.</i>	Edited text: <i>Both theme and controlling idea refer to an author's central message.</i>
State Review Panel	New Content	9780328991372	Teacher	555	Bottom of side column; Write It feature	New Write It feature added	WRITE IT As students develop their drafts, tell them that their writing will be more effective if they include specific facts, details, and examples that elaborate on the ideas they are trying to convey. Each fact or detail they include should contribute to the focus of the idea(s) they are presenting.
Publisher	Editorial Change	9780328991341	Student	28	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed paragraph 10 of the story.	Edited text: The model passage and annotation show how one reader analyzed paragraph 10 of the story.
Publisher	Editorial Change	9780328991341	Student	33	Assignment box; 1st sentence	Original text: Choose one of the passages listed, and develop a dramatic monologue in which the narrator expresses her thoughts and feelings in this moment of the story.	Edited text: Choose one of the passages listed, and develop and deliver a monologue in which the narrator expresses her thoughts and feelings in this moment of the story.
Publisher	Editorial Change	9780328991341	Student	35	Right column; Tip; second sentence	Original text: A topic what an article is about.	Edited text: A topic is what an article is about.
Publisher	Editorial Change	9780328991341	Student	39	Paragraph 5; final sentence	Original text: We know a little more about India's Gta' speakers when we learn that they have words like <i>nosore</i> , meaning "to free someone from a tiger," <i>buhno'</i> , a ladder made from a single bamboo tree, and <i>goteh</i> , to bring something from a hard-to-reach place with a long stick.	Edited text: We know a little more about India's Gta' speakers when we learn that they have words like <i>nosor</i> (noh SAWR), meaning "to free someone from a tiger," <i>bnō</i> (buh NOH), "a ladder made from a single bamboo tree," and <i>gotae</i> (goh TA), "to bring something from a hard-to-reach place with a long stick."
Publisher	Editorial Change	9780328991341	Student	40	Paragraph 7; final sentence	Original text: The Seri word for one species of turtle, <i>moosni hant cooit</i> , meaning "green turtle that descends," revealed something no one else knew—that this turtle hibernates on the sea floor.	Edited text: The Seri word <i>moosni hant cooit</i> (mohs nee ahnt koh eet), meaning "green turtle that descends," revealed something no one else knew—that green turtles hibernate, or overwinter, on the sea floor.
Publisher	Editorial Change	9780328991341	Student	40	Paragraph 9; 2nd sentence	Original text: The Cherokee word <i>oo kah huh sdee</i> is for the delight you feel when you see a cute baby . . .	Edited text: The Cherokee word <i>ukvhisdi</i> (oh kuh huhs dee) is what you say to a cute baby . . .

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Publisher	Editorial Change	9780328991341	Student	44	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed paragraph 11.	Edited text: The model passage and annotation show how one reader analyzed paragraph 11.
Publisher	Editorial Change	9780328991341	Student	73	Assignment box; task 2	Original text: use a technology application, such a social media app	Edited text: use a technology application, such as a social media app
Publisher	Editorial Change	9780328991341	Student	85	Bottom of page; Write It; final line in box	Last line in box deleted. New direction line added to Write It.	Added text: Finally, write a complex sentence of your own.
Publisher	Editorial Change	9780328991341	Student	85	Bottom of page; Read It / Write It box	Delete "Annotate" label and icon	Annotate label and icon deleted
Publisher	Editorial Change	9780328991341	Student	122	Top of page; boxed text; sentences 2 and 3	Original text: [2] He was clearly popular with visitors, I didn't get it. [3] He was one of the older rangers—and probably forgetful—why were they still working?	Edited text: [2] He was clearly popular with visitors, but I didn't get it. [3] He was one of the older rangers—and probably forgetful—so why were they still working?
Publisher	Editorial Change	9780328991341	Student	152	Close Read, item 1, first sentence	Original text: The model passage and annotation shows how one reader analyzed paragraph 251 of the story.	Edited text: The model passage and annotation show how one reader analyzed paragraph 251 of the story.
Publisher	Editorial Change	9780328991341	Student	231	Top of page, under Contents head	Add direction line	Direction line inserted: Choose one selection. Selections are available online only.
Publisher	Editorial Change	9780328991341	Student	310	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed part of Scene 1, paragraph 18.	Edited text: The model passage and annotation show how one reader analyzed part of Scene 1, paragraph 18.
Publisher	Editorial Change	9780328991341	Student	322	Close Read, item 1	Original text: The model passage and annotation shows how one reader analyzed paragraphs 5–6 of the novel excerpt.	Edited text: The model passage and annotation show how one reader analyzed paragraphs 5–6 of the novel excerpt.
Publisher	Editorial Change	9780328991341	Student	326	Multiple Choice; item 2, answer choice H	Original text: H Neither Marley nor the narrator express an opinion about the characters and action.	Edited text: H Neither Marley nor the narrator expresses an opinion about the characters and action.
Publisher	Editorial Change	9780328991341	Student	380	Plan With Your Group, last bulleted statement, first question	Original text: • What language from the text do you want use exactly?	Edited text: • What language from the text do you want to use exactly?
Publisher	Editorial Change	9780328991341	Student	393	PRACTICE section chart; Left column; entry for <i>philosophy</i>	Original text: GREEK ROOTS: -phil- + -sophie-	Edited text: GREEK ROOTS: -phil- + -soph-
Publisher	Editorial Change	9780328991341	Student	406	Close Read, item 1, first sentence	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 3 of the text.	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 3 of the text.
Publisher	Editorial Change	9780328991341	Student	408	Word Study, run-in head and first sentence	Original text: Long i Spelling Patterns In English, the long i sound can be spelled in six different ways.	Edited text: Long i Spelling Patterns In English, the long <i>i</i> sound can be spelled in a number of different ways.
Publisher	Editorial Change	9780328991341	Student	409	Top of page; Chart; Point of View column; Subjective cell	Original text: Subjective: Writers using this point of view represent only their own ideas, thoughts, experiences, and beliefs.	Edited text: Subjective: Writers using this point of view represent primarily their own ideas, thoughts, experiences, and beliefs.
Publisher	Editorial Change	9780328991341	Student	409	Bottom of page; PRACTICE; item 1	Original text: 1. Analyze Reread the essay, and decide if it is told from the objective or the subjective point of view.	Edited text: 1. Analyze Reread the essay, and decide if it is written mostly from the objective or the subjective point of view.
Publisher	Editorial Change	9780328991341	Student	435	Use Source Materials Ethically chart, Examples column; 2nd entry	Original text: A whale living near a dolphin community has begun to use the dolphins' language ("Ocean Talk," 44).	Edited text: According to Collins, a whale living near a dolphin community has begun to use the dolphins' language ("Ocean Talk" 44).
Publisher	Editorial Change	9780328991341	Student	435	Use Source Materials Ethically chart, Examples column; 3rd entry	Original text: One whale has shown the ability to learn dolphin language (Cousteau).	Edited text: "Ocean Talk" presents one researcher's observations about whales' remarkable ability to learn and adapt (42–47).

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Publisher	Editorial Change	9780328991341	Student	436	Bottom half of page; Model Text feature	Remove mini photograph from upper left corner of Model Text	Photograph deleted, text moved flush left
Publisher	Editorial Change	9780328991341	Student	436	Bottom Half of page; Model Text, 1st paragraph; 2nd sentence	Original text: However, according to recent research, they also seem to feel sympathy for other species as well. (Thompson 47)	Edited text: However, according to recent research, they seem to feel sympathy for other species as well (Thompson 47).
Publisher	Editorial Change	9780328991341	Student	436	Bottom Half of page; Model Text, 2nd paragraph; 3rd sentence	Original text: Thompson quotes one professional observer: "They're reckless and brave," said Erin Miller, "and definitely motivated to succeed." (48)	Edited text: Thompson quotes one professional observer: "They're reckless and brave," said Erin Miller, "and definitely motivated to succeed" (48).
Publisher	Editorial Change	9780328991341	Student	436	Bottom Half of page; Model Text, 3rd paragraph; last sentence	Original text: Koko was reported signing, "Mother...sad...trouble...cry." (Thompson 50)	Edited text: Koko was reported signing, "Mother...sad...trouble...cry" (50).
Publisher	Editorial Change	9780328991341	Student	438	Bottom half of page; Model Text feature	Remove mini photograph from upper left corner of Model Text	Photograph deleted, text moved flush left
Publisher	Editorial Change	9780328991341	Student	438	Bottom Half of page; Model Text, 1st paragraph; last sentence	Original text: . . . the swimmer's location. ("Amazing Dolphin Rescue")	Edited text: . . . the swimmer's location ("Amazing Dolphin Rescue").
Publisher	Editorial Change	9780328991341	Student	438	Bottom Half of page; Model Text, 2nd paragraph; last sentence	Original text: We hope that the combination will show us the truth about dolphins." (Pantel 115)	Edited text: We hope that the combination will show us the truth about dolphins" (Pantel 115).
Publisher	Editorial Change	9780328991341	Student	439	Rules for Proper Citation; Capitalization of Titles; 1st bulleted entry; 3rd line	Original text: Book Title: <i>The Meaning of Bird Song</i>	Edited text: Book Title: <i>Incredible Complexity of Bird Song</i>
Publisher	Editorial Change	9780328991341	Student	472	Works Cited, first entry	Original text: Benyus, Janine M. <i>Biomimicry: Innovation Inspired by Nature</i> . William Morrow: HarperCollins, 1997.	Edited text: Benyus, Janine M. <i>Biomimicry: Innovation Inspired by Nature</i> . HarperCollins, 1997.
Publisher	Editorial Change	9780328991341	Student	472	Works Cited, second entry	Original text: Brooks, Michael. "Nature designs it better." <i>The Guardian</i> , 5 Apr. 2000, http://www.url-website. Accessed 29 June 2017.	Edited text: Brooks, Michael. "Nature Designs It Better." <i>The Guardian</i> , 5 Apr. 2000, http://www.url-website. Accessed 29 June 2017.
Publisher	Editorial Change	9780328991341	Student	472	Works Cited, fourth entry	Original text: Delgado, Jacinto. Personal interview. <i>Milwaukee Art Museum</i> , 1 June 2017.	Edited text: Delgado, Jacinto. Personal interview. 1 June 2017.
Publisher	Editorial Change	9780328991341	Student	472	Works Cited, fifth entry	Original text: Doan, Abigail. "BIOMIMETIC ARCHITECTURE: Green Building in Zimbabwe Modeled After Termite Mounds." <i>Inhabitat.com</i> , 29 Nov 2012, http:// www.url-website. Accessed 20 June 2017.	Edited text: Doan, Abigail. "Biomimetic Architecture: Green Building in Zimbabwe Modeled After Termite Mounds." <i>Inhabit</i> , 29 Nov. 2012, http:// www.url-website. Accessed 20 June 2017.
Publisher	Editorial Change	9780328991341	Student	472	Works Cited, sixth entry	Original text: Holland, Mirabai. "What Does Your Thigh Bone Have in Common With the Eiffel Tower?" <i>HuffPost News: The Blog</i> , 3 July 2013, http://www.urlwebsite. Accessed 25 June 2017.	Edited text: Holland, Mirabai. "What Does Your Thigh Bone Have in Common with the Eiffel Tower?" <i>HuffPost News: The Blog</i> , 3 July 2013, http://www.urlwebsite. Accessed 25 June 2017.
Publisher	Editorial Change	9780328991341	Student	472	Works Cited, last entry	Original text: Wilson, Edward O. <i>Biophilia</i> . Harvard University Press, 1984.	Edited text: Wilson, Edward O. <i>Biophilia</i> . Harvard UP, 1984.
Publisher	Editorial Change	9780328991341	Student	498	Top of page; Boxed text; footnoted item	Original text: * Soze, Daniel and Shue, Dana. " <i>Pesticide Myths And Realities</i> ." University of Canada Press, Toronto: 2016.	Edited text: * Soze, Daniel, and Dana Shue. <i>Pesticide Myths and Realities</i> . U of Canada P, 2016, p. 119.

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Publisher	Editorial Change	9780328991341	Student	498	Bottom of page; Question 2, answer choice G	Original text: G Consider, for example, how we use leather in day to day life.	Edited text: G Consider, for example, how we use leather in day-to-day life.
Publisher	Editorial Change	9780328991341	Student	504	Top of page; Mentor Text head in blue band at top of box	Original text: MENTOR TEXT INFORMATIONAL ESSAY	Edited text: MENTOR TEXT INFORMATIONAL TEXT
Publisher	Editorial Change	9780328991341	Student	516	Top of page; Close Read, item 1, first sentence	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 7 of the text.	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 7 of the text.
Publisher	Editorial Change	9780328991341	Student	520	Top of page; Compare Nonfiction and Fiction paragraph; second sentence	Original text: Then, you will compare it to the work of historical writing, "Black Sunday: The Storm That Gave Us the Dust Bowl."	Edited text: Then, you will compare it to the work of historical nonfiction, "Black Sunday: The Storm That Gave Us the Dust Bowl."
Publisher	Editorial Change	9780328991341	Student	526	Top of page; Close Read, item 1, first sentence	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 1 of the novel excerpt.	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 1 of the novel excerpt.
Publisher	Editorial Change	9780328991341	Student	530	Middle of page; Question 2	Original text: 2. What details about the Dust Bowl appear in the historical writing but not in the historical fiction? F language that reveals people's thoughts and feelings G descriptions of the destruction H people fleeing to California J specific facts, including numerical data	Edited text: 2. What details about the Dust Bowl appear in the nonfiction text but not in the historical fiction? F language that reveals people's thoughts and feelings G descriptions of the dust storm and its destruction H people fleeing to California J information about how to recover from the storm
Publisher	Editorial Change	9780328991341	Student	544	Top of page Close Read, item 1, first sentence	Original text: The model passage and annotation shows how one reader analyzed part of paragraph 48 of the profile.	Edited text: The model passage and annotation show how one reader analyzed part of paragraph 48 of the profile.
Publisher	Editorial Change	9780328991341	Student	546	Bottom of page; Word Study / Word Origins paragraph, fourth sentence	Original text: As a verb, it meant to measure the depth of water. In modern usage the verb means "explore the depths of a problem; understand in a deeper way."	Edited text: The verb form of <i>fathom</i> has multiple meanings: It can mean "measure the depth of water" or "explore the depths of a problem; understand in a deeper way."
Publisher	Editorial Change	9780328991341	Student	556	Top of page; first sentence under Revising head	Original text: Now that you have a first draft, revise it to to be sure it conveys information as effectively as possible.	Edited text: Now that you have a first draft, revise it to be sure it conveys information as effectively as possible.
Publisher	Editorial Change	9780328991341	Student	558	Focus on Sentences / Run-ons and Splices, first sentence	Original text: A run-on sentence happens when two or more independent clauses (complete sentences) are connected without any punctuation or with incorrect punctuation.	Edited text: A run-on sentence happens when two or more independent clauses (complete thoughts) are connected without any punctuation or with incorrect punctuation.
Publisher	Editorial Change	9780328991341	Student	558	Bottom right of page; Editing Tip; second sentence	Original text: They begin subordinate, or dependent, clauses that cannot stand alone as sentences.	Edited text: They begin subordinate, or dependent, clauses, which cannot stand alone as sentences.
Publisher	Editorial Change	9780328991341	Student	564	Middle of page; Interview poster; red head	Original text: Author's purpose	Edited text: Author's Purpose
Publisher	Editorial Change	9780328991341	Student	577	Middle of page; READ IT, sentence 2	Original text: 2. Suddenly I felt even more the weight of hours, days, weeks, and months of work.	Edited text: 2. The buzzing insects, the wet sweat, and the hot dry dust made the afternoon seem to last forever.
Publisher	Editorial Change	9780328991341	Student	577	Bottom of page; WRITE IT passage; sentences 1 and 2	Original text: Dad the weirdest thing happened today. While gardening I paused to admire our vegetables.	Edited text: The weirdest thing happened today. In the garden I paused to admire our vegetables.
Publisher	Editorial Change	9780328991341	Student	577	Bottom of page; WRITE IT passage; final sentence	Original text: I guess, there's a gopher in our garden!	Edited text: Evidently there's a gopher in our garden!

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Publisher	Editorial Change	9780328991341	Student	588	Bottom of page; Multiple Choice item 3, answer choice B	Original text: B Anyone can overcome obstacles with hard work and determination.	Edited text: B Anyone can overcome obstacles with determination.
Publisher	Editorial Change	9780328991341	Student	622	Bottom of page; Question 2, answer choice F	Original text: F After marrying Pierre Curie, she studied chemistry.	Editing text: F After she married Pierre Curie, she studied chemistry.
Publisher	Editorial Change	9780328991341	Student	R0 (blind folio)	Col 2; Acknowledgments section	Original text: ACKNOWLEDGMENTS Acknowledgments and Credits	Edited text: ACKNOWLEDGEMENTS Acknowledgements and Credits
Publisher	Editorial Change	9780328991341	Student	R12	Top of page; subhead in blue box	Original text: INFORMATIONAL: SCORE 1	Edited text: INFORMATIONAL: SCORE 2
Publisher	Editorial Change	9780328991341	Student	R32	Chart headers; top and bottom charts; cols 2 and 3 headers	Original text: CONNECTION TO THE PROMPT TEXT EVIDENCE / DETAILS	Edited text: MY IDEAS / OBSERVATIONS TEXT EVIDENCE / INFORMATION
Publisher	Editorial Change	9780328991341	Student	R40	Column 2; 4th item	Original text: resolved / resolvió v. ofreció una solución	Edited text: resolved / resolvería v. ofrecería una solución
Publisher	Editorial Change	9780328991341	Student	R42	Bottom left column; final entry	Original text: Book features can include acknowledgments, a foreword, a preface, an introduction, and references to help the audience gain background information. In an acknowledgments section, . . .	Edited text: Book features can include acknowledgements, a foreword, a preface, an introduction, and references to help the audience gain background information. In an acknowledgements section, . . .
Publisher	Editorial Change	9780328991341	Student	R70	Far-left column; 1st entry under Text Analysis	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991341	Student	R82	Top of page: head; Side of page: tab head; Bottom of page: running foot (3 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991341	Student	R83	Side of page; tab head	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991341	Student	R84	Top of page: head; Side of page: tab head (2 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991341	Student	R85	Side of page; tab head	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991341	Student	R86	Top of page: head; Side of page: tab head (2 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991341	Student	xv	Far right, bottom; Book Club feature, final line	Original text: <i>Carl Hiassen</i>	Edited text: <i>Carl Hiassen</i>
Publisher	Editorial Change	9780328991372	Teacher	2	Left column; Resources listing; 1st item	Original text: Unit 1 Answer Key	Edited text: Unit 1 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991372	Teacher	4	Left column; Intro Learning Objectives box; TEKS reference	Original text: TEKS 2.C, 6.D	Edited text: TEKS 2.C, 6.D, 6.I
Publisher	Editorial Change	9780328991372	Teacher	4	Left column; Intro Learning Objectives box; Resources listing; 2nd item	Original text: [DOWNLOADABLE icon] Essential Question Notes	Edited text: [DOWNLOADABLE icon] EQ Notes

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	4	Unit Goals section, SOCIAL-EMOTIONAL LEARNING paragraph; final sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991372	Teacher	4	Unit Goals section, Speaking and Listening paragraph, run-in head	Original text: Speaking and Listening Goals	Edited text: Speaking and Listening
Publisher	Editorial Change	9780328991372	Teacher	4	Left column; bottom; Home Connection; final sentence	Original text: The letter explains what students will be learning in this unit and how they will be expressed.	Edited text: The letter explains what students will be learning in this unit and how they will be assessed.
Publisher	Editorial Change	9780328991372	Teacher	7	Bottom of page; Differentiated Instruction / ELPS code at top of box GLOBAL CHANGE: To match the recent TEA change in ELPS codes, the last numeral of the ELPS code has been changed from Arabic to Roman in all ELPS codes throughout the Teacher Edition.	Original text: ELPS 1.C.1	Edited text: 1.C.i
Publisher	Editorial Change	9780328991372	Teacher	7	Bottom of page; Differentiated Instruction / English Learners note; Advanced paragraph, first sentence	Original text: Have students work in pairs to identify basic and grade-level words to add to the Word Network.	Edited text: Have students work in pairs to identify basic and grade-level words related to <i>Crossing Generations</i> to add to the Word Network.
Publisher	Editorial Change	9780328991372	Teacher	9	Side column; EQ Notes paragraph	Original text: Encourage students to complete their Essential Question Notes in preparation for the Performance-Based Assessment at the end of the unit. for the Performance-Based Assessment at the end of the unit. If you choose to print the Essential Question Notes , distribute it to students at this point so they can use it throughout the rest of the unit.	Edited text: Encourage students to complete their Essential Question Notes in preparation for the Performance-Based Assessment at the end of the unit. If you choose to print the EQ Notes , distribute it to students at this point so they can use it throughout the rest of the unit.
Publisher	Editorial Change	9780328991372	Teacher	12	Top of page; Selection Learning Objectives	Original text: Teaching with the excerpt from “Two Kinds” will allow you to cover the following standards. For full standards language, see the correlations at the back of this book. [TX icon] TEKS 5.F; 6.C; 6.H; 7.B; 8.A; 10.D.ix; 11.A; 12.A	Edited text: Teaching with “Two Kinds” will allow you to cover the following standards. For full standards language, see the correlations at the back of this book. [TX icon] TEKS 5.F; 6.C; 6.H; 7.B; 8.A; 10.D.vii; 10.D.ix; 11.A; 12.A
Publisher	Editorial Change	9780328991372	Teacher	13	Bottom of right column; Practice	Original text: Character 2 is likely the main character in this story, as he consults with campers and uses clever ways to find his friend and make a splint.	Edited text: Character 2 is likely the main character in this story because he consults with campers and uses clever ways to find his friend and make a splint.
Publisher	Editorial Change	9780328991372	Teacher	13	Bottom of page Vocabulary Development; 1st sentence	Original text: Introduce the following genre-related words from the selection: character, conflict, dialogue, plot, qualities, realistic, resolution, setting, theme.	Edited text: Introduce the following genre-related words from the lesson: character, conflict, dialogue, plot, qualities, realistic, resolution, setting, theme.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	14	Bottom of left column; Comprehension Strategy; Practice	Original text: Point out that by highlighting clue and writing inferences in the open space next to the text, students can easily return to their ideas and connect them to specific details.	Edited text: Point out that by highlighting evidence and writing inferences in the open space next to the text, students can easily return to their ideas and connect them to specific details.
Publisher	Editorial Change	9780328991372	Teacher	27	Right column; Analysis / Possible Responses; item 4	Response identifier (a) missing in response to item 4	Response identifier (a) added to response to item 4
Publisher	Editorial Change	9780328991372	Teacher	28	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	29	Right column; Analysis / Possible Responses; item 1	Original text: 1. See correct responses on student page.	Edited text: 1. See possible responses on student page.
Publisher	Editorial Change	9780328991372	Teacher	29	Side column; MONITOR AND ADJUST box; EXIT TICKET paragraph, introductory phrase GLOBAL CHANGE: This change was made in the Exit Ticket boxes throughout the Teacher Edition.	Original text: To assess students' mastery, administer the Exit Ticket:	Edited text: To assess students' progress, administer the Exit Ticket:
Publisher	Editorial Change	9780328991372	Teacher	29	MONITOR AND ADJUST box in side column, EXIT TICKET entry	Original text: Character, Conflict, and Resolution (RP).	Edited text: Character, Conflict, and Resolution.
Publisher	Editorial Change	9780328991372	Teacher	33	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	35	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	39	Side column; ANNOTATE paragraph; 3rd line	Original text: such as <i>nosore</i> ,	Edited text: such as <i>nosor</i> ,
Publisher	Editorial Change	9780328991372	Teacher	39	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	40	DIFFERENTIATED INSTRUCTION / BELOW LEVEL note in side column, second sentence in parentheses	Original text: (A Seri word revealed that eelgrass is a nutritious food, and another revealed that a species of turtle hibernates on the sea floor.)	Edited text: (A Seri word revealed that eelgrass is a nutritious food, and another revealed that sea turtles hibernate on the sea floor.)
Publisher	Editorial Change	9780328991372	Teacher	40	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document..
Publisher	Editorial Change	9780328991372	Teacher	43	Analysis / POSSIBLE RESPONSES, item 5 (a), second sentence	Original text: For example, the Gta' word <i>nosore</i> ,	Edited text: For example, the Gta' word <i>nosor</i> ,
Publisher	Editorial Change	9780328991372	Teacher	44	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	46	Middle of left column; Word Study; run-in head	Original text: Latin Root Word: lingua	Edited text, <i>lingua</i> italicized and blue type: Latin Root Word: <i>lingua</i>
Publisher	Editorial Change	9780328991372	Teacher	46	Middle of left column; Word Study; Practice; item 4	Response identifier shown as 4	Response identifier changed to 2

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	46	Bottom of left column; Exit Ticket box; 4th word	Original text: mastery,	Edited text: progress,
Publisher	Editorial Change	9780328991372	Teacher	50	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	51	Top of right column; Take a Closer Look at the Assignment paragraph; second sentence	Original text: Review the notes about audience, purpose, and narrative elements with students.	Edited text: Review the notes about Audience, Purpose, and Narrative Characteristics with students.
Publisher	Editorial Change	9780328991372	Teacher	51	Middle of column; Quick Conference, fourth bulleted question	Original text: What are some examples of narrative elements you will include in your writing?	Edited text: What are some examples of narrative characteristics you will include in your writing?
Publisher	Editorial Change	9780328991372	Teacher	53	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	71	PRACTICE / POSSIBLE RESPONSES; item 2	Identifier for response, part a, missing	Identifier (a) added
Publisher	Editorial Change	9780328991372	Teacher	71	PRACTICE / POSSIBLE RESPONSES; item 5	Identifier (a) not needed	Identifier (a) deleted
Publisher	Editorial Change	9780328991372	Teacher	73	Bottom of page; Differentiated Instruction / English Learners note; blue run-in head at beginning of note	Original text: Presentation	Edited text: Explain in Detail
Publisher	Editorial Change	9780328991372	Teacher	73	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	74	Top of left column; SELECTION LEARNING OBJECTIVES; TEKS codes	Original text: TEKS 2.C; 5.E; 5.G; 6.B; 6.E; 8.D; 8.F; 9.E; 10.B.i; 10.D.vi	Edited text: TEKS 2.C; 5.G; 6.B; 6.E; 6.F; 8.D; 8.F; 9.E; 10.B.i; 10.D.vi
Publisher	Editorial Change	9780328991372	Teacher	83	Middle of right column; Word Study; POSSIBLE RESPONSES	Original text: 1. "a person who loves and helps others" 2. All three definitions refer to people who love something. An <i>audiophile</i> loves high-quality sound recording; A <i>philosopher</i> loves wisdom; A <i>bibliophile</i> loves books.	Edited text: All three definitions refer to people who love something: An <i>audiophile</i> loves high-quality sound recording; a <i>philosopher</i> loves wisdom; a <i>bibliophile</i> loves books. Students' sentences will vary.
Publisher	Editorial Change	9780328991372	Teacher	85	Top of right column; Conventions, Subordinating Conjunctions and Complex Sentences feature	Original text: Review with students that a subordinating conjunction joins two different types of clauses: a subordinate clause, which cannot be a complete sentence on its own, and an independent clause, which can be a complete sentence. Emphasize that the subordinating conjunction shows a particular relationship between the ideas in the two clauses. Discuss the examples in the chart.	Edited text: Review with students the difference between an independent clause and a subordinate clause. Discuss the examples of subordinating conjunctions in the chart, as well as the logical relationships they convey.
Publisher	Editorial Change	9780328991372	Teacher	85	Bottom of right column; MONITOR AND ADJUST box; EXIT TICKET entry	To assess students' mastery, administer the Exit Ticket: Subordinating Conjunctions and Complex Sentences <icon>	To assess students' progress, administer the Exit Ticket: Subordinating Conjunctions and Complex Sentences. <icon>
Publisher	Editorial Change	9780328991372	Teacher	85	Bottom of right column, under Reteach and Practice feature	Assessment box and asset missing	Assessment box added, with text as follows: Selection Test: Mom & Me & Mom <ASSESSMENT icon>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	85	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	99	Bottom of right column; MONITOR AND ADJUST box	Original text: RETEACH AND PRACTICE If students need more practice, see Multimedia Presentation (RP) . <DOWNLOAD icon>	Text deleted
Publisher	Editorial Change	9780328991372	Teacher	102	Bottom of page; Differentiated Instruction; Advanced High paragraph, first sentence	Original text: Then, using the context words and image, have students write their definition of the word <i>flung</i> .	Edited text: Then, have students use context clues and the image to write their definition of the word <i>flung</i> .
Publisher	Editorial Change	9780328991372	Teacher	110	Bottom of left column; MONITOR AND ADJUST box; EXIT TICKET entry	<TX icon> and code not needed	<TX icon> and code deleted
Publisher	Editorial Change	9780328991372	Teacher	113	Bottom of side column, under MONITOR AND ADJUST box	Assessment box and asset missing	Assessment box added, with text as follows: Selection Test: Poetry Collection 1 <ASSESSMENT icon>
Publisher	Editorial Change	9780328991372	Teacher	117	Middle of right column; boxed text; from 3rd sentence on	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991372	Teacher	122	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	124	Top of left column; Resources list	Original text: Unit 2 Answer Key	Edited text: Unit 2 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991372	Teacher	124	Middle of left column; Unit title	Original text: A Starry Home	Edited text: Imagining the Future
Publisher	Editorial Change	9780328991372	Teacher	126	Left column; Intro Learning Objectives box; Resources listing; 2nd item	Original text: [DOWNLOADABLE icon] Essential Question Notes	Edited text: [DOWNLOADABLE icon] EQ Notes
Publisher	Editorial Change	9780328991372	Teacher	126	Middle of left column; Unit Goals section, SOCIAL-EMOTIONAL LEARNING; last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991372	Teacher	128	Top of left column; Purpose of the Mentor Text boxed text, last sentence of first paragraph	Original text: After reading the Mentor Text, all students will be able to participate in discussions about a starry home.	Edited text: After reading the Mentor Text, all students will be able to participate in discussions about imagining the future.
Publisher	Editorial Change	9780328991372	Teacher	131	Middle of right column; EQ Notes paragraph; sentence 2	Original text: If you choose to print the Essential Question Notes , distribute . . .	Edited text: If you choose to print the EQ Notes , distribute . . .
Publisher	Editorial Change	9780328991372	Teacher	136	Top of left column; below TEACH head	Original text: Dark They Were, and Golden Eyed	Edited text: Dark They Were, and Golden-Eyed

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	140	Left column; ANNOTATE paragraph	Original text: As I read paragraph 41, I notice and mark details that appeal to the senses and paints pictures with words.	Edited text: As I read paragraph 41, I notice and mark details that appeal to the senses and paint pictures with words.
Publisher	Editorial Change	9780328991372	Teacher	140	Left column; CONCLUDE paragraph; final ine	Original text: . . . characters of encountered so far.	Edited text: . . . characters have encountered so far.
Publisher	Editorial Change	9780328991372	Teacher	146	Middle of left column; Differentiated Instruction; BELOW LEVEL note, first sentence	Original text: Remind students of the events in paragraphs 134–152, in which Harry uses the Martian word <i>ioort</i> .	Edited text: Remind students of the events in paragraphs 134–152, in which Harry uses the Martian word <i>loort</i> .
Publisher	Editorial Change	9780328991372	Teacher	152	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	156	Head in side column, below TEACH head	Original text: Dark They Were, and Golden Eyed	Edited text: Dark They Were, and Golden-Eyed
Publisher	Editorial Change	9780328991372	Teacher	167	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	174	Working as a Group in side column, item 4: Name Your Group, 4th line	Original text: . . . related to the unit topic.	Edited text: . . . related to the unit theme.
Publisher	Editorial Change	9780328991372	Teacher	177	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	184	Bottom of left column; Exit Ticket box	TX icon and TEKS code not needed	TX icon and TEKS code deleted
Publisher	Editorial Change	9780328991372	Teacher	185	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	187	Speaking and Listening / Provide and Accept Feedback paragraph	Original text: Have each group take notes on the feedback as they receive it, then discuss and decide any changes to implement.	Edited text: Have each group take notes on the feedback as they receive it, then discuss and decide on any changes to implement.
Publisher	Editorial Change	9780328991372	Teacher	187	Bottom of right column; Assessment feature	Original text: Selection Test: Science-Fiction Cradlesong • First Men on the Moon	Edited text: Selection Test: Poetry Collection
Publisher	Editorial Change	9780328991372	Teacher	188	Bottom of Left Column; Take a Minute! / METACOGNITION, paragraph	Original text: Invite students to ask one another why their choices are examples of science-fiction. If students have difficulty identifying articulating a response, suggest that they describe characters, events, or settings from the story. Invite partners to share their notes with the class and identify particularly popular works of science-fiction.	Edited text: Invite students to ask one another why their choices are examples of science-fiction adventures. If students have difficulty articulating a response, suggest that they describe characters, events, or settings from the story. Invite partners to share their notes with the class and identify particularly popular works of science-fiction adventure.
Publisher	Editorial Change	9780328991372	Teacher	205	Middle of right column; PRACTICE / POSSIBLE RESPONSES; item 2 (a)	Original text: 2. (a) Student responses will vary but should show an understanding the of foreshadowing.	Edited text: 2. (a) Student responses will vary but should show an understanding of foreshadowing.
Publisher	Editorial Change	9780328991372	Teacher	209	Bottom of right column; PRACTICE; items 4 and 5	Original text: 4. expert opinion 5. example	Edited text: 4. example
Publisher	Editorial Change	9780328991372	Teacher	228	Middle of left column; Plan and Write, Find a Focus; 1st sentence	Original text: When students have selected their selections, have them use the Example Questions as a starting point for determining a topic	Edited text: When students have chosen their selections, have them use the Example Questions as a starting point for determining a topic
Publisher	Editorial Change	9780328991372	Teacher	230	Top of left column; Essential Question box; first sentence	Original text: Encourage students to think carefully about what they have already learned and what more they want to know about the unit theme, <i>a starry home</i> .	Edited text: Encourage students to think carefully about what they have already learned and what more they want to know about the unit theme, <i>imagining the future</i> .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	230	Bottom of left column; Independent Learning Strategies / Social-Emotional Learning note, bulleted statements at end of note	Original text: • Write down any questions you might have, so you can ask later. • Compare notes with your classmates.	Edited text: • Write down any questions I have, so I can ask them later. • Compare notes with my classmates.
Publisher	Editorial Change	9780328991372	Teacher	231	Middle of right column; boxed text; from 3rd sentence on	Original text: Then provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991372	Teacher	231	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	237	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	238	Left column; Resources list; 1st item	Original text: Unit 3 Answer Key	Edited text: Unit 3 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991372	Teacher	240	Top of left column; Intro Learning Objectives; Resources listing; 2nd item	Original text: [DOWNLOADABLE icon] Essential Question Notes	Edited text: [DOWNLOADABLE icon] EQ Notes
Publisher	Editorial Change	9780328991372	Teacher	240	Middle of left column; Unit Goals section, SOCIAL-EMOTIONAL LEARNING; final sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991372	Teacher	240	Bottom of left column; HOME Connection paragraph; last sentence	Original text: The letter explains what students will be learning in this unit and how they will be expressed.	Edited text: The letter explains what students will be learning in this unit and how they will be assessed.
Publisher	Editorial Change	9780328991372	Teacher	242	Upper left column; Purpose of the Mentor Text, Lexile level	Original text: Lexile: 930L	Edited text: Lexile: 800L
Publisher	Editorial Change	9780328991372	Teacher	247	Middle of right column; EQ Notes paragraph; 2nd sentence	Original text: If you choose to print the Essential Question Notes , distribute . . .	Edited text: If you choose to print the EQ Notes , distribute . . .
Publisher	Editorial Change	9780328991372	Teacher	251	Middle of right column; DIFFERENTIATED INSTRUCTION / ON LEVEL / SUPPORT note, last sentence in paragraph	Original text: (They affects it tone and meaning.)	Edited text: (They affect its tone and meaning.)
Publisher	Editorial Change	9780328991372	Teacher	277	right column; Analysis; POSSIBLE RESPONSE; item 5 (b)	Original text: ... his apprenticeship gave him a good model of leadership he promised to emulate did not; his broken engagement over money enhanced his focus on it.	Edited text: ... his apprenticeship gave him a good model of leadership, which he promised to emulate but did not; his broken engagement over money enhanced his focus on it.
Publisher	Editorial Change	9780328991372	Teacher	281	Bottom of right column; Assessment feature	Original text: Selection Test: A Christmas Carol: Scrooge and Marley, Act I	Edited text: Selection Test: A Christmas Carol, Act I

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	282	Bottom of page; DIFFERENTIATED INSTRUCTION / ENGLISH LEARNERS; 2nd sentence	Original text: Use Think Aloud to model how to identify key ideas and take notes.	Edited text: Think aloud to model how to identify key ideas and take notes.
Publisher	Editorial Change	9780328991372	Teacher	309	Bottom of right column; Analysis / POSSIBLE RESPONSES, items 5 and 6	Switch order of possible responses for items 5 and 6	Responses for items 5 and 6 reordered and renumbered
Publisher	Editorial Change	9780328991372	Teacher	310	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	315	Bottom of right column; MONITOR AND ADJUST feature	Original text: If pairs are uncomfortable presenting to the whole class, then suggest that they team up with and present to another pair.	Edited text: If pairs are uncomfortable presenting to the whole class, then suggest that they team up with and present to another pair.
Publisher	Editorial Change	9780328991372	Teacher	315	Bottom of right column; Assessment feature	Original text: Selection Test: A Christmas Carol: Scrooge and Marley, Act II	Edited text: Selection Test: A Christmas Carol, Act II
Publisher	Editorial Change	9780328991372	Teacher	319	Right column; DIFFERENTIATED INSTRUCTION / ON LEVEL / SUPPORT note, first sentence in paragraph	Original text: Ask, <i>What is the effect of the play's decision to include Scrooge's commentary during the toast—a feature that is absent in the novella?</i>	Edited text: Ask, <i>What is the effect of the play's inclusion of Scrooge's commentary during the toast—a feature that is absent in the novella?</i>
Publisher	Editorial Change	9780328991372	Teacher	322	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	324	Bottom of left column; Exit Ticket box	Delete TEKS icon and code	TEKS icon and code deleted
Publisher	Editorial Change	9780328991372	Teacher	325	Top of right column; Conventions / Conjunctions; sentences 2 and 3	Original text To help students who may struggle to distinguish between independent and dependent clauses and the role of subordinating conjunctions in complex sentences, write on the board the sample sentence <i>Bob Cratchit poured the drinks while the chestnuts roasted on the fire</i> . Underline the subordinating conjunction, <i>while</i> .	Edited text: To help students distinguish between independent and dependent clauses, write on the board the sample sentence <i>Bob Cratchit poured the drinks while the chestnuts roasted on the fire</i> . Underline the subordinating conjunction, <i>while</i> .
Publisher	Editorial Change	9780328991372	Teacher	325	Bottom of right column, under RETEACH AND PRACTICE section	Assessment box and asset missing	Assessment box and asset added: Selection Test: A Christmas Carol, Novel Excerpt [ASSESSMENT icon]
Publisher	Editorial Change	9780328991372	Teacher	326	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	337	Top of right column; Focus on Spelling and Punctuation; Spelling Patterns: Use <i>dge</i> or <i>ge</i> for Ending <i>j</i> Sound ; 1st sentence	Original text: If Point out the words <i>edge</i> and <i>age</i> hidden within the example words.	Edited text: Point out the words <i>edge</i> and <i>age</i> hidden within the example words.
Publisher	Editorial Change	9780328991372	Teacher	337	Focus on Spelling and Punctuation, run-in head for second paragraph	Original text: Punctuation: Commas With Adjectives	Edited text: Commas With Adjectives
Publisher	Editorial Change	9780328991372	Teacher	360	Top left column; Concept Vocabulary, run-in head for paragraph	Original text TRANSMITS	Edited text: TRANSMIT

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	360	Left column; Concept Vocabulary / POSSIBLE RESPONSE	Original text: <i>Transmit</i> means “send a signal from one point to another.” signals, such as from a cellphone.	Edited text: <i>Transmit</i> means “send a signal from one point to another.”
Publisher	Editorial Change	9780328991372	Teacher	364	Middle of left column; Word Study, POSSIBLE RESPONSES, first and second sentences	Original text: A <i>signature</i> (voiced <i>g</i>) is a name written as a distinctive mark of identification. An <i>insignia</i> (voiced) is a distinguishing military mark.	Edited text: A <i>signature</i> (pronounced) is a name written as a distinctive mark of identification. An <i>insignia</i> (pronounced) is a distinguishing military mark.
Publisher	Editorial Change	9780328991372	Teacher	377	Bottom of right column; Assessment feature	Original text: Selection Test: Trying to Name What Doesn’t Change • I Myself	Edited text: Selection Test: Poetry Collection
Publisher	Editorial Change	9780328991372	Teacher	380	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	383	Middle of right column; Contents; boxed text; 3rd sentence on	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which selections. Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991372	Teacher	390	Left column; Resources list; 1st item	Original text: Unit 4 Answer Key	Edited text: Unit 4 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991372	Teacher	392	Top of left column; RESOURCES list; final entry	Original text: [DOWNLOADABLE icon] Essential Question Notes	Edited text: [DOWNLOADABLE icon] EQ Notes
Publisher	Editorial Change	9780328991372	Teacher	392	Middle of left column; Unit Goals section, SOCIAL-EMOTIONAL LEARNING paragraph; final sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991372	Teacher	393	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	397	Middle of right column; EQ Notes paragraph; 2nd sentence	Original text: If you choose to print the Essential Question Notes , distribute. . .	Edited text: If you choose to print the EQ Notes , distribute. . .
Publisher	Editorial Change	9780328991372	Teacher	397	Bottom of page; DIFFERENTIATED INSTRUCTION / ENGLISH LEARNERS; blue head and first sentence of text	Original text: Suffix: -tion Help students understand the suffix <i>-tion</i> .	Edited text: Suffix: -ion Help students understand the suffix <i>-ion</i> .
Publisher	Editorial Change	9780328991372	Teacher	397	Bottom of page; DIFFERENTIATED INSTRUCTION / ENGLISH LEARNERS; 1st word in word list	Original text: <i>organization</i> (<i>organize</i>)	Edited text: <i>situation</i> (<i>situate</i>)
Publisher	Editorial Change	9780328991372	Teacher	399	Top right column; Contents / Selections paragraph, first sentence	Original text: To preview the text with students, first ask them to offer ideas as the as to what the titles and images make them think of.	Edited text: To preview the texts with students, first ask them to offer ideas about what the titles and images make them think of.
Publisher	Editorial Change	9780328991372	Teacher	399	Right column; PERFORMANCE TASK / Write a Formal Research Paper; first sentence	Original text: Explain to students that after they have finished reading and listening to the selections, they will write a formal research paper about different ways that people view the world around us.	Edited text: Explain to students that after they have finished reading the selections, they will write a formal research paper about different ways in which people view the world around us.

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Publisher	Editorial Change	9780328991372	Teacher	405	Middle of right column; Analysis; POSSIBLE RESPONSES; item 5	Original text: 5. (a) The town was beautiful because it was full of life. (b) The roadside was beautiful with plant life and birds; cold, clear streams were full of fish.	Edited text: 5. The town was beautiful because it was full of life. Details: The roadside was beautiful with plant life and birds; cold, clear streams were full of fish.
Publisher	Editorial Change	9780328991372	Teacher	405	Bottom of right column; Analysis; POSSIBLE RESPONSES; item 7 (a), first sentence	Original text: 7. (a) Check that students marked references in paragraph 2, 3, and 8.	Edited text: 7. (a) Check that students marked references in paragraphs 2, 3, and 8.
Publisher	Editorial Change	9780328991372	Teacher	406	Left column; Inquiry and Research / Research and Extend paragraph; sentences 2 and 3	Original text: When the book was published, people were not really aware of environmental issues, and the general public had little scientific knowledge of the devastating effects of pesticides such as DDT. The 1960s were also a period of great social activism.	Edited text: When the book was published, many people were not really aware of environmental issues, and the general public had little scientific knowledge of the devastating effects of pesticides such as DDT.
Publisher	Editorial Change	9780328991372	Teacher	406	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	408	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	409	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	412	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	421	Middle of right column; Analysis / POSSIBLE RESPONSES; item 5	Original text: 5. Student responses will vary. Students may say Grandmother Spider is clever and wise. The title refers to its central event.	Edited text: 5. (a) Student responses will vary. Students may say Grandmother Spider is clever and wise. (b) The title refers to its central event.
Publisher	Editorial Change	9780328991372	Teacher	425	Bottom of right column; Assessment feature	Original text: Selection Test: How Grandmother Spider Stole the Sun • How Music Came to the World	Edited text: Selection Test: Myth Collection
Publisher	Editorial Change	9780328991372	Teacher	434	Left column; Make an Outline, last sentence of paragraph	Original text: Tell them to draw upon the strategies in the Outline Model and Create Coherence throughout the drafting process.	Edited text: Tell them to draw upon the strategies in the Depth of Thought and Create Coherence sections throughout the drafting process.
Publisher	Editorial Change	9780328991372	Teacher	434	Middle of left column; WRITE IT head	Delete exclamation point in head	Exclamation point deleted
Publisher	Editorial Change	9780328991372	Teacher	434	Bottom of left column; Quick Conference; bulleted item 1	Original text: • Does your paper have an introduction, bodies with supporting evidence, and a conclusion?	Edited text: • Does your paper have an introduction, body paragraphs with supporting evidence, and a conclusion?
Publisher	Editorial Change	9780328991372	Teacher	435	Bottom of right column; WRITE IT head	Delete exclamation point in head	Exclamation point deleted
Publisher	Editorial Change	9780328991372	Teacher	435	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	436	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	438	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	439	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	452	Bottom of left column; Exit Ticket box	Delete TEKS icon and code	TEKS icon and code deleted
Publisher	Editorial Change	9780328991372	Teacher	454	Left column; READ IT / POSSIBLE RESPONSES	Original text: Marked words might include <i>peace, hope, love, traffic, and deadened</i> . Students may say that these words have a negative connotation and evoke a feeling of happiness being rejected or drowned out by stress and chaos.	Edited text: Marked words might include <i>traffic's, rush, din, deadened, plod, and loss</i> . Students may say that these words have a negative connotation and evoke a feeling of stress and chaos.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	455	Bottom of right column; Assessment feature	Original text: Selection Test: Turtle Watchers • Jaguar • The Sparrow	Edited text: Selection Test: Poetry Collection
Publisher	Editorial Change	9780328991372	Teacher	463	Bottom of right column; RETEACH AND PRACTICE asset	Delete two-line reference to RETEACH AND PRACTICE asset	Asset deleted
Publisher	Editorial Change	9780328991372	Teacher	472	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	475	Top of column; Genre/Text Elements; run-in blue head	Original text: Text Elements: References and Acknowledgements	Edited text: Text Features: References and Acknowledgements
Publisher	Editorial Change	9780328991372	Teacher	477	Bottom of right column; MONITOR AND ADJUST paragraph	Change boldfaced term "research reports" to lightface	Term "research reports" changed to lightface
Publisher	Editorial Change	9780328991372	Teacher	477	Bottom of right column; Assessment feature	Original text: Selection Test: Creature Comforts: Three Biology-Based Tips for Builders	Edited text: Selection Test: Creature Comforts
Publisher	Editorial Change	9780328991372	Teacher	478	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	493	Right column; Contents; boxed paragraph; from 3rd sentence on	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991372	Teacher	498	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	499	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	500	Left column; Resources list; first item	Original text: Unit 5 Answer Key	Edited text: Unit 5 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991372	Teacher	502	Top left; RESOURCES list; 2nd item	Original text: [DOWNLOADABLE icon] Essential Question Notes	Edited text: [DOWNLOADABLE icon] EQ Notes
Publisher	Editorial Change	9780328991372	Teacher	502	Middle of left column; Unit Goals; SOCIAL-EMOTIONAL LEARNING paragraph; last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991372	Teacher	502	Left column; Unit Goals; Speaking and Listening paragraph, run-in head	Original text: Speaking and Listening Goals	Edited text: Speaking and Listening
Publisher	Editorial Change	9780328991372	Teacher	502	Bottom of left column; Home Connection paragraph; last sentence	Original text: The letter explains what students will be learning in this unit and how they will be expressed.	Edited text: The letter explains what students will be learning in this unit and how they will be assessed.
Publisher	Editorial Change	9780328991372	Teacher	504	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	507	Middle of right column; EQ Notes 2nd sentence	Original text: If you choose to print the Essential Question Notes , distribute it to students at this point so they can use it throughout the rest of the unit.	Edited text: If you choose to print the EQ Notes , distribute it to students at this point so they can use it throughout the rest of the unit.
Publisher	Editorial Change	9780328991372	Teacher	510	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	511	Top of side column; Yellow border	Replace the INTERACTIVITY label and icon with the NOTEBOOK label and icon.	NOTEBOOK label and icon inserted
Publisher	Editorial Change	9780328991372	Teacher	511	Bottom of page; Advanced and Advanced High paragraph, first sentence	Original text: Have small groups read both background notes and the first paragraph of each selection.	Edited text: Have small groups read both Background notes and the first paragraph of each selection.
Publisher	Editorial Change	9780328991372	Teacher	511	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	514	Left column; Close Read; QUESTION paragraph	Original text: QUESTION: I think these details help show that this was not just another storm, but was so dramatic and severe that it even affected animals in the area.	Edited text: QUESTION: I think these details help show that this was not just another storm. It was so dramatic and severe that it even affected animals in the area.
Publisher	Editorial Change	9780328991372	Teacher	516	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	517	Right column; PRACTICE / POSSIBLE RESPONSES; response 1 (a)	Original text: 1. (a) The author did not directly experience the storm; she gathered her information from existing primary sources.	Edited text: 1. (a) The author did not directly experience the storm; she gathered her information from existing primary and secondary sources.
Publisher	Editorial Change	9780328991372	Teacher	517	Bottom of right column; Exit Ticket box	Original text: To assess students' mastery, administer the Exit Ticket: Controlling Idea and Supporting Evidence (RP) .	Edited text: To assess students' progress, administer the Exit Ticket: Controlling Idea and Supporting Evidence .
Publisher	Editorial Change	9780328991372	Teacher	517	Bottom of right column under Exit Ticket; RETEACH AND PRACTICE	Original text: If students need more practice, see Controlling Idea and Supporting Evidence .	Edited text: If students need more practice, see Controlling Idea and Supporting Evidence (RP) .
Publisher	Editorial Change	9780328991372	Teacher	518	Bottom of left column; Exit Ticket box	Delete TEKS icon and code; change "mastery" to "progress"	TEKS icon and code deleted; "mastery" changed to "progress"
Publisher	Editorial Change	9780328991372	Teacher	519	Bottom of right column; Assessment feature	Add Assessment box with the following text: Selection Test: Black Sunday <ASSESSMENT icon>	Assessment box and asset added: Selection Test: Black Sunday <ASSESSMENT icon>
Publisher	Editorial Change	9780328991372	Teacher	520	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	526	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	530	Left column; Multiple Choice; answer 2	Original text: 2. <u>Correct:</u> G: The historical fiction focuses on the characters' actions after the destruction. <u>Incorrect:</u> F: Both works reveal people's thoughts and feelings. H: Both works mention migration to California. J: Both works are based on facts and include numerical data, such as details about the dust cloud in the historical writing and costs of farming equipment in the historical fiction.	Edited text: 2. <u>Correct:</u> G: The historical fiction focuses on the characters' actions after the dust storm. <u>Incorrect:</u> F: Both works reveal people's thoughts and feelings. H: Both works mention migration to California. J: Neither work contains information on how to recover from the dust storm.
Publisher	Editorial Change	9780328991372	Teacher	530	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	531	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	544	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	546	Bottom of left column; Exit Ticket box	Delete TEKS icon and code; change "mastery" to "progress"	TEKS icon and code deleted; "mastery" changed to "progress"
Publisher	Editorial Change	9780328991372	Teacher	546	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	555	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	556	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	558	Bottom of left column; PRACTICE / POSSIBLE RESPONSES; items 2 and 3	Original text: 2. It was an impressive feat when the pilot landed a huge jet on the river. 3. The pilot did not think he was a hero, because he was just doing his job.	Edited text: 2. It was an impressive feat when the pilot landed a huge jet on a river. 3. The pilot did not think he was a hero because he was only doing his job.
Publisher	Editorial Change	9780328991372	Teacher	558	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	559	Top of right column; Focus on Spelling and Punctuation; run-in head for second paragraph	Original text: Punctuation: Conjunctive Adverbs	Edited text: Punctuation with Conjunctive Adverbs
Publisher	Editorial Change	9780328991372	Teacher	559	Bottom of right column; OPTION 2; last bulleted statement	Original text: • Enunciate your word.	Edited text: • Enunciate your words.
Publisher	Editorial Change	9780328991372	Teacher	564	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	566	Bottom of left column; PRACTICE / POSSIBLE RESPONSES; line 2	Original text: Encourage them to revisit their questions ...	Edited text: Encourage them to revisit their predictions . . .
Publisher	Editorial Change	9780328991372	Teacher	577	Middle of right column; Write It; sentences 1 and 2	Original text: Dad, the weirdest thing happened today. While gardening, I paused to admire our vegetables.	Edited text: The weirdest thing happened today. In the garden, I paused to admire our vegetables.
Publisher	Editorial Change	9780328991372	Teacher	577	Middle of right column; Write It; final sentence	Original text: I guess there's a gopher in our garden!	Edited text: Evidently, there's a gopher in our garden!
Publisher	Editorial Change	9780328991372	Teacher	577	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	581	Top of right column; Concept Vocabulary, CONDUCTIVE paragraph; first sentence	Original text: If groups are struggling to define the word <i>conducive</i> in paragraph 18, ...	Edited text: If groups are struggling to define the word <i>conducive</i> in paragraph 16, ...
Publisher	Editorial Change	9780328991372	Teacher	581	Bottom of page; HOW LANGUAGE WORKS: 1st paragraph, last sentence	Original text: Challenge students to find and explain another acronym in the selection (NASA, paragraph 29).	Edited text: Challenge students to find and explain another acronym in the selection (NASA, paragraph 25).
Publisher	Editorial Change	9780328991372	Teacher	586	Bottom of left column; Exit Ticket box	Insert TEKS code and icon; change "mastery" to "progress" in sentence	<TX icon> TEKS 7.D inserted; "mastery" changed to "progress"
Publisher	Editorial Change	9780328991372	Teacher	588	Left column; Multiple Choice / Explanations in side column, item 1	Original text: <u>Incorrect</u> : A: Nothing indicates that Pancito's family will stop moving.	Edited text: <u>Incorrect</u> : A: Nothing indicates that Panchito's family will stop moving.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	588	Left column; Multiple Choice / Explanations in side column, item 2; "Incorrect" section	Original text: <i>Incorrect</i> : F: The second passage mentions embarrassment, but the first passage does not.	Edited text: <i>Incorrect</i> : F: Neither passage mentions loneliness or lack of friendship.
Publisher	Editorial Change	9780328991372	Teacher	588	Left column; Multiple Choice / Explanations in side column, item 3	Original text: 3. <i>Correct</i> : D: These are factors that Panchito needed and which helped Hernández succeed. <i>Incorrect</i> : A: Panchito's chances of happiness are constantly undermined throughout the story. B: Panchito's efforts alone were not enough to solve his conflict. C: Both texts conveyed that stability and education are essential to overcoming obstacles.	Edited text: 3. <i>Correct</i> : D: Hernández, who experiences love, stability, and education, is able to succeed; Panchito, who does not experience these things, is not able to succeed. <i>Incorrect</i> : A: Panchito's chances of happiness are constantly undermined throughout the story. B: Panchito is determined, yet he is unable to overcome his obstacles. C: Panchito's hard work is not enough to allow him to overcome his obstacles.
Publisher	Editorial Change	9780328991372	Teacher	588	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	595	Right column, near bottom; DIFFERENTIATED INSTRUCTION / ON LEVEL/EXTEND; last sentence in paragraph	Original text: (Most students will say she can stay calm in an upsetting situation or that she "thinks on her feet" to solve problems.)	Edited note: (Most students will say she can stay calm in an upsetting situation or that she can think innovatively to solve problems.)
Publisher	Editorial Change	9780328991372	Teacher	611	Right column; Author's Purpose and Message; second paragraph	Original text: As you review the list of details on the page, invite students to share examples from the text that they readily recall.	Edited text: As you review the types of details on the page, invite students to share examples.
Publisher	Editorial Change	9780328991372	Teacher	611	Middle of right column; PRACTICE / POSSIBLE RESPONSES; item 1; paragraph 3 entry	Original text: 1. Paragraph 3: Words and phrases that show strong feelings include: <i>despair, impatient, delighted, passionate outburst, sense of satisfaction, hope, joy, eager</i> .	Edited text: 1. Paragraph 3: Words showing strong feelings include: <i>despair, impatient, delighted, passionate outburst, hope, joy, eager</i> .
Publisher	Editorial Change	9780328991372	Teacher	611	Middle of right column; PRACTICE / POSSIBLE RESPONSES; item 1; paragraph 4 entry	Original text: Paragraph 4: Descriptions include: <i>warm sunshine, fragrance of the honeysuckle, cool stream</i> .	Edited text: Paragraph 4: Descriptions include: <i>warm sunshine, fragrance, honeysuckle, cool stream</i> .
Publisher	Editorial Change	9780328991372	Teacher	611	Middle of right column; PRACTICE / POSSIBLE RESPONSES; item 1; paragraph 5 entry	Original text: Paragraph 5: Related scenes that show how a situation changes or develops include: summaries of how Keller's feelings changed after she broke the doll, or comparisons of Keller before and after she understood what <i>w-a-t-e-r</i> meant.	Edited text: Paragraph 5: Related scenes include: how Keller's feelings changed after she broke the doll, or comparisons of Keller before and after she understood what <i>w-a-t-e-r</i> meant.
Publisher	Editorial Change	9780328991372	Teacher	611	Bottom of column; PRACTICE / POSSIBLE RESPONSES in side column, item 3, last sentence	Original text: She is writing to share this unique, revelatory moment in her life.	Edited text: She is writing to share this unique, revelatory moment.
Publisher	Editorial Change	9780328991372	Teacher	617	Middle of right column; Contents section; paragraph in box; from 3rd sentence on	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	622	Left column; Revising and Editing, EXPLANATIONS in side column, explanation 1; "Incorrect" entry	Original text: 1. <i>Incorrect</i> : A: <i>In Poland</i> is a restrictive prepositional phrase, to it should not be set off with commas. B: There is no need for a comma after <i>Poland</i> , and <i>therefore</i> must be followed by a comma.	Edited text: 1. <i>Incorrect</i> : A: <i>In Poland</i> is a restrictive prepositional phrase, so it should not be set off with commas. B: There is no need for a colon after <i>Poland</i> , and <i>therefore</i> must be followed by a comma.
Publisher	Editorial Change	9780328991372	Teacher	622	Left column; Revising and Editing, EXPLANATIONS in side column, explanation 2; "Correct" entry	Original text: 2. <i>Correct</i> : F: The revision uses a transitional phrase to show the sequence of events.	Edited text: 2. <i>Correct</i> : F: The revision uses a subordinate clause to show the sequence of events.
Publisher	Editorial Change	9780328991372	Teacher	622	Left column; Revising and Editing, EXPLANATIONS in side column, explanation 2; "Incorrect" entry for section J	Original text: J: This revision introduces a conjunctive adverb that incorrectly suggests a cause-and-effect link between the two events.	Edited text: J: This revision misuses a semicolon and incorrectly suggests a cause-and-effect link between the two events.
Publisher	Editorial Change	9780328991372	Teacher	622	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	100A	Top of page; Summary; first sentence of paragraph	Original text: "Abuelita Magic," "Mother to Son," and "To James" are all poem about life lessons that earlier generations share with later generations.	Edited text: "Abuelita Magic," "Mother to Son," and "To James" are all poems about life lessons that earlier generations share with later generations.
Publisher	Editorial Change	9780328991372	Teacher	100A	Top of page; Summary; 2nd sentence of paragraph	Original text: In Langston Hughes's poem "Mother to Son," the poet adopts the voice of an African American mother explaining to her son that while life is not a crystal staircase, and it's important to keep climbing.	Edited text: In Langston Hughes's poem "Mother to Son," the poet adopts the voice of an African American mother explaining to her son that while life is not a crystal staircase, it's important to keep climbing.
Publisher	Editorial Change	9780328991372	Teacher	100A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	100A	Bottom of page; Connection to Performance Tasks, Peer-Group Learning Performance Task, second sentence of paragraph	Original text: These poems offer an array of life lessons: experience bringing wisdom; persevere through hard times; and succeed by giving your all.	Edited text: These poems offer an array of life lessons: experience bringing wisdom; persevering through hard times; and succeeding by giving your all.
Publisher	Editorial Change	9780328991372	Teacher	100B	Top of page; Text Complexity Rubric; heading	Original text: Text Complexity Rubric: The Poetry Collection 1	Edited text: Text Complexity Rubric: Poetry Collection 1
Publisher	Editorial Change	9780328991372	Teacher	100B	Middle of page; DIFFERENTIATED INSTRUCTION, ABOVE LEVEL note, Ideas and Meanin; 1st sentence	Original text: If student understand the staircase...	Edited text: If students understand the staircase...
Publisher	Editorial Change	9780328991372	Teacher	118A	Top of left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	118B	Top of left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text; add new asset above [DOWNLOAD icon] Build Insight Questions	[DOWNLOAD icon] Selection Text deleted New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	118C	Top of left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text; add new asset above [DOWNLOAD icon] Build Insight Questions	[DOWNLOAD icon] Selection Text deleted New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	118C	Middle of page; Insight paragraph, second sentence	Original text: The younger generation may feel that it knows better than the prior generation, but the prior generation very likely felt the same way when it was the younger generation.	Edited text: The younger generation may feel that it knows better than the older generation, but the older generation very likely felt the same way when it was the younger generation.
Publisher	Editorial Change	9780328991372	Teacher	118D	Top of left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	118D	Top of left column; SELECTION RESOURCES list, above <DOWNLOAD icon>Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	118E	Top of left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text; add new asset above [DOWNLOAD icon] Build Insight Questions	[DOWNLOAD icon] Selection Text deleted New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	124C	Top of side column; Book Club box; heading	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991372	Teacher	124C	Top of side column; Book Club box; final bullet	Original text: TEKS-aligned questions and projects	Edited text: TEKS-aligned questions and projects
Publisher	Editorial Change	9780328991372	Teacher	124D	Right column; Additional Titles box; first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991372	Teacher	124D	Right column; Additional Titles box authors' names	Original text: Ryan North Katherine Paterson Stuart Gibbs	Edited text: <i>Ryan North</i> <i>Katherine Paterson</i> <i>Stuart Gibbs</i>
Publisher	Editorial Change	9780328991372	Teacher	12A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	134A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	134B	Middle of page; DIFFERENTIATED INSTRUCTION / ON LEVEL note, first sentence in paragraph	Original text: If students have difficulty identifying the story's point of view, then explain that "Dark They Were, and Golden Eyed" is an example...	Edited text: If students have difficulty identifying the story's point of view, then explain that "Dark They Were, and Golden-Eyed" is an example...
Publisher	Editorial Change	9780328991372	Teacher	134B	Bottom of page; ENGLISH LEARNERS; Ideas and Meaning; between sentences 2 and 3	Need to provide information about purpose of the chart	Edited text: Encourage them to populate a Two-Column Chart: one column with questions and the other with answers. Explain that students can use the chart for any questions they have as they read. Support understanding of the story's multiple levels of meaning, including that of colonialism.
Publisher	Editorial Change	9780328991372	Teacher	176A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	176A	Bottom of page; Connection to Performance Task, Peer-Group Learning Performance Task, first sentence of paragraph	Original text: Students will deliver a critique of a the unit selection of their choice.	Edited text: Students will deliver a critique of the unit selection of their choice.
Publisher	Editorial Change	9780328991372	Teacher	188A	Middle of page; Related Assessment; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	208A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	218A	Middle of page; Related Assessment; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	232A	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	232A	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	232B	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	232B	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	232B	Middle of page; Connection to Performance Task / Unit Performance-Based Assessment, first sentence of paragraph	Original text: Students may find evidence in this article to help them write their argumentative essays in answer to the Essential Question.	Edited text: Students may find evidence in this article to help them write their argumentative essays in response to the Essential Question.
Publisher	Editorial Change	9780328991372	Teacher	232C	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	232C	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	238A	Genre/Lexile column; 1st entry	Original text: 930L	Edited text: 800L
Publisher	Editorial Change	9780328991372	Teacher	238C	Top of left column; Book Club feature; boldface label	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991372	Teacher	238C	Top of left column; Book Club box; final bullet	Original text: TEKS-aligned questions and projects	Edited text: TEKS-aligned questions and projects
Publisher	Editorial Change	9780328991372	Teacher	238D	Top of right column; Additional Titles box; opening paragraph	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991372	Teacher	238D	Top of right column; Additional Titles box; author names	Original text: Karen Hesse Pam Muñoz Ryan Sherman Alexie	Edited text: <i>Karen Hesse</i> <i>Pam Muñoz Ryan</i> <i>Sherman Alexie</i>
Publisher	Editorial Change	9780328991372	Teacher	250A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	282A	Middle of page; Related Assessment; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	2C	Top left; Book Club feature , head at beginning of paragraph and last bulleted item	Original text: Book Club Study Guides TEKS-aligned questions and projects	Edited text: Book Club Guides TEKS-aligned questions and projects
Publisher	Editorial Change	9780328991372	Teacher	2C	Middle of page; "Summary" head; sentences 1 and 2	Original text: After a sudden tragedy shatters Esperanza's privileged life on her family's ranch in Mexico, she and her mother escape to California where they become farm workers during the Great Depression. Their new life in a company camp is a constant challenge that Esperanza, which means "hope" in Spanish, learns to overcome.	Edited text: After a sudden tragedy shatters Esperanza's privileged life on her family's ranch in Mexico, she and her mother move to California, where they become farm workers during the Great Depression. Their new life in a camp presents a series of challenges that Esperanza, which means "hope" in Spanish, learns to overcome.
Publisher	Editorial Change	9780328991372	Teacher	2C	Bottom of page; Flexible Pacing and Implementation box; Recommended Pacing	Original text: left column: 2 chapters per day middle column: 4 chapters per day right column: 6 chapters per day	Edited text: left column: 1 chapter per day middle column: 2–3 chapters per day right column: 4 chapters per day
Publisher	Editorial Change	9780328991372	Teacher	2D	Right column; Additional Titles box; first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991372	Teacher	2D	Right column; Additional Titles box; listing of author names	Original text: Virginia Hamilton Lawrence Yep	Edited text: <i>Virginia Hamilton</i> <i>Lawrence Yep</i>
Publisher	Editorial Change	9780328991372	Teacher	2D	Right column; Additional Titles box; 3rd entry	Original text: When the Butterflies Came Kimberly Griffiths Little Mystery	Title, author and genre deleted
Publisher	Editorial Change	9780328991372	Teacher	316A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	342A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	34A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	354A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	368A	Top of page; Summary; first sentence of second paragraph	Original text: The poem “I Myself” by Ángel González features ...	Edited text: The poem “I Myself” by Ángel González features ...
Publisher	Editorial Change	9780328991372	Teacher	368A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students’ progress toward mastery of:	Edited text: Use exit tickets to evaluate students’ progress with:
Publisher	Editorial Change	9780328991372	Teacher	384A	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	384A	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	384B	SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	384B	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	384C	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	384C	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	384D	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	384D	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	390A	Genre/Lexile column; 1st entry	Original text: Informational Text —Research 960L	Edited text: Informational Text —Research 980L
Publisher	Editorial Change	9780328991372	Teacher	390C	Top left column; Book Club boldface head	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991372	Teacher	390C	Book Club box; final bulleted item	Original text: TEKS-aligned questions and projects	Edited text: TEKS-aligned questions and projects
Publisher	Editorial Change	9780328991372	Teacher	390D	Right column; Additional Titles; opening paragraph	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	390D	Right column; Additional Titles box; author names	Original text: Susan Beth Pfeffer Ali Benjamin Jenn Reese Kathi Appelt	Edited text: <i>Susan Beth Pfeffer</i> <i>Ali Benjamin</i> <i>Jenn Reese</i> <i>Kathi Appelt</i>
Publisher	Editorial Change	9780328991372	Teacher	400A	Middle of page; RELATED ASSESSMENTS, Selection Test section, first line after Selection Test head	Original text: Selection Test Use this test to assess students'	Edited text: Selection Test Use this test to assess students':
Publisher	Editorial Change	9780328991372	Teacher	400A	Middle of page; Related Assessments; Exit Tickets section; direction line and 1st 2 bulleted items	Original text: Exit Tickets Use these to assess students' progress toward mastery of: • language and mood • objective and subjective point of view	Edited text: Exit Tickets Use exit tickets to evaluate students' progress with: • language and mood • objective and subjective points of view
Publisher	Editorial Change	9780328991372	Teacher	400A	Bottom of page; Connection to Performance Tasks / Whole-Class Learning Performance Task; first sentence of paragraph	Original text: Students will write a formal research paper about the ways animals and people communicate.	Edited text: Students will write a formal research paper about the ways in which animals and people communicate.
Publisher	Editorial Change	9780328991372	Teacher	400A	Bottom of page; Connection to Performance Tasks / Unit Performance-Based Assessment; last sentence of paragraph	Original text: The excerpt ends on the note that while the images Carson has presented have not happened to one specific place, each of these changes has occurred in at least one place, implying it is not too late for people to change our relationship with nature, and prevent further destruction of our environment.	Edited text: The excerpt ends on the note that, although the events described in the essay have not in actuality affected one specific place, environmental destruction has indeed begun.
Publisher	Editorial Change	9780328991372	Teacher	412A	Summary, second paragraph, beginning of first sentence	Original text: In Diane De La Casa's retelling of the Aztec myth...	Edited text: In Dianne De Las Casas's retelling of the Aztec myth...
Publisher	Editorial Change	9780328991372	Teacher	412A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	444A	Top of page; Summary; 4th paragraph; first and second sentences	Original text: Paul Laurence Dunbar's poem "The Sparrow" describes a bird that sings at his window. He ignores it, so it flies away.	Edited text: Paul Laurence Dunbar's poem "The Sparrow" describes a bird that sings at the speaker's window. The speaker ignores it, so it flies away.
Publisher	Editorial Change	9780328991372	Teacher	444A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	464A	Middle of page; Related Assessments; Exit Ticket section, first line and first bulleted statement	Original text: Exit Tickets Use these to assess students' progress toward mastery of: • text elements: references and acknowledgements	Edited text: Exit Tickets Use exit tickets to evaluate students' progress with: • text features, including references and acknowledgements

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	478A	Middle of page; Related Assessment; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	478A	Connection to Performance Tasks / Unit Performance-Based Assessment; beginning of second sentence of paragraph	Original text: “H—ey, Come On Ou—t!” suggests that ...	Edited text: “He—y, Come On Ou—t!” suggests that ...
Publisher	Editorial Change	9780328991372	Teacher	494A	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	494A	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	494B	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	494B	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	494C	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	494C	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	494D	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	494D	Left column; SELECTION RESOURCES list, above Build Insight Questions	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	500C	Top left column; Book Club box; boldface head	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991372	Teacher	500C	Book Club box on top left, last bulleted statement	Original text: TEKS-aligned questions and projects	Edited text: TEKS-aligned questions and projects

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	500D	Right column; Additional Titles box; first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991372	Teacher	500D	Right column; Additional Titles box; author names	Original text: J. K. Rowling Gene Luen Yang Kimberly Brubaker Bradley	Edited text: <i>J. K. Rowling</i> <i>Gene Luen Yang</i> <i>Kimberly Brubaker Bradley</i>
Publisher	Editorial Change	9780328991372	Teacher	510A	Middle of page; Related Assessments, Exit Ticket section, first line following Exit Ticket run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	520A	Middle of page; Related Assessments, Exit Ticket section, first line following Exit Ticket run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	532A	Middle of page; Related Assessments, Exit Ticket section, first line following Exit Ticket run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991374	Teacher	564A	Middle of page; Related Assessments, Exit Ticket section, first line following Exit Ticket run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	578A	Middle of page; Related Assessments, Exit Ticket section, first line following Exit Ticket run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	590A	Middle of page; Related Assessments, Exit Ticket section, first line following Exit Ticket run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	604A	Middle of page; RELATED ASSESSMENTS, Exit Ticket section, first line and first bulleted line	Original text: Exit Tickets Use these to assess students' progress toward mastery of: • author's purpose and perspective	Edited text: Exit Tickets Use exit tickets to evaluate students' progress with: • author's purpose and message
Publisher	Editorial Change	9780328991372	Teacher	618A	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	618B	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	618B	Left column; SELECTION RESOURCES list, above Selection Test entry	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	618C	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	618C	Left column; SELECTION RESOURCES list, above Build Insight Questions entry	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	618D	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	618D	Left column; SELECTION RESOURCES list, above Build Insight Questions entry	Add new digital asset	New asset added: <DOWNLOAD icon> Selection (Spanish)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	618E	Left column; SELECTION RESOURCES list; top item	Original text: [DOWNLOAD icon] Close-Read Guide: Nonfiction	Edited text: [DOWNLOAD icon] Close-Read Guide: Fiction
Publisher	Editorial Change	9780328991372	Teacher	618E	Left column; SELECTION RESOURCES list	Delete line showing [DOWNLOAD icon] / Selection Text	Line deleted
Publisher	Editorial Change	9780328991372	Teacher	618E	Left column; SELECTION RESOURCES list, above Build Insight Questions entry	Add new digital asset	New asset added: <[DOWNLOAD icon]> Selection (Spanish)
Publisher	Editorial Change	9780328991372	Teacher	64A	Middle of page; RELATED ASSESSMENTS, Selection Test section, first line after Selection Test head	Original text: Use this test to assess students'	Edited text: Use this test to assess students':
Publisher	Editorial Change	9780328991372	Teacher	64A	Middle of page; RELATED ASSESSMENTS, Exit Ticket section, first line and second bulleted line	Original text: Exit Tickets Use these to assess students' progress toward mastery of: • language and tone • controlling ideas and supporting details	Edited text: Exit Tickets Use exit tickets to evaluate students' progress with: • language and tone • controlling idea and supporting evidence
Publisher	Editorial Change	9780328991372	Teacher	74A	Middle of page; Related Assessments; Exit Tickets section; first line following Exit Tickets run-in head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991372	Teacher	74A	Bottom of page; Connection to Performance Tasks, Peer-Group Learning Performance Task, first sentence of paragraph	Original text: Students will deliver personal narratives in response to the prompt <i>What new knowledge or skills have you learned from someone of a different generation?</i>	Edited text: Students will deliver personal narratives in response to the prompt <i>What new knowledge or skills have you learned from someone of a different generation?</i>
Publisher	Editorial Change	9780328991372	Teacher	R0 (blind folio)	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R12	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R32	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R40	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R42	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R70	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R82	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991372	Teacher	R83	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R84	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R85	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	R86	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	T13	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991372	Teacher	TX8	ELPS codes GLOBAL: Update each all 3-digital ELPS codes in the ELPS Correlation to change final digit from Arabic number to Roman numeral, per TEA change	Original code (sample) 1.A.1	Edited code (sample): 1.A.i
Publisher	New Content	9780328991372	Teacher	27	Right column; Analysis / Possible Responses; item 5	Original text: 5. Her daughter has become a symbol of hope that her life can get better despite all that she has lost.	Edited text: 5. (a) Her daughter has become a symbol of hope that her life can get better despite all that she has lost. (b) Student responses will vary. Some students may feel that the mother's competitiveness and longing to seem superior keep her from seeing her daughter's character—her own needs get in the way. Others may argue that the mother does understand her daughter, has insights into her character, and simply tries to push her to be more ambitious and disciplined.
Publisher	New Content	9780328991372	Teacher	27	Right column; Analysis / Possible Responses; item 6	Original text: 6. Student responses will vary.	Edited text: 6. Student responses will vary. Students may argue that the story's events prove the mother's criticism, because the narrator is embarrassed at the piano recital as a result of her disobedience and lack of effort. Other students may claim that in being disobedient, the narrator stands up for herself successfully, which disproves the mother's criticism.
Publisher	New Content	9780328991372	Teacher	46	Middle of left column; Word Study; Practice; item 3	Original text: 3. A <i>linguist</i> is a person who studies, or has special knowledge of, languages.	Edited text: 1. (a) A <i>linguist</i> is a person who studies, or has special knowledge of, languages. (b) <i>Bilingual</i> means "able to understand or speak two languages." Added text:
Publisher	New Content	9780328991372	Teacher	50	Top of left column; PERFORMANCE TASK OBJECTIVES box	List of digital resources added to box.	RESOURCES <VIDEO icon> Specific Purpose <VIDEO icon> Write Your Message <VIDEO icon> Vivid Details <VIDEO icon> Correct Pronoun-Antecedent Agreement <VIDEO icon> Consider Your Audience <VIDEO icon> Pronoun-Antecedent Agreement
Publisher	New Content	9780328991372	Teacher	162	Top of left column; PERFORMANCE TASK OBJECTIVES box	List of digital resources added to box.	Added text: RESOURCES <VIDEO icon> Editorial <VIDEO icon> Nestorian Order <VIDEO icon> Use Subordinating Conjunctions to Create Complex Sentences <VIDEO icon> Suitable Tone for Audience <VIDEO icon> Punctuation: Add Commas After Introductory Dependent Clauses

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780328991372	Teacher	277	Bottom right column; Analysis; POSSIBLE RESPONSES; item 6	Missing response for item 6	New content: 6. The past is painful to Scrooge because it causes him to feel regret for decisions he has made. For instance, in Scene 5, he expresses regret for refusing to give a caroler money (paragraphs 19–21), treating his employee poorly (paragraphs 79–83), and valuing wealth over love (paragraphs 116–120).
Publisher	New Content	9780328991372	Teacher	328	Top of left column; PERFORMANCE TASK OBJECTIVES box; TEKS listing	List of digital resources added to box.	New resources added: RESOURCES <VIDEO icon> Third-Person and Third-Person Omniscient Narrative Points of View <VIDEO icon> Build Conflict <VIDEO icon> Sensory Details <VIDEO icon> Believable Characters <VIDEO icon> Subject-Verb Agreement in Complex Sentences
Publisher	New Content	9780328991372	Teacher	428	Top of right column; PERFORMANCE TASK OBJECTIVES box; after TEKS listing	Add new resources list	New resources added: RESOURCES <VIDEO icon> Primary and Secondary Sources <VIDEO icon> Evaluate Sources for Reliability <VIDEO icon> When to Cite Information <VIDEO icon> Add Details <VIDEO icon> Add Direct Quotations
Publisher	New Content	9780328991372	Teacher	550	Top of left column; PERFORMANCE TASK OBJECTIVES box; following TEKS listing	List of digital resources added to box.	New resources added: RESOURCES <VIDEO icon> Direct Quotations as Evidence <VIDEO icon> Cause-and-Effect Structure <VIDEO icon> Provide Enough Information <VIDEO icon> Spelling: Adding Suffixes
Publisher	New Content	9780328991373	Teacher	563	Bottom of right column; Give and Accept Constructive Feedback section	Delete Working on Group Projects section	Replace with new Give and Accept Constructive Feedback section: Give and Accept Constructive Feedback Work with groups to help them feel comfortable giving and receiving constructive feedback. Share these additional tips with groups: <i>When providing feedback:</i> <ul style="list-style-type: none"> • If you are uncomfortable giving feedback, look upon this exercise as an opportunity to help your peers. • Be honest but friendly. Be sure to point out what works as well as what does not work. • When giving feedback, de-personalize the information. Instead of saying, for example, "Your writing is passive," say instead, "This passage is passive." <i>When receiving feedback:</i> <ul style="list-style-type: none"> • Remember that the information is for your own benefit. Look upon the exchange as a professional dialogue. • Avoid getting defensive. Even professional writers and screenwriters are given feedback from editors and production teams.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780328991372	Teacher	601	bottom of side column	Insert blue box with assessment suggestions.	<p>New content: MONITOR AND ADJUST If students struggle to find the words to discuss syntax, then review declaratory, imperative, interrogative, and exclamatory sentences.</p> <p>EXIT TICKET <TX icon> TEKS 9.F To assess students' progress, administer the Exit Ticket: Language and Voice. <ASSESSMENT icon></p> <p>RETEACH AND PRACTICE If students need more practice, see Language and Voice (RP). <DOWNLOAD icon></p>
Publisher	New Content	9780328991372	Teacher	611	bottom of side column	Insert blue box with assessment suggestions.	<p>New content: MONITOR AND ADJUST If students struggle to fill in the chart, then suggest types of details to look for in each paragraph.</p> <p>EXIT TICKET <TX icon> TEKS 9.A To assess students' progress, administer the Exit Ticket: Author's Purpose and Message. <ASSESSMENT icon></p> <p>RETEACH AND PRACTICE If students need more practice, see Author's Purpose and Message (RP). <DOWNLOAD icon></p>
English Language Arts and Reading, Grade 8 <i>myPerspectives Texas English Language Arts - Print + Online, Grade 8 (ISBN 9781418282554) and myPerspectives Texas English Language Arts - Online, Grade 8 (ISBN 9781418278304)</i>							
State Review Panel	Editorial Change	9780328991358	Student	499	Top right, Editing Tip box; sentence 1	Original text: Spelling n English, the letter <i>q</i> always appears with a <i>u</i> .	Edited text: Spelling In English, the letter <i>q</i> always appears with a <i>u</i> .
Publisher	Editorial Change	9780328991358	Student	3	3rd column of Table of Content; Independent Learning, 2nd item; News Article	Original Text: Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood	Edited Text: Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood
Publisher	Editorial Change	9780328991358	Student	6	"Red Roses," paragraph 1, sentence 1	Original Text: When I was in middle school what I wanted most was to fit in.	Edited Text: When I was in middle school, what I wanted most was to fit in.
Publisher	Editorial Change	9780328991358	Student	7	paragraph 9, sentence 7	Original Text: If he cried they'd call him a crybaby.	Edited Text: If he cried, they'd call him a crybaby.
Publisher	Editorial Change	9780328991358	Student	7	paragraph 13, sentence 2	Original Text: Maybe you could call this growth or maturity, I honestly don't know.	Edited Text: Maybe you could call this growth or maturity—I honestly don't know.
Publisher	Editorial Change	9780328991358	Student	13	Middle of page; EXAMPLE: chart; Conflict section	Original Text: Conflict: a hiker is lost in the woods	Edited Text: Conflict: A hiker is lost in the woods.
Publisher	Editorial Change	9780328991358	Student	13	Bottom of page; Practice; "Motivation" row	Original Text: Has longed to be on the team since he was little.	Edited Text: He has longed to be on the team since he was little.
Publisher	Editorial Change	9780328991358	Student	13	Bottom of page; Practice; "Events" row; 1st sentence	Original Text: Tryouts start and both characters do well.	Edited Text, added comma: Tryouts start, and both characters do well.
Publisher	Editorial Change	9780328991358	Student	24	Top of page; Close Read, Item 1	Original Text: The model passage and annotation shows how one reader analyzed part of paragraph 38 of the story.	Edited Text: The model passage and annotation show how one reader analyzed part of paragraph 38 of the story.
Publisher	Editorial Change	9780328991358	Student	42	Top of page; Close Read, Item 1	Original Text: The model passage and annotation shows how one reader analyzed part of paragraph 22 from the story.	Edited Text: The model passage and annotation show how one reader analyzed part of paragraph 22 from the story.
Publisher	Editorial Change	9780328991358	Student	47	Speaking and Listening; Assignment box; first bullet	Original Text: Look up information about what to do during a hurricane on government web sites, such as the National Weather Service.	Edited Text: Look up information about what to do during a hurricane on government websites, such as the National Weather Service's.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991358	Student	56	Top of page; Close Read, Item 1	Original Text: The model passage and annotation shows how one reader analyzed lines 11–12 from “Bird.”	Edited Text: The model passage and annotation show how one reader analyzed lines 11–12 from “Bird.”
Publisher	Editorial Change	9780328991358	Student	56	Close Read; Call-out box; Annotate section	Original Text: This passage is full of -s and -d sounds.	Edited Text: This passage is full of s and d sounds.
Publisher	Editorial Change	9780328991358	Student	77	Top of page; Epic Heroes paragraph	Original Text: Epic heroes vary from poem to poem but all of them share certain traits:	Edited Text: Epic heroes vary from poem to poem, but all of them share certain traits:
Publisher	Editorial Change	9780328991358	Student	77	Top of page; Epic Heroes paragraph; bullet 4	Original Text: devotion to the people of his nation or group	Edited Text: devotion to the people of his or her nation or group
Publisher	Editorial Change	9780328991358	Student	77	Middle of page; Example Epic Deeds chart; row 2	Original text: a hero uses a clever trick to defeat a powerful giant	Edited text: hero uses a clever trick to defeat a powerful giant
Publisher	Editorial Change	9780328991358	Student	77	Example Epic Deeds chart, row 2	Original Text: a hero remains faithful to his followers despite temptations to abandon his goals	Edited Text: hero remains faithful to the very end, despite temptations to abandon the group's goals
Publisher	Editorial Change	9780328991358	Student	77	Example Epic Deeds chart, row 3	Original text: a hero uses brute force to conquer foreign lands, expanding an empire and gaining fame and fortune	Edited text: hero uses brute force to conquer foreign lands, expanding an empire and gaining fame and fortune
Publisher	Editorial Change	9780328991358	Student	77	Bottom of page; Practice; Item 1	Original Text: On his own, a warrior tracks down and defeats a terrifying monster who has eaten hundreds of people.	Edited Text: Alone, a warrior tracks down and defeats a terrifying monster who has eaten hundreds of people.
Publisher	Editorial Change	9780328991358	Student	77	Bottom of page; Practice; Item 2; sentence 2	Original Text: Meanwhile, his men sneak behind enemy lines and win the fight.	Edited Text: Meanwhile, the leader's soldiers sneak behind enemy lines and win the fight.
Publisher	Editorial Change	9780328991358	Student	81	Middle of page; italicized paragraph between lines 87 and 88 of poem	Original Text: <i>But Mudjekeewis soon abandons the mother and son and Weenonah dies heartbroken. Weenonah's mother, Nokomis, raises Hiawatha.</i>	Edited Text: <i>But Mudjekeewis soon abandons the mother and son, and Wenonah dies heartbroken. Wenonah's mother, Nokomis, raises Hiawatha.</i>
Publisher	Editorial Change	9780328991358	Student	112	Bottom of page; Word Study; sentences 1 and 2	Original Text: In “The Setting Sun and the Rolling World,” the narrator observes that the “psychological ties” with his father were broken. The word <i>psychological</i> contains the Greek root - <i>psych</i> - which means “mind” or “spirit.”	Edited Text: In “The Setting Sun and the Rolling World,” the narrator observes that Nhamo's “psychological ties” with his father were broken. The word <i>psychological</i> contains the Greek root - <i>psych</i> -, which means “mind” or “spirit.”
Publisher	Editorial Change	9780328991358	Student	124	Top of page; boxed text; 3rd paragraph; sentence 5	Besides, “edible” seemed like an achievable goal.	sentence deleted
Publisher	Editorial Change	9780328991358	Student	124	Right column of questions; item 3	Original Text: 3. Which answer choice could BEST replace sentence 4 to improve transitions in the third paragraph?	Edited Text: 3. Which answer choice could BEST replace sentences 4 and 5 to improve transitions in the third paragraph?
Publisher	Editorial Change	9780328991358	Student	194	Bottom of page; Word Study, Practice; item 2	Original Text: 2. Add the suffix <i>-ion</i> to the following base words: <i>precise</i> , <i>explode</i> , <i>express</i> , <i>fuse</i> .	Edited Text: 2. Add the suffix <i>-ion</i> to the following base words: <i>precise</i> , <i>elevate</i> , <i>express</i> , <i>fuse</i> .
Publisher	Editorial Change	9780328991358	Student	195	Top of page; Examples box; Text in Scene 5, paragraph 131:	Add square brackets to begin and end the stage directions.	Brackets added.
Publisher	Editorial Change	9780328991358	Student	195	Top of page; Examples box; Text in Scene 5, paragraph 155:	Original Text: Mrs. Van Daan. [Kneeling before him, pleading] <i>Do you want to be dragged off to a concentration camp? Are you going to stand there and wait for them to come up and get you?</i>	Edited Text: Mrs. Van Daan. [Kneeling before him, pleading] <i>Do you want to be dragged off to a concentration camp? Are you going to stand there and wait for them to come up and get you?</i>
Publisher	Editorial Change	9780328991358	Student	237	Timeline, entry for August 4, 1944:	Original text: The hiding place of the Franks is discovered and the families are arrested.	Edited text: The hiding place of the Franks is discovered, and the families are arrested.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991358	Student	237	Timeline, entry for March 1945: *	Original Text: March 1945: * Anne and Margot die of the disease typhus in the Bergan-Belsen concentration camp.	Edited Text: March 1945: * Anne and Margot die of the disease typhus in the Bergen-Belsen concentration camp.
Publisher	Editorial Change	9780328991358	Student	238	Middle of the page; Analysis; 5; first sentence	Original Text: 5. Make Inferences The timeline entry for June 12, 1942 notes that the family Anne calls the Van Daans were actually the Van Pels, and Mr. Dussel was really Mr. Pfeffer.	Edited Text, text added: 5. Make Inferences The timeline entry for June 12, 1942 notes that the family Anne calls the Van Daans were actually the Van Pels family, and Mr. Dussel was really Mr. Pfeffer.
Publisher	Editorial Change	9780328991358	Student	240	Top of page; Multiple Choice, items 1. A and B	Original Text: A The hiding place is discovered and the families are arrested. B Miep and Mr. Kraler bring cake to celebrate Hannukah.	Edited Text: A The hiding place is discovered, and the families are arrested. B Miep and Mr. Kraler bring cake to celebrate Hanukkah.
Publisher	Editorial Change	9780328991358	Student	240	Middle of page; Multiple Choice, items 3. B and C	Original Text: B the Van Daans and Mr. Dussel C the Van Pels and Mr. Pfeffer	Edited Text, text added: B he Van Daan family and Mr. Dussel C the Van Pel family and Mr. Pfeffer
Publisher	Editorial Change	9780328991358	Student	240	Bottom of page; Multiple Choice; item 4. F	Original Text: F The play explores the emotions and lives of the characters, and the timeline only presents facts.	Edited Text: F The play explores the emotions and lives of the characters, whereas the timeline presents only facts.
Publisher	Editorial Change	9780328991358	Student	240	Bottom of page; Multiple Choice; items 4. H and J	H Otto Frank survives in the play, but dies in the timeline. J The play does not include any events from World War II, and the timeline is only about the war.	H Otto Frank survives in the play, but his death is recorded in the timeline. J The play does not include any events from World War II, whereas the timeline is about only the war.
Publisher	Editorial Change	9780328991358	Student	255	Bottom of page; Boxed content; heading	Original Text: Analyzing Explicit and implicit Meanings	Edited Text: Analyzing Explicit and Implicit Meanings
Publisher	Editorial Change	9780328991358	Student	265	3. (a) Analyze	Original Text: 3. (a) Analyze What contradictions can you find in Anne’s explanation of whom her intended audience is?	Edited Text: 3. (a) Analyze What contradictions can you find in Anne’s explanation of who her intended audience is?
Publisher	Editorial Change	9780328991358	Student	268	Middle of page; Formal Speech box; Characteristics; 3rd bullet	Original Text: content and message that is tailored to a specific audience for a specific occasion	Edited Text: content and message that are tailored to a specific audience for a specific occasion
Publisher	Editorial Change	9780328991358	Student	290	Top of page; Close Read; Practice; item 1; last sentence and first bullet	Original Text: For example you might focus on the following sections: • Whole Excerpt: Discuss the author’s choice to depict Germans as pigs and Jews as mice in this graphic novel.	Edited Text: For example, you might focus on the following sections: • Whole Excerpt: Discuss the author’s choice to depict Germans as cats and Jews as mice in this graphic novel.
Publisher	Editorial Change	9780328991358	Student	300	Item 1. D ; last word	Original Text: D ghetto.	Edited Text: D Ghetto.
Publisher	Editorial Change	9780328991358	Student	300	Item 3	Original Text: 3. What change, if any, should be made in sentence 9? A Delete the comma after <i>afterward</i> B Lowercase <i>Nazis</i> C add a comma after <i>buildings</i> and <i>possessions</i> D Make no change	Edited Text: 3. What change, if any, should be made in sentence 9? A Delete the comma after <i>afterward</i> . B Make <i>Nazis</i> lowercase. C Add commas after <i>buildings</i> and <i>possessions</i> . D Make no change.
Publisher	Editorial Change	9780328991358	Student	300	Item 4. H	Original Text: H Bands of fighters resisted for more than a month; the uprising became a source of inspiration for other resistance movements.	Edited Text: H Bands of fighters resisted for more than a month; beforehand, the uprising became a source of inspiration for other resistance movements.
Publisher	Editorial Change	9780328991389	Student	303	Top right of page; Independent Learning column, 1st entry	Incorrect image used.	Image replaced with image of door

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Publisher	Editorial Change	9780328991358	Student	303	Bottom right of page; Independent Learning column, final entry of column	Original Text: MEMOIR Follow the Rabbit-Proof Fence	Edited Text: NONFICTION NARRATIVE <i>from</i> Follow the Rabbit-Proof Fence
Publisher	Editorial Change	9780328991358	Student	324	Top of page; Close Read; first sentence	Original Text: The model passage and annotation shows how one reader . . .	Edited Text: The model passage and annotation show how one reader . . .
Publisher	Editorial Change	9780328991358	Student	328	Bottom left, in side column; TEKS standards listing	Original Text: 12.A. Generate student-selected and teacher-guided questions for formal and informal inquiry.	Citation deleted
Publisher	Editorial Change	9780328991358	Student	338	Top of page; Close Read; first sentence	Original Text: The model passage and annotation shows how one reader . . .	Edited text: The model passage and annotation show how one reader . . .
Publisher	Editorial Change	9780328991358	Student	348	Top of page; Close Read; first sentence	Original Text: The model passage and annotation shows how one reader . . .	Edited text: The model passage and annotation show how one reader . . .
Publisher	Editorial Change	9780328991358	Student	350	Bottom of page; Word Study	Original Text: The Latin root <i>-mand-</i> or <i>-mend-</i> means "hand." This root is found in the vocabulary word <i>mandates</i> , meaning "orders."	Edited Text: The Latin root <i>-mand-</i> or <i>-mend-</i> comes from the Latin word <i>mandare</i> , which means "order or command" and may be related to the Latin root <i>-man-</i> , meaning "hand."
Publisher	Editorial Change	9780328991358	Student	355	Main column, item 4; 2nd option	Original Text: If "no," what types of elements do I think I need?	Edited Text: If "no," what types of evidence do I think I need?
Publisher	Editorial Change	9780328991358	Student	358	Main column, Mentor text, under subhead <i>from</i> Freedom of the Press?, third line	Original Text: government interference.	Edited Text: interference from the government.
Publisher	Editorial Change	9780328991358	Student	360	Main column; Mentor text; last sentence beginning, "After all ..."	Original Text: <Highlighted in gold> After all, everyone feels that suppression is the most common and destructive form of censorship.	Deleted gold highlighting from sentence.
Publisher	Editorial Change	9780328991358	Student	365	Bottom of page; Main column, Performance Task: Speaking and Listening	Original Text: Deliver an Argument	Edited Text: Deliver an Oral Argument
Publisher	Editorial Change	9780328991358	Student	392	Main column, Practice item 1C	Original Text: How does your understanding of the traditional, nonlinear "Briar Rose" . . .	Edited Text: How does your understanding of the traditional, linear "Briar Rose" . . .
Publisher	Editorial Change	9780328991358	Student	392	Main column, Practice item 3B	Original Text: Why are each of these flashbacks . . .	Edited Text: What makes each of these flashbacks . . .
Publisher	Editorial Change	9780328991358	Student	395	Middle of page; Timed Writing Assignment	Original Text: Write a comparison-and-contrast essay in which you explain how the modern retelling, "Awake," changes the message of "Briar Rose." In your essay, consider how differences in each story's portrayal of the princesses and faeries contribute to that message. Also, consider how the ending of "Awake" affects the message.	Edited Text: Write a comparison-and-contrast essay in which you explain how the theme of the modern retelling, "Awake," differs from the theme of "Briar Rose." In your essay, consider how differences in each story's portrayal of the princess and faeries contribute to its theme. Also consider how the ending of "Awake" affects its theme.
Publisher	Editorial Change	9780328991358	Student	413	Top of page; Chart; Type of Diction column, 1st row	Original Text: casual, nonstandard language	Edited Text: casual, often nonstandard language
Publisher	Editorial Change	9780328991358	Student	413	Top of page; Chart; Examples from "The Bystander Effect" column, 1st row	Original Text: <i>it can be tough to know</i>	Edited Text: <i>it can be tough to know; caught in the crossfire</i>
Publisher	Editorial Change	9780328991358	Student	415	Composition; Choose a Structure; Question and Answer bullet; 2nd line	Original Text: Useful for giving advice that has multiple layers.	Edited Text: (Useful for giving advice that has multiple layers.)

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Publisher	Editorial Change	9780328991358	Student	415	Composition; Choose a Structure; Letter and Response bullet; 3rd and 4th lines	Original Text: Useful with straightforward topics, or when someone has directly asked for advice.	Edited Text: (Useful with straightforward topics, or when someone has directly asked for advice.)
Publisher	Editorial Change	9780328991358	Student	415	Composition; Choose a Structure; Op-Ed piece bullet; 2nd and 3rd lines	Original Text: Useful when a topic is a broader social problem.	Edited Text: (Useful when a topic is a broader social problem.)
Publisher	Editorial Change	9780328991358	Student	427	Bottom of page; Whole-Class Learning column; below Performance Task	Original text: Write a Research Paper	Edited text: Write a Formal Research Paper
Publisher	Editorial Change	9780328991358	Student	428	Left column of Chart; below Essential Question head	Original text: I can read selections that give information about the human brain and reflect on its consequences.	Edited text: I can read selections that give information about the human brain and reflect on what I learn.
Publisher	Editorial Change	9780328991358	Student	435	Bottom of page; Contents; Performance Task: Writing Process	Original text: Write a Research Paper	Edited text: Write a Formal Research Paper
Publisher	Editorial Change	9780328991358	Student	436	Top of page; title within boxed text	Original text: Science-Fiction	Edited text: Science Fiction
Publisher	Editorial Change	9780328991358	Student	437	Middle of page; Chart; Text following "Conflict" run-in head	Original text: Conflict: In the future, everyone must have a device implanted at birth that records every event in his or her lives.	Edited text: Conflict: In the future, everyone must have a device implanted at birth that records every event in his or her life.
Publisher	Editorial Change	9780328991358	Student	455	Bottom of page; paragraph 132, last line	Run back final line of paragraph, to fill space above	Text has been re-run.
Publisher	Editorial Change	9780328991358	Student	468	Top of page; Close Read, Item 1	Original Text: The model passage and annotation shows how one reader analyzed paragraphs 149-150 of the text.	Edited Text: The model passage and annotation show how one reader analyzed paragraphs 149-150 of the text.
Publisher	Editorial Change	9780328991358	Student	476	Bottom of page; Comprehension Strategy box; bullet 1	Original text: • What type of text am I reading? Your purpose for reading a story will probably be different than . . .	Edited text: • What type of text am I reading? Your purpose for reading a story will probably be different from . . .
Publisher	Editorial Change	9780328991358	Student	482	Top of page; Close Read, Item 1	Original Text: The model passage and annotation shows how one reader analyzed part of paragraph 1.	Edited Text: The model passage and annotation show how one reader analyzed part of paragraph 1.
Publisher	Editorial Change	9780328991358	Student	495	Top of page; Use Source Materials Ethically box; Examples; row 1	Original Text: Nicolas Steno said, "The brain, the masterpiece of creation, is almost unknown to us."	Edited Text: According to Dr. Steno, "The brain, the masterpiece of creation, is almost unknown to us" (55).
Publisher	Editorial Change	9780328991358	Student	495	Use Source Materials Ethically box; Examples; row 2	Original Text: At least one scientist referred to the brain as a "masterpiece of creation" that is almost unknown (Steno 55).	Edited Text: Scientists still know almost nothing about the workings of the human brain (Steno 55).
Publisher	Editorial Change	9780328991358	Student	495	Use Source Materials Ethically box; Examples; row 3	Original Text: Although they marveled at its complexity, scientists saw that they knew little about the brain (Steno 55).	Edited text: The professor's writing explores the mysteries that remain in various fields of scientific study (Steno).
Publisher	Editorial Change	9780328991358	Student	499	Rules for Proper Citation; bullet 1	Original text: Book Title: <i>The Inventions of the Century</i>	Edited text: Book Title: <i>Inquiry and Innovation</i>
Publisher	Editorial Change	9780328991358	Student	499	Rules for Proper Citation; bullet 2	Original text: Single Author: Walliston, Megan. <i>Rockets in Suburbia</i> . Samuel Press, 2012.	Edited text: Single Author: Walliston, Megan. <i>Rockets in Suburbia</i> . Samuel Press, 2012.
Publisher	Editorial Change	9780328991358	Student	516	Top of page; Author's Craft; bullet 2	Original text: Simile: a comparison of two unlike things, often using <i>like</i> or <i>as</i> . <i>The fan buzzed like a bee</i> .	Edited text: Simile: a comparison of two seemingly unlike things, often using <i>like</i> or <i>as</i> . <i>The fan buzzed like a bee</i> .
Publisher	Editorial Change	9780328991358	Student	532	Top of page; Comprehension; item 2	Original text: 2. Reading Check What ability is associated with linguistic intelligence?	Edited text: 2. Reading Check (a) What ability is associated with linguistic intelligence?

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Publisher	Editorial Change	9780328991358	Student	532	Comprehension; item 3; last sentence	Original text: Were you able to confirm your prediction or did you have to correct it?	Edited text: Were you able to confirm your prediction, or did you have to correct it?
Publisher	Editorial Change	9780328991358	Student	552	Middle of page; 2nd column of questions; item 3; answer letters	Original text: F Change <i>predictor</i> to <i>predictors</i> . G Change <i>intelligence</i> to <i>intelligences</i> . H Change <i>shows</i> to <i>show</i> . J Make no change.	Edited text: A Change <i>predictor</i> to <i>predictors</i> . B Change <i>intelligence</i> to <i>intelligences</i> . C Change <i>shows</i> to <i>show</i> . D Make no change.
Publisher	Editorial Change	9780328991358	Student	552	Middle of page; 2nd column of questions; item 4; answer letters	Original text: A Change <i>to</i> to <i>too</i> . B Change <i>high</i> to <i>hi</i> . C Change <i>affect</i> to <i>effect</i> . D Make no change.	Edited text: F Change <i>to</i> to <i>too</i> . G Change <i>high</i> to <i>hi</i> . H Change <i>affect</i> to <i>effect</i> . J Make no change.
Publisher	Editorial Change	9780328991358	Student	578	Top of page; Close Read; Item 1	Original Text: The model passage and annotation shows how one reader analyzed part of paragraph 3 of the story.	Edited Text: The model passage and annotation show how one reader analyzed part of paragraph 3 of the story.
Publisher	Editorial Change	9780328991358	Student	581	Middle of page; paragraph under boxed text; sentence 2	Original text: For example, a story may have a mood that is sunny and light-hearted; whereas, another work may be dark and gloomy.	Edited text: For example, one story may have a mood that is sunny and light-hearted, whereas another may be dark and gloomy.
Publisher	Editorial Change	9780328991358	Student	594	Top of page; Close Read; Item 1	Original Text: The model passage and annotation shows how one reader analyzed part of paragraph 3 of the essay.	Edited Text: The model passage and annotation show how one reader analyzed part of paragraph 3 of the essay.
Publisher	Editorial Change	9780328991358	Student	594	Close Read Model box; sentence 2	Original text: Then there's the winged horse Pegasus; the wingfooted Mercury; . . .	Edited text: Then there's the winged horse Pegasus; the wing-footed Mercury; . . .
Publisher	Editorial Change	9780328991358	Student	605	Top of page; Subject-Verb Agreement with Prepositional Phrases box; Example 1	Original text: The <u>door</u> under the long winding stairs <u>is</u> red. (<i>door</i> and <i>is</i> agree. Don't be tempted to use <i>are</i> because stairs is plural.)	Edited text: The <u>door</u> under the long winding stairs <u>is</u> red. (<i>Door</i> and <i>is</i> agree. Don't be tempted to use <i>are</i> because <i>stairs</i> is plural.)
Publisher	Editorial Change	9780328991358	Student	605	Subject-Verb Agreement with Prepositional Phrases box; Example 2	Original text: The <u>students</u> with the tour guide <u>read</u> the museum labels. (<i>students</i> and <i>read</i> agree. Don't be tempted to use <i>reads</i> because <i>guide</i> is singular.)	Edited text: The <u>students</u> with the tour guide <u>study</u> the museum labels. (<i>Students</i> and <i>study</i> agree. Don't use <i>studies</i> because <i>guide</i> is singular.)
Publisher	Editorial Change	9780328991358	Student	645	Analysis and Discussion; item numbers	Incorrect numbers: 4. 5. 6.	Corrected item numbers: 3. 4. 5.
Publisher	Editorial Change	9780328991358	Student	658	Top of page; two-column Text Passage chart; Notes column	Original text: <i>These words help me to "see" the complex maze that Minos built.</i>	Edited text: <i>These words help me to "see" the complex maze that Daedalus built for King Minos.</i>
Publisher	Editorial Change	9780328991358	Student	658	Bottom of page; Practice; item 2; sentence 2	Original text: What does it show you about a character, setting, or event?	Edited text: What do they show you about a character, setting, or event?
Publisher	Editorial Change	9780328991358	Student	R0 (blind folio)	Col 2; Acknowledgments section	Original text: ACKNOWLEDGMENTS Acknowledgments and Credits	Edited text: ACKNOWLEDGEMENTS Acknowledgements and Credits
Publisher	Editorial Change	9780328991358	Student	R12	Top of page; subhead in blue box	Original text: INFORMATIONAL: SCORE 1	Edited text: INFORMATIONAL: SCORE 2
Publisher	Editorial Change	9780328991358	Student	R32	Chart headers; top and bottom charts; cols 2 and 3 headers	Original text: CONNECTION TO THE PROMPT TEXT EVIDENCE / DETAILS	Edited text: MY IDEAS / OBSERVATIONS TEXT EVIDENCE / INFORMATION
Publisher	Editorial Change	9780328991358	Student	R42	Bottom left column; final entry	Original text: Book features can include acknowledgments, a foreword, a preface, an introduction, and references to help the audience gain background information. In an acknowledgments section, . . .	Edited text: Book features can include acknowledgements, a foreword, a preface, an introduction, and references to help the audience gain background information. In an acknowledgements section, . . .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991358	Student	R82	Top of page: head; Side of page: tab head; Bottom of page: running foot (3 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991358	Student	R83	Column 2; Q entry; 2nd item	Original text: <i>Quinceañera Birthday Bash . . .</i>	Edited text: <i>Quinceañera Birthday Bash . . .</i>
Publisher	Editorial Change	9780328991358	Student	R84	Top of page: head; Side of page: tab head (2 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991358	Student	R85	Side of page; tab head	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991358	Student	R86	Top of page: head; Side of page: tab head (2 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991358	Student	R87	Top of page: head; Side of page: tab head (2 locations)	Original text: Acknowledgments	Edited text: Acknowledgements
Publisher	Editorial Change	9780328991358	Student	xvii	Bottom right; Book Club; 3rd entry; title	Original text: The Uglies	Original text: Uglies
Publisher	Editorial Change	9780328991389	Teacher	2	Upper left column; Resources Section; 1st entry	Original Text: Unit 1 Answer Key	Edited Text: Unit 1 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991389	Teacher	3	Student Edition reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	4	Left column; Intro Learning Objectives; Resources; line 2	Original text: Essential Question Notes	Edited Text: EQ Notes
Publisher	Editorial Change	9780328991389	Teacher	4	Left column; Social-Emotional Learning; last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991389	Teacher	5	Bottom of page, Differentiated Instruction, ELPS code GLOBAL CHANGE: To match the recent TEA change in ELPS codes, the last numeral of the ELPS code has been changed from Arabic to Roman in all ELPS codes throughout the Teacher Edition.	Original code: ELPS 4.C.3	Edited code: ELPS 4.C.iii
Publisher	Editorial Change	9780328991389	Teacher	6	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	7	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	9	Right column; QuickWrite; EQ Notes; Sentence 2	Original text: If you choose to print the Essential Question Notes , distribute . . .	Edited text: If you choose to print the EQ Notes , distribute . . .
Publisher	Editorial Change	9780328991389	Teacher	13	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	24	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	25	Bottom of right column; MONITOR AND ADJUST box; 1st sentence	Original Text: If students struggle to identify the connection between character behavior, motivation, and conflict, . . .	Edited Text: If students struggle to identify the connections among character behavior, motivation, and conflict, . . .
Publisher	Editorial Change	9780328991389	Teacher	25	Bottom of right column; Monitor and Adjust, Exit Ticket, line 1 GLOBAL CHANGE: This change was made on this page type throughout the Teacher Edition.	Original Text: To assess students' mastery, . . .	Edited Text: To assess students' progress, . . .
Publisher	Editorial Change	9780328991389	Teacher	26	Bottom of left column; Exit Ticket Box	<TEKS icon> TEKS 2.A	TEKS listing deleted
Publisher	Editorial Change	9780328991389	Teacher	28	ELPS Note, last sentence under "Basic Vocabulary".	Original Text: The list might include, for example: <i>shack, drum, dogs, neighborhood, group, hat, legs, suitcase, and hand.</i>	Edited Text: The list might include, for example: <i>shack, drum, dogs, neighborhood, group, hat, legs, suitcase, and hand.</i>
Publisher	Editorial Change	9780328991389	Teacher	42	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	43	Middle of right column; Practice item 3(b)	Original Text: (b) He is motivated by his desire to save the tree's bananas, so that he can sell them to buy shoes, which will allow him to go on outings with his cricket team.	Edited Text: (b) He is motivated by his desire to save the tree's bananas, so that he can sell them to buy shoes, which will allow him to go on outings with his classmates.
Publisher	Editorial Change	9780328991389	Teacher	43	Right column; Practice item 4(b), last sentence	Original Text: (b) He gives his own shoes to Gustus, realizing how important cricket is to him.	Edited Text: (b) He gives his own shoes to Gustus, realizing how important Gustus's school outings are to him.
Publisher	Editorial Change	9780328991389	Teacher	44	Left column; Practice, Possible Response;, item 2; sentence 1	Original Text: 2. Possible words: <i>pedestal, pedometer, biped, quadruped, pedal, pedestrian, expedite, expedito.</i>	Edited Text: 2. Possible words: <i>pedestal, pedometer, biped, quadruped, pedal, pedestrian, expedite, expedition.</i>
Publisher	Editorial Change	9780328991389	Teacher	44	Bottom of left column; Exit Ticket Box; TEKS listing	<TEKS icon> TEKS 2.A	<TEKS icon> and text deleted
Publisher	Editorial Change	9780328991389	Teacher	46	Upper left column; Composition; Letter to the Author; fourth and fifth sentences.	Original Text: Explain that students will use informal language that is appropriate for writing to the author, who they have not met. They will not use exactly the same kind of language they might use when writing a letter or an e-mail to a friend or relative.	Edited Text: Explain that students will use informal language that is appropriate for writing to the author, whom they have not met. They will not use exactly the same kind of language they might use when writing a letter or an email to a friend or relative.
Publisher	Editorial Change	9780328991389	Teacher	46	Middle of left column; Composition; Letter to the Author; first sentence below the table	Original Text: Review the Editing Tips with students.	Edited Text: Review the Coherence note with students.
Publisher	Editorial Change	9780328991389	Teacher	47	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	48	Left column; Reading Lyric Poetry; Author's Purpose; first question	Original Text: Focus on the reasons for writing poetry by asking, <i>Why might a writer decide to write a poem, rather than a short story?</i>	Edited Text: Focus on the reasons for writing poetry by asking, <i>Why might a writer decide to write a poem, rather than a short story, about a memory?</i>
Publisher	Editorial Change	9780328991389	Teacher	48	Left column; Take a Minute; first sentence	Original Text: . . . in Ancient Greece.	Edited Text: . . . in ancient Greece.
Publisher	Editorial Change	9780328991389	Teacher	54	Left column; Annotate section; second and third sentences	Original Text: <i>I know that she's referring to her teacher. Then, I see the word like in line 32, which introduces a list of other things the speaker carries inside of her.</i>	Edited Text: <i>I know that the speaker is referring to the teacher. Then, I see the word like in line 32, which introduces a list of other things the speaker carries inside.</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	54	Left column; Question section; final 2 lines	Original Text: ... of gingerbread"); and touch ("sweater on a chilly day").	Edited Text: ... of gingerbread"), and touch ("sweater on a chilly day").
Publisher	Editorial Change	9780328991389	Teacher	55	Middle of right column; Analysis; 6(b); second sentence	Original Text: Her mother's voice encourages her to "Tek flight, chck, and goo far;"	Edited Text: Her mother's voice encourages her to "Tek flight, chick, goo far."
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis; 7(b); final 2 lines	Original Text: ... less shy; others will suggest that she needed encouragement to participate openly.	Edited Text: ... less shy; others will suggest that the speaker needed encouragement to participate openly.
Publisher	Editorial Change	9780328991389	Teacher	55	Analysis; 8(b)	Original Text: Both poems hint that the experiences described will help the speaker as she develops as a poet in the future.	Edited Text: Both poems hint that the experiences described will help the speaker develop as a poet in the future.
Publisher	Editorial Change	9780328991389	Teacher	56	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	61	Top of right column; Short Response; Possible Responses; 1(a); second sentence	Original Text: In "Ode to Teachers," an encouraging teacher helps the speaker overcome her shyness.	Edited Text: In "Ode to Teachers," an encouraging teacher helps the speaker overcome shyness.
Publisher	Editorial Change	9780328991389	Teacher	61	Short Response, Possible Responses, 1(b), second sentence	Original Text: The teacher in "Ode to Teachers" helps the speaker understand that her ideas are important.	Edited Text: The teacher in "Ode to Teachers" helps the speaker understand that the speaker's ideas are important.
Publisher	Editorial Change	9780328991389	Teacher	61	Right column; Timed Writing; Possible Responses; <i>Before and After</i> ; second and third sentences	Original Text: Before her transformation, the speaker of "Ode to Teachers" was shy about participating in class. Afterward, she is confident and uses her voice proudly.	Edited Text: Before transforming, the speaker of "Ode to Teachers" was shy about participating in class. Afterward, the speaker is confident and speaks proudly.
Publisher	Editorial Change	9780328991389	Teacher	61	Right column; Timed Writing; Possible Responses; <i>Differences</i> ; last sentence	Original Text: The speaker of "Ode to Teachers" does not focus on her feelings during the transformation.	Edited Text: The speaker of "Ode to Teachers" does not focus on personal feelings during the transformation.
Publisher	Editorial Change	9780328991389	Teacher	61	Bottom of page; Differentiated Instruction; Above Level; first paragraph; final line	Original Text: ... from Elizabeth Barret Browning's Sonnet 43:	Edited Text: ... from Elizabeth Barrett Browning's Sonnet 43:
Publisher	Editorial Change	9780328991389	Teacher	68	Left column; Revising; first sentence	Original Text: Remind students that the purpose of revising is to make the overall quality of a piece of writing by considering several significant text elements.	Edited Text: Remind students that the purpose of revising is to improve the overall quality of a piece of writing by considering several significant text elements.
Publisher	Editorial Change	9780328991389	Teacher	75	Middle of right column; Using Text Evidence; third bullet	Original Text: • in discussions about selections	Edited Text: • to participate effectively in discussions about selections
Publisher	Editorial Change	9780328991389	Teacher	77	Middle of right column; Differentiated Instruction; On Level/Extend; second bullet	Original Text: • identify temptations a hero must avoid to remain "faithful to his followers."	Edited Text: • identify temptations a hero must avoid to remain "faithful to the very end."
Publisher	Editorial Change	9780328991389	Teacher	77	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	81	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	89	Right column; Practice; Possible Responses; item 3. (a); sentence 1	Original Text: 3. (a) patience: waits for his father to admit responsibility for Weenonah's death;	Edited Text: 3. (a) patience: waits for his father to admit responsibility for Wenonah's death;

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	105	Right column; Essential Point; TEKS listing at end of section	Original Text: TEKS 8.A	Edited Text: TEKS 7.D
Publisher	Editorial Change	9780328991389	Teacher	112	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	119	Right column; Text box; from sentence 2 on	Original Text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited Text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991389	Teacher	124	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	126	Top left column; Resources Section, text next to first icon	Original Text: Unit 2 Answer Key	Edited Text: Unit 2 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991389	Teacher	126	Middle of left column; Learning From History; second sentence	Original Text: Point out that as they work through this unit, they will read many texts relating to the Holocaust.	Edited Text: Point out that as they work through this unit, they will read many texts relating to lessons that history can teach us.
Publisher	Editorial Change	9780328991389	Teacher	128	Top left column; Intro Learning Objectives box; Resources, line 2	Original text: Essential Question Notes	Edited Text: EQ Notes
Publisher	Editorial Change	9780328991389	Teacher	128	Left column; Social-Emotional Learning; last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991389	Teacher	128	Left column; Social-Emotional Learning; Reading ; second sentence	Original Text: They will also read a play, nonfiction narratives, a speech, a timeline, and a graphic novel.	Edited Text: They will also read a play, nonfiction narratives, a speech, a timeline, and a graphic novel, as well as a selection of their own choosing.
Publisher	Editorial Change	9780328991389	Teacher	132	Bottom of page; ELPS Note; "Advanced High" section; first sentence	Original Text: Advanced High After completing their work, assign students to different groups.	Edited Text: Advanced High After students complete their work, assign them to different groups.
Publisher	Editorial Change	9780328991389	Teacher	133	Right column, QuickWrite; EQ Note; Sentence 2	Original text: If you choose to print the Essential Question Notes , distribute . . .	Edited text: If you choose to print the EQ Notes , distribute . . .
Publisher	Editorial Change	9780328991389	Teacher	140	Middle of left column; Comprehension Strategy; second paragraph; 2nd sentence	Original Text: Ask, <i>What inferences can they draw about him based on the details provided?</i>	Edited Text: Ask, <i>What inferences can you draw about him, based on the details provided?</i>
Publisher	Editorial Change	9780328991389	Teacher	140	Bottom of page; Expert's Perspective; first bullet; first sentence	Original Text: Read on with uncertainty. students who are "a little bit lost" may be able to read a little further to resolve confusion.	Edited Text: Read on with uncertainty. Students who are "a little bit lost" may be able to read a little further to resolve confusion.
Publisher	Editorial Change	9780328991389	Teacher	165	Bottom of page; Differentiated Instruction; seventh sentence	Original Text: Read aloud paragraphs 224–22.	Edited Text: Read aloud paragraphs 224–227.
Publisher	Editorial Change	9780328991389	Teacher	193	Right column; Genre / Text Elements; Dramatic Speeches; sentences 2 and 3	Original Text: Dialogue and soliloquies are more than just the words characters say, but also how they say them. Punctuation and stage directions help bring dramatic speeches to life and help the words the characters say set the mood and tone for the play.	Edited Text: Dialogue and soliloquies are not only the words characters say but also how they say them. Punctuation and stage directions help bring dramatic speeches to life and help the characters' words set the mood and tone for the play.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	193	Middle of right column; Practice, item 2, last sentence	Original Text: She says unflattering things about all of these people, which would be rude to say to any of the people there.	Edited Text: She says unflattering things about all of these people, which would be rude to say to them directly.
Publisher	Editorial Change	9780328991389	Teacher	194	Middle of left column; Word Study; Practice; items 1 and 2	Original Text: 1. <i>aggression</i> : condition of being aggressive by attacking or confronting; <i>confusion</i> : condition of being confused; condition of being unable to think clearly; <i>possession</i> : condition of possessing or owning 2. <i>precision</i> , <i>explosion</i> , <i>expression</i> , <i>fusion</i>	Edited Text: 1. <i>aggression</i> : condition of being aggressive by attacking or confronting; <i>confusion</i> : condition of being confused or unable to think clearly; <i>possession</i> : condition of possessing or owning 2. <i>precision</i> , <i>elevation</i> , <i>expression</i> , <i>fusion</i>
Publisher	Editorial Change	9780328991389	Teacher	194	Bottom of page; ELPS Note, "Advanced" section; first sentence	Original Text: Advanced Write the words <i>accelerateion</i> , <i>civilization</i> , <i>rotateion</i> , and <i>compensation</i> on the board.	Edited Text: Advanced Write the words <i>accelerateion</i> , <i>revision</i> , <i>rotateion</i> , and <i>compensation</i> on the board.
Publisher	Editorial Change	9780328991389	Teacher	194	Bottom of page; ELPS Note, "Advanced High" section; first sentence	Original Text: Advanced High Write the words <i>accelerate</i> , <i>civilize</i> , <i>rotate</i> , and <i>compensate</i> on the board.	Edited Text: Advanced High Write the words <i>accelerate</i> , <i>revise</i> , <i>rotate</i> , and <i>compensate</i> on the board.
Publisher	Editorial Change	9780328991389	Teacher	194	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	195	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	208	Bottom of page; Digital Perspectives box; second sentence	Original Text: When reading about several scenes taking place simultaneously, it can be difficult for the reader to picture and appreciate the scene.	Edited Text: When reading about several scenes taking place simultaneously, readers may have difficulty picturing and appreciating the action.
Publisher	Editorial Change	9780328991389	Teacher	208	Bottom of page; Digital Perspectives box; fourth sentence	Original Text: Ask each student cast in a role to consider how he or she would act out the stage directions and dialogue on in these paragraphs.	Edited Text: Ask each student cast in a role to consider how he or she would act out the stage directions and dialogue in these paragraphs.
Publisher	Editorial Change	9780328991389	Teacher	226	Bottom of page; ELPS Note; "Beginning" section; first sentence	Original Text: Model summarizing by saying the major events . . .	Edited Text: Model summarizing by retelling the major events . . .
Publisher	Editorial Change	9780328991389	Teacher	227	Right column; Comprehension, Possible Responses, 2. (c)	Original Text: 2. (c) They were taken to concentration camps.	Edited Text: 2. (c) They are taken to concentration camps.
Publisher	Editorial Change	9780328991389	Teacher	235	Bottom of page; Differentiated Instruction; Intermediate; last sentence	Original text: Have students work in small groups to take notes.	Edited text: Have students work in small groups to take and share notes.
Publisher	Editorial Change	9780328991389	Teacher	237	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	238	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	239	Bottom of page; Differentiated Instruction; 3rd sentence	Original Text: Focus on the years 1925 through 1933.	Edited Text: Focus on the years 1929 through 1933.
Publisher	Editorial Change	9780328991389	Teacher	240	Middle of left column; Multiple Choice; Explanations; item 3	Original text: <u>Correct</u> : C: The timeline states that the Van Daans were really the Van Pels and Dussel was really Mr. Pfeffer.	Edited text: <u>Correct</u> : C: The timeline states that the Van Daan family was really the Van Pels family, and Dussel was really Mr. Pfeffer.

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Publisher	Editorial Change	9780328991389	Teacher	240	Left column; Multiple Choice; Explanations; item 4; Incorrect, H	Original text: H: Otto Frank survives in both the play and the timeline.	Original text: H: The timeline makes no mention of Otto Frank's death.
Publisher	Editorial Change	9780328991389	Teacher	240	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	255	Right column; 2nd blue head	Original Text: Analyzing Explicit and implicit Meanings	Edited Text, text changed: Analyzing Explicit and Implicit Meanings
Publisher	Editorial Change	9780328991389	Teacher	255	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	257	Bottom of page; Vocabulary Development Chart; 3rd column; 1st entry	Original Text: reflective	Edited Text: reflect
Publisher	Editorial Change	9780328991389	Teacher	265	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	268	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	290	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	291	Right column, box in middle of column	RETEACH AND PRACTICE If students need more practice, see Informative Report (RP) .<icon>	Delete the item.
Publisher	Editorial Change	9780328991389	Teacher	291	Bottom of page; Differentiated Instruction box; 2nd column of text; 2nd line	Original Text: ... Art Spiegelman biographical information" ...	Edited Text: ... Art Spiegelman biographical information," ...
Publisher	Editorial Change	9780328991389	Teacher	295	Right column, boxed text, line 6	Original Text: ... technology. Then provide those students ...	Edited Text: ... technology. Take an informal poll of students, asking which students are reading which texts. Then provide students ...
Publisher	Editorial Change	9780328991389	Teacher	300	Left column, first blue subhead	Original Text: EXPLANTAIONS	Edited Text: EXPLANATIONS
Publisher	Editorial Change	9780328991389	Teacher	300	Left column, item 1, under <i>Incorrect</i> ; D:	Original Text: D: <i>Poland's</i> and <i>Warsaw's</i> are not capitalized.	Edited Text: D: <i>Poland's</i> and <i>Warsaw's</i> are not capitalized, and <i>ghetto</i> is.
Publisher	Editorial Change	9780328991389	Teacher	300	Left column, item 2, under <i>Incorrect</i> ; F:	Original Text: This revision introduces a comma splice between two independent clauses.	Edited Text: This revision uses an unnecessary and ill-chosen transition; semicolons should not follow transitions.
Publisher	Editorial Change	9780328991389	Teacher	300	Left column, item 2, under <i>Incorrect</i> ; J:	Original Text: This revision combines the sentences in a way that distorts meaning.	Edited Text: This revision combines the sentences in a way that misuses a semicolon and distorts meaning.
Publisher	Editorial Change	9780328991389	Teacher	300	Left column, item 4, under <i>Correct</i> ; F:	Original Text: Commas should be used to set off transitions, such as <i>though</i> in this sentence.	Edited Text: The transition <i>though</i> conveys the correct logical relationship between these ideas and those in the preceding sentence, and it is correctly set off with commas.
Publisher	Editorial Change	9780328991389	Teacher	300	Left column, item 4, under <i>Incorrect</i> ; G, H, J:	Original Text: G: There should be a comma after <i>though</i> . H: The use of the semicolon and the comma are incorrect and change the meaning of the sentence. J: There should be commas before and after <i>though</i> .	Edited Text: G: The subordinating conjunction <i>though</i> incorrectly suggests that the ideas in sentences 10 and 11 are in opposition. H: The transition <i>beforehand</i> conveys an inaccurate chronological order. The transition <i>beforehand</i> conveys an inaccurate chronological order. J: See explanation for G.
Publisher	Editorial Change	9780328991389	Teacher	300	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	302	Left column; under Resources; 1st entry item	Original text: Unit 3 Answer Key	Edited text: Unit 3 RP (Remediation) Answer Key
Publisher	Editorial Change	9780328991389	Teacher	302	Left column; Watch the Video; 1st line	Original text: Project the introduction in class, ask . . .	Edited text: Project the introduction in class or ask . . .
Publisher	Editorial Change	9780328991389	Teacher	303	Bottom of page; Pacing Plan; 4th item; title	Original text: The Bystander Effect: Why You Don't Stand Up When You Should	Edited text: The Bystander Effect: Why You Don't Stand Up When You Should
Publisher	Editorial Change	9780328991389	Teacher	303	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	304	Left column; under Resources; item 2	Original text: Essential Question Notes	Edited text: EQ Notes
Publisher	Editorial Change	9780328991389	Teacher	304	Left column; under Social-Emotional Learning, last line	Original text: Have student watch the video on Goal Setting.	Edited text: Have student watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991389	Teacher	306	Left column, Mentor Text: Argument Model, 5th line	Original text: . . . whether there is a counterclaim . . .	Edited text: . . . whether there is a counterargument . . .
Publisher	Editorial Change	9780328991389	Teacher	309	Bottom of page; Vocabulary Development box; last line in the 1st column of text	Original text: The second part of the sentences . . .	Edited text: The second part of the sentence . . .
Publisher	Editorial Change	9780328991389	Teacher	309	Right column, EQ Notes; 2nd sentence	Original text: If you choose to print the Essential Question Notes , . . .	Edited text: If you choose to print the EQ Notes , . . .
Publisher	Editorial Change	9780328991389	Teacher	311	Bottom of page; Pacing Plan; 4th item; title	Original text: The Bystander Effect: Why You Don't Stand Up When You Should	Edited text: The Bystander Effect: Why You Don't Stand Up When You Should
Publisher	Editorial Change	9780328991389	Teacher	316	Left column; above Differentiated Instruction subhead	Original text: TEKS 5.F	Edited text: TEKS 5.E
Publisher	Editorial Change	9780328991389	Teacher	322	Left column; Annotate paragraph	Original text: . . . Grandma in her how. . . Aunt Chinita says . . .	Edited text: . . . Grandma close to home. . . Aunt Chintia says . . .
Publisher	Editorial Change	9780328991389	Teacher	322	Left column; Conclude paragraph; 2nd sentence	Original text: . . . opinions feel guided . . . convenience, while his . . .	Edited text: . . . opinions seem to be guided . . . convenience, whereas his
Publisher	Editorial Change	9780328991389	Teacher	324	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	327	Bottom of page; Differentiated Instruction box; 1st paragraph, final sentence	Original Text: Review the English conjunctions that join independent clauses and their meanings: <i>and</i> , <i>but</i> , <i>so</i> , <i>or</i> , <i>not</i> , <i>for</i> , and <i>yet</i> .	Delete.
Publisher	Editorial Change	9780328991389	Teacher	328	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	337	Right column; item number 2a; line 2	Original text: large-size sodas, or sugary drinks.	Edited text: large-size sodas and other sugary drinks.
Publisher	Editorial Change	9780328991389	Teacher	337	Right column, item number 2b, lines 2 and 3	Original text: be healthier by not buying and drinking a lot of soda.	Edited text: be healthier if they bought and drank fewer sugary drinks.
Publisher	Editorial Change	9780328991389	Teacher	337	Right column, item number 3	Original text: (a) People willingly obey speeding laws in order to increase safety. (b) Government often restricts personal freedom in order to promote public safety.	Edited text: (a) Automobile construction standards are the result of a cost-benefit analysis. (b) The government has the resources and experience to properly balance the positive and negative effects of a law that restricts freedom.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	337	Right column, item number 4	Original text: (a) She realizes most people can make good decisions, but that sometimes people need to be saved from themselves. She supports the soda ban, but recognizes that people fear other restrictions on their freedom. (b) "we often don't think very clearly"; "it's just difficult for us to . . . choose accordingly"; "what people fear is that this is just the beginning."	Edited text: The author creates a gently chiding, "no-nonsense" tone that indicates she believes people are being a bit silly when they seem to take great offense at laws such as the soda ban. Word choices that create this tone include "Large cups of soda as symbols of human dignity? Really?" (paragraph 2) and "But that's the way it is, and there's no dignity to clinging to an illusion" (paragraph 19).
Publisher	Editorial Change	9780328991389	Teacher	338	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	339	Right column; first paragraph; 2nd line	Original text: . . . (o that readers understand . . .	Edited text: . . . (so that readers understand . . .
Publisher	Editorial Change	9780328991389	Teacher	339	Right column; Possible responses; item 2a	Original text: . . . which they are likely only to harm . . .	Edited text: . . . which people are likely to harm only . . .
Publisher	Editorial Change	9780328991389	Teacher	339	Right column; Monitor and adjust paragraph	Original text: If students struggle to identify and classify evidence, then help them classify each examples, as logical or emotional appeals.	Edited text: If students struggle to identify the author's claim, then guide them through a close read of paragraphs 14–19.
Publisher	Editorial Change	9780328991389	Teacher	339	Right column; Exit Ticket box	Original Text: To assess students' mastery, administer the Exit Ticket: Claims, Evidence, and Audience.	Edited Text: To assess students' progress, administer the Exit Ticket: Characteristics and Structures of Argument.
Publisher	Editorial Change	9780328991389	Teacher	339	Right column, Reteach and Practice at bottom of page	Original Text: If students need more practice, see Claims, Evidence, and Audience (RP).	Edited Text: If students need more practice, see Characteristics and Structures of Argument (RP).
Publisher	Editorial Change	9780328991389	Teacher	344	Bottom of page; Cross-Curricular Perspectives	Original text: . . . the author refers to the obesity epidemic in this country. Since obesity has reached the level of epidemic, much research into the causes and possible solutions has been done. Have student select a subject related to the causes of obesity. . . . Remind students to show respect for each other's ideas . . .	Edited text: . . . the author refers to the detrimental effects of consuming sugary drinks. Tell students to perform research on the effects of excess sugar on the body and overall health. . . . Remind students to show respect for one another's ideas . . .
Publisher	Editorial Change	9780328991389	Teacher	348	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	350	Left column; under Word Study subhead; last 2 lines	Original text: (defensible, reasonable, correct, acceptable)	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	350	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	354	Bottom of page; Expert's Perspective box; 1st line	Original text: E. B. Write once said, . . .	Edited text: E. B. White once said, . . .
Publisher	Editorial Change	9780328991389	Teacher	355	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	358	Left column; under Possible Response; 4th line	Original Text: . . . government interference";	Edited Text: . . . interference from the government";
Publisher	Editorial Change	9780328991389	Teacher	358	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	359	Right column; Essential Point; second paragraph; 4th line	Original Text: counterclaims	Edited Text: personal observation
Publisher	Editorial Change	9780328991389	Teacher	360	Left column; Possible Response; first bullet; 6th line	Original Text: high-school principle	Edited Text: high school principal
Publisher	Editorial Change	9780328991389	Teacher	360	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	365	Bottom of page; Pacing Plan 4th item; title	Original text: The Bystander Effect: Why You Don't Stand Up When You Should	Edited text: The Bystander Effect: Why You Don't Stand Up When You Should

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	365	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	369	Right column; Possible Response; item 1	Original text: <i>in media res</i>	Edited text: <i>in medias res</i>
Publisher	Editorial Change	9780328991389	Teacher	377	Right column, Exit Ticket box	Original text: <icon> TEKS 2.A	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	379	Right column, Read It; Possible Responses; item 1	Original text: Briar Rose; it: the spindle	Edited text: princess; it: spindle
Publisher	Editorial Change	9780328991389	Teacher	379	Right column; Read It; Possible Responses; item 2, 3rd line	Original text: he: young prince	Edited text: he: prince
Publisher	Editorial Change	9780328991389	Teacher	379	Right column; Write It; Possible Responses; item 2	Original text: The prince was confident and knew he would succeed where others had failed.	Edited text: The prince was confident in himself and knew he would succeed in his task where others had failed.
Publisher	Editorial Change	9780328991389	Teacher	381	Bottom of page; Differentiated Instruction box; 3rd line	Original text: <i>in media res</i>	Edited text: <i>in medias res</i>
Publisher	Editorial Change	9780328991389	Teacher	392	Left column; Possible Responses; item 4, 2nd line	Original text: ... speaking to Carbeau;	Edited text: ... speaking to Carabeau;
Publisher	Editorial Change	9780328991389	Teacher	392	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	395	Right column, Timed Writing, 1st paragraph	Original Text: ... explains how the message in "Briar Rose" is changed by the retelling in "Awake."	Edited Text: ... analyze the different themes and how they are developed in the stories.
Publisher	Editorial Change	9780328991389	Teacher	395	Right column; Timed Writing; Possible Responses: 1st paragraph; last line	Original text: ... "Awake" affects the message of the story.	Edited text: ... "Awake" affects the theme of the story.
Publisher	Editorial Change	9780328991389	Teacher	395	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	399	Right column; Differentiated Instruction; Above Level paragraph text	Original text: Have students identify the double negative used in the opening line . . . Ask, How is this double negative a form of emotional appeal? (The double negative appeals to negative emotions, emphasizing frustration.) Have students rewrite the sentence to avoid the double negative and compare the effectiveness of their revision with the Chief's statement.	Edited text: Have students identify the two negatives used in the opening line . . . Ask, How does the use of two negatives create a kind of emotional appeal? (The use of two negatives reinforces negative emotions, emphasizing frustration.) Have students discuss ways in which negative statements can have powerful impact.
Publisher	Editorial Change	9780328991389	Teacher	413	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	414	Left column, Possible Responses; item 3	Original text: 3. (a) It uses cause and effect. The writer explains the reasons that it's hard to stand up to a bully and strategies for dealing with those reasons. (b) It helps readers understand the reasons (causes) and predict the possible consequences (effects).	Edited text: 3. (a) problem and solution; The writer acknowledges that standing up to a bully may seem intimidating or dangerous and offers a solution: waiting until things calm down. (b) This pattern supports the idea that people should take action against bullying, because taking action can be done safely.
Publisher	Editorial Change	9780328991389	Teacher	414	Left column, Possible Responses; item 4	Original text: 4. (a) <i>First, subtle, strike, right</i> (b) It is logical because the order of importance leads to the writer's key idea.	Edited text: 4. (a) <i>First</i> (b) This pattern is logical, because the author hopes the most important idea will convince the reader right away, but offers additional ideas in case the reader remains unconvinced.
Publisher	Editorial Change	9780328991389	Teacher	414	Left column, Exit Ticket box; top right corner	Original text: <icon> TEKS 8.E.iii	Edited text: <icon> TEKS 8.D.iii

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	415	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	416	Left column; Plan With Your Group, Develop an Argument text; line 7	Original text: ... students and citizens.	Edited text: ... students or members of their community.
Publisher	Editorial Change	9780328991389	Teacher	419	Right column; Text box; from sentence 2 on	Original Text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited Text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991389	Teacher	419	Bottom of page; 4th item; title	Original text: The Bystander Effect: Why You Don't Stand Up When You Should	Edited text: The Bystander Effect: Why You Don't Stand Up When You Should
Publisher	Editorial Change	9780328991389	Teacher	421	Right column; Prepare to Share paragraph; last sentence	Original text: As students prepare to share, remind them perspective on the Essential Question.	Edited text: As students prepare to share, remind them to highlight how their selection contributed to their perspective on the Essential Question.
Publisher	Editorial Change	9780328991389	Teacher	424	Left column; blue head	Original text: EXPLANTIONS:	Edited text: EXPLANATIONS:
Publisher	Editorial Change	9780328991389	Teacher	426	Left column, Resources, line 1	Original text: Unit 4 Answer Key	Edited text: Unit 4 (RP) Remediation Answer Key
Publisher	Editorial Change	9780328991389	Teacher	427	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	428	Top left, Intro Learning Objectives box, Resources, item 2	Original text: Essential Question Notes	Edited Text: EQ Notes
Publisher	Editorial Change	9780328991389	Teacher	428	Left column, Social-Emotional Learning, last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991389	Teacher	428	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	433	Right column, QuickWrite, EQ Notes, Sentence 2	Original text: If you choose to print the Essential Question Notes , distribute . . .	Edited text: If you choose to print the EQ Notes , distribute . . .
Publisher	Editorial Change	9780328991389	Teacher	435	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	436	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	437	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	455	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	456	Left column; Conclude	Original text: CONCLUDE: I can conclude that Charlie has the potential to make people feel uncomfortable and possibly ruin relationships if he continues to make himself appear more intelligent than others.	Edited text: CONCLUDE: I can conclude that Charlie has the potential to make people feel uncomfortable and possibly ruin relationships if he continues to display his intelligence and knowledge without regard for the feelings of others.
Publisher	Editorial Change	9780328991389	Teacher	457	Bottom of page, Differentiated Instruction, sentence 3	Original text: Review that in this scene, Charlie witnesses what happens to a busboy when he drops the dishes.	Edited text: Review that in this scene, Charlie witnesses what happens to a dishwasher when he drops the dishes.
Publisher	Editorial Change	9780328991389	Teacher	457	Bottom of page, Differentiated Instruction, sentence 8	Original text: Have them consider the realization Charlie has upon witnessing the way the customers acted and the way the busboy reacts.	Edited text: Have them consider the realization Charlie has upon witnessing the way the customers act and the way the dishwasher reacts.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	459	Right column, Question and Conclude, transposed text after two running heads	Original text: QUESTION: I can tell by the use of short sentences that the author wants us to know that Charlie is excited. CONCLUDE: I think Charlie's use of short sentences shows an urgency. He wants to accomplish something important and wants to spend more time working than talking about it.	Edited text: QUESTION: I think Charlie's use of short sentences shows an urgency. He wants to accomplish something important and wants to spend more time working than talking about it. CONCLUDE: I can tell by the use of short sentences that the author wants us to know that Charlie is excited.
Publisher	Editorial Change	9780328991389	Teacher	461	Right column, Conclude	Original text: CONCLUDE: I think it has the effect of making the reader know that there is a change going on in Charlie. Rather than stating this, the author is showing it through Charlie's sentence structure.	Edited text: CONCLUDE: Realizing that Charlie's condition is deteriorating, I feel almost the same anxiety that Charlie feels. I'm worried about what will happen to him: Will he lose all that he has gained, reverting back to his old self? Or worse, will he die just as Algernon did?
Publisher	Editorial Change	9780328991389	Teacher	467	Right column, Analysis, item 6 (a)	Original text: 6. (a) People end up feeling alienated by Charlie, who acts as if he's too good for them.	Edited text: 6. (a) People end up feeling alienated by Charlie, whose intelligence and knowledge far surpass their own.
Publisher	Editorial Change	9780328991389	Teacher	468	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	476	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	480	Left column; Media Connection, Possible Responses, sentence 2	Original text: They may say that the visuals in the video help them envision the way brain activity works or how a person's brain helps them become a unique individual.	Edited text: They may say that the visuals help them envision brain activity and neural networks.
Publisher	Editorial Change	9780328991389	Teacher	482	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	483	Right column, Genre / Text Elements, Practice, Possible Responses, item 1, Unique to Computers	Original text: Unique to Computers: must be on to work, can be repaired, is not conscious. Brains and computers are more alike than different;	Edited text: Unique to Computers: must be on to work, can be repaired, are not conscious;
Publisher	Editorial Change	9780328991389	Teacher	483	Right column, Genre / Text Elements, Practice, Possible Responses, item 1, Shared Qualities (add missing item)	Original text: Shared Qualities: need energy, use electrical signals to transmit information, store memories, can be modified, monitor surroundings and respond, have a cover.	Edited text: Shared Qualities: need energy, use electrical signals to transmit information, store memories, can be modified, monitor surroundings and respond, have a cover; Controlling Idea: Brains and computers are more alike than different.
Publisher	Editorial Change	9780328991389	Teacher	484	Left column, Concept Vocabulary, Possible Responses, items 5 and 6	Original text: 5. Someone might <i>monitor</i> his or her heart rate. 6. <i>Neurological</i> activity occurs in nervous systems.	Edited text: 5. Someone might <i>monitor</i> his or her heart rate to determine how hard to exercise. 6. A scientist studying <i>neurological</i> activity is studying activity in the brain and nervous system.
Publisher	Editorial Change	9780328991389	Teacher	484	Left column, Word Study, Possible Responses, item 2	Original text: 2. <i>circle:</i> closed loop—We walked in a circle. <i>circa:</i> around—The war began circa 1820.	Edited text: 2. <i>circle:</i> closed loop—We walked in a <i>circle</i> and ended up right where we had started. <i>circa:</i> around—The fighting began <i>circa</i> 1820; the exact date is unclear.
Publisher	Editorial Change	9780328991389	Teacher	495	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	499	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	507	Bottom of page, Differentiated Instruction, Intermediate, sentence 1	Original text: Have small groups read the text aloud in small groups.	Edited text: Have small groups read the text aloud.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	516	Left column, Author's Craft, Possible Responses, item 3	Original text: 3. (a) Metaphor: "numerical landscapes"; compares numbers to features in a landscape. Simile: "prime number shapes act as signposts"; compares the shapes of prime numbers to signs. (b) These comparisons explain how numbers are like a landscape to Tammet and how they help ground him.	Edited text: 3. (a) "bright light"; "swimming rapidly over my eyes"; "numerical landscapes"; "signposts" (b) These details help Tammet express how vividly he "sees" numbers—as vividly as others see physical objects and phenomena.
Publisher	Editorial Change	9780328991389	Teacher	516	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	529	Middle of right column; Write It, item 2	Original text: 2. Hippopotamuses (<i>Hippopotamus amphibius</i>) spend the majority of their lives in water. (Bell 15)	Edited text: 2. Hippopotamuses (<i>Hippopotamus amphibius</i>) spend the majority of their lives in water (Bell 15).
Publisher	Editorial Change	9780328991389	Teacher	529	Right column; Write It, item 3, sentence 2	Original text: Samuel Hicks (the town historian) noted in his diary that he "fell out of bed on account of the terrible shaking." (Hicks 34–36).	Edited text: Samuel Hicks (the town historian) noted in his diary that he "fell out of bed on account of the terrible shaking" (Hicks 34–36).
Publisher	Editorial Change	9780328991389	Teacher	532	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	533	Right column, Close Review, sentence 2	Original text: You may want to print copies of the Close-Read Guide: Media-Art/Photography for students to use.	Edited text: You may want to print copies of the Close-Review Guide: Media-Art/Photography for students to use.
Publisher	Editorial Change	9780328991389	Teacher	536	Left column, Selection Learning Objectives box, sentence 1	Original text: Teaching with "Two Entries From an Encyclopedia of Logic" will allow you to cover the following standards.	Edited text: Teaching with "Two Entries from an Encyclopedia of Logic" will allow you to cover the following standards.
Publisher	Editorial Change	9780328991389	Teacher	536	Left column, title below Selection Learning Objectives box	Original text: Two Entries From an Encyclopedia of Logic	Edited text: Two Entries from an Encyclopedia of Logic
Publisher	Editorial Change	9780328991389	Teacher	537	bottom right, footer	Original text: Two Entries From an Encyclopedia of Logic	Edited text: Two Entries from an Encyclopedia of Logic
Publisher	Editorial Change	9780328991389	Teacher	539	Right column, below Possible Responses, text box moved from page 540	Content moved here from page 540	Added text box: RATIONAL If groups are struggling to define the word <i>rational</i> in paragraph 9, point out the contrast between "rational mind" and "Orr was crazy." Then, have students identify other context clues in the same sentence as <i>rational</i> . Have them combine these clues to make an educated guess about the meaning of <i>rational</i> . POSSIBLE RESPONSE: <i>Rational</i> means "based on reason or logic."
Publisher	Editorial Change	9780328991389	Teacher	539	bottom right, footer	Original text: Two Entries From an Encyclopedia of Logic	Edited text: Two Entries from an Encyclopedia of Logic
Publisher	Editorial Change	9780328991389	Teacher	540	Left column, head	Original text: Concept Vocabulary	Text deleted
Publisher	Editorial Change	9780328991389	Teacher	541	bottom right, footer	Original text: Two Entries From an Encyclopedia of Logic	Edited text: Two Entries from an Encyclopedia of Logic
Publisher	Editorial Change	9780328991389	Teacher	543	Right column, bottom, Monitor and Adjust box, Reteach and Practice	Original text: RETEACH AND PRACTICE If students need more practice, see Advertisement or Commercial (RP) . <icon>	Text and icon deleted
Publisher	Editorial Change	9780328991389	Teacher	543	bottom right, footer	Original text: Two Entries From an Encyclopedia of Logic	Edited text: Two Entries from an Encyclopedia of Logic
Publisher	Editorial Change	9780328991389	Teacher	547	Right column; boxed text, sentence 3 and 4	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	552	Left column; Explanations, item 1; Incorrect; D	Original text: D: All elements are not important.	Edited text: D: Not all elements are equally important.
Publisher	Editorial Change	9780328991389	Teacher	552	Left column; Explanations, item 3; Correct: C	Original text: C: <i>Studies</i> is plural, so <i>show</i> is the correct tense.	Edited text: C: <i>Studies</i> is plural, so <i>show</i> is the correct plural verb form.
Publisher	Editorial Change	9780328991389	Teacher	552	Left column, bottom of page, Reteach	Original text: RETEACH Whole-Class Learning Performance Task, Editing, Rules for Proper Citation	Edited text: RETEACH A Computer in Your Head?, Composition: Avoid Errors in Commonly Confused Terms
Publisher	Editorial Change	9780328991389	Teacher	552	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	554	Left column, Resources, item 1	Original text: Unit 5 Answer Key	Edited text: Unit 5 (RP) Remediation Answer Key
Publisher	Editorial Change	9780328991389	Teacher	556	Top left; Intro Learning Objectives box, TEKS listing	Original text: TEKS 2.C; 6.D	Original text: TEKS 2.C; 6.D; 6.I
Publisher	Editorial Change	9780328991389	Teacher	556	Top left; Intro Learning Objectives box, Resources, item 2	Original text: Essential Question Notes	Edited Text: EQ Notes
Publisher	Editorial Change	9780328991389	Teacher	556	Left column; Social-Emotional Learning; last sentence	Original text: Have students watch the video on Goal Setting.	Edited text: Have students watch the video on Why Goal Setting Is Important.
Publisher	Editorial Change	9780328991389	Teacher	556	Bottom of page; Expert's Perspective, right column, sentence 3	Original text: The second question helps students understand that achieving goals take hard work, resilience, and determination.	Edited text: The second question helps students understand that achieving goals takes hard work, resilience, and determination.
Publisher	Editorial Change	9780328991389	Teacher	558	Left column; Purpose of the Mentor Text box; Lexile	Original text: Lexile: 850L	Edited text: Lexile: 630L
Publisher	Editorial Change	9780328991389	Teacher	558	Left column; Mentor Text: Fiction, sentence 3	Original text: The plot usually involves a conflict that might or might not be resolved by the end of the story.	Edited text: The plot usually involves a conflict that might or might not be resolved by the end of the story.
Publisher	Editorial Change	9780328991389	Teacher	563	Right column, QuickWrite, EQ Notes, Sentence 2	Original text: If you choose to print the Essential Question Notes , distribute it to students at this point so they can use it throughout the rest of the unit.	Edited text: If you choose to print the EQ Notes , distribute it to students at this point so they can use it throughout the rest of the unit.
Publisher	Editorial Change	9780328991389	Teacher	566	Left column, Take a Minute, last sentence	Original text: (See correct responses on student page.)	Edited text: (Magical-realist elements are marked on student page.)
Publisher	Editorial Change	9780328991389	Teacher	571	Right column, Close Read, sentence 1	Original text: Remind students to look for a sentence that suggests how Antoineta reacts to Marcos's music.	Edited text: Remind students to look for a sentence that suggests how Antonieta reacts to Marcos's music.
Publisher	Editorial Change	9780328991389	Teacher	578	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	580	Left column, Word Study, Possible Responses; line 1	Original text: Words with the <i>s</i> sound include <i>vice</i> and <i>imprecise</i> ; . . .	Edited text: Words with the <i>s</i> sound include <i>vise</i> and <i>imprecise</i> ; . . .
Publisher	Editorial Change	9780328991389	Teacher	580	Left column, Monitor and Adjust box, Reteach and Practice	Original text: RETEACH AND PRACTICE If students need more practice, see Exit Ticket: English Sounds and Letters: -ise (RP) .	Edited text: RETEACH AND PRACTICE If students need more practice, see English Sounds and Letters: -ise (RP) .
Publisher	Editorial Change	9780328991389	Teacher	581	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	582	Left column, Composition, sentence 1	Original text: After reviewing the assignment, suggest that students use graphic organizers to collect ideas for both realistic and magical elements that they will include include.	Edited text: After reviewing the assignment, suggest that students use graphic organizers to collect ideas for both realistic and magical elements that they will include.
Publisher	Editorial Change	9780328991389	Teacher	582	Bottom of page; Differentiated Instruction, Beginning, sentence 2	Original text: Display a basic cloze sentence, such as, ___ <i>team won the game</i> .	Edited text: Display a basic cloze sentence, such as: ___ <i>team won the game</i> .
Publisher	Editorial Change	9780328991389	Teacher	582	Bottom of page; Differentiated Instruction, Advanced, last sentence, text run back to fill line	Fix spacing by running up text.	Spacing fixed.
Publisher	Editorial Change	9780328991389	Teacher	587	Bottom of page, Differentiated Instruction, Beginning, sentence 1	Original text: Read aloud and then paraphrase paragraph 1, pausing after teach sentence . . .	Edited text: Read aloud and then paraphrase paragraph 1, pausing after each sentence . . .
Publisher	Editorial Change	9780328991389	Teacher	593	Right column, Comprehension, Possible Responses, item 3	Original text: 3. (a) Student responses will vary.	Edited text: 3. Student responses will vary but should include explanations.
Publisher	Editorial Change	9780328991389	Teacher	594	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	595	Right column; Practice, Possible Responses, item 1	Original text: 1. People have been fascinated by the possibility of flight, often overcoming great obstacles to achieve this goal. See details on student page.	Edited text: 1. (a) People have been fascinated by the possibility of flight, often overcoming great obstacles to achieve this goal (paragraph 2). (b) See possible details on student page.
Publisher	Editorial Change	9780328991389	Teacher	595	Right column; Practice, Possible Responses, item 3	Original text: 3. Overall, the essay is organized with a “cause-and-effect” structure. Student responses will vary. . . .	Edited text: 3. (a) Overall, the essay is organized with a cause-and-effect structure. (b) Student responses will vary. . . .
Publisher	Editorial Change	9780328991389	Teacher	595	Bottom right column; Monitor and Adjust box, Exit Ticket, TEKS	Original text: TEKS 8.D.i, iii	Edited text: TEKS 8.D.i
Publisher	Editorial Change	9780328991389	Teacher	596	Left column, Word Study subhead	Original text: English Spelling Rules : fore- and for-	Edited text: English Spelling Rules : fore- or for-
Publisher	Editorial Change	9780328991389	Teacher	596	Left column, Monitor and Adjust box, Exit Ticket	Original text: To assess students’ mastery, administer the Exit Ticket: English Spelling Rules fore- and for- .	Edited text: To assess students’ progress, administer the Exit Ticket: English Spelling Rules: fore- or for- .
Publisher	Editorial Change	9780328991389	Teacher	596	Bottom of left column, Reteach and Practice	Original text: RETEACH AND PRACTICE If students need more practice, see Exit Ticket: English Spelling Rules: fore- and for- (RP) .	Edited text: RETEACH AND PRACTICE If students need more practice, see English Spelling Rules: fore- or for- (RP) .
Publisher	Editorial Change	9780328991389	Teacher	598	Left column, Composition, text below graphic organizer	Original text: Remind students to make specific choices about the poetic form before they begin writing: <ul style="list-style-type: none"> • Will your poem rhyme? • Will it include one or more stanzas? • Will it have a repeating rhythm? • Will the lines be the same or different lengths? 	Edited text: Remind students to make specific choices about the poetic form before they begin writing.
Publisher	Editorial Change	9780328991389	Teacher	599	Right column, Speaking and Listening, line 4	Original text: . . . barrier; the Apollo missions; the Wright Brothers’ early airplanes; the crossing of the English Channel; Voyager 2.	Edited text: . . . barrier; the Apollo missions; the Wright brothers’ early airplanes; the crossing of the English Channel; Voyager 2.
Publisher	Editorial Change	9780328991389	Teacher	603	Top of Right column, heading	Original Text: Structure Ideas: Make a Plan	Edited Text: Structure Your Story: Make a Plan

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	605	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	608	Left column, Read Like a Writer, sentence 3	Original text: (Students should change <i>comes</i> to <i>spheres</i> .)	Edited text: (Students should change <i>comes</i> to <i>come</i> .)
Publisher	Editorial Change	9780328991389	Teacher	623	Right column, Read It and Write It <delete Possible Responses>	Original text: READ IT POSSIBLE RESPONSES: WRITE IT POSSIBLE RESPONSES:	Edited text: READ IT WRITE IT
Publisher	Editorial Change	9780328991389	Teacher	645	Right column, Comprehension, Possible Responses, item 2	Original text: 2. (a) Student responses will vary. They might have predicted that the city would be made of paper or use folding techniques similar to origami. (b) Students should confirm or correct their predictions.	Edited text: 2. (a) Student responses will vary. Students should indicate whether they found the answers. (b) Student responses will vary.
Publisher	Editorial Change	9780328991389	Teacher	645	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	656	Left column, Word Study	Original text: Shades of Meaning / Degree of Intensity	Edited text: Shades of Meaning / Degrees of Intensity
Publisher	Editorial Change	9780328991389	Teacher	656	Left column, Monitor and Adjust box, Exit Ticket, TEKS	Original text: TEKS 2.A	Text deleted
Publisher	Editorial Change	9780328991389	Teacher	656	Bottom of left column, Monitor and Adjust box, Exit Ticket	Original text: To assess students' mastery, administer the Exit Ticket: Shades of Meaning / Degree of Intensity .	Edited text: To assess students' progress, administer the Exit Ticket: Shades of Meaning / Degrees of Intensity .
Publisher	Editorial Change	9780328991389	Teacher	656	Bottom of left column, Reteach and Practice	Original text: RETEACH AND PRACTICE If students need more practice, see Shades of Meaning / Degree of Intensity (RP) .	Edited text: RETEACH AND PRACTICE If students need more practice, see Shades of Meaning / Degrees of Intensity (RP) .
Publisher	Editorial Change	9780328991389	Teacher	658	Left column, Author's Craft, Possible Responses, item 2	Original text: 2. (a) Student responses will vary. Examples: "the fogs about the earth would weigh you down" (paragraph 5); "the blaze of the sun" (paragraph 5); (b) Student responses will vary. Examples: Imagery in paragraph 2 helps readers visualize the winding passages of the labyrinth; imagery in paragraph 4 helps readers visualize Daedalus' first attempts to fly.	Edited text: 2. Student responses will vary: "The hateful ground of Crete" (paragraph 7); "The wide vacancy of the air dazed them" (paragraph 8); "He fell like a leaf tossed down the wind" (paragraph 11).
Publisher	Editorial Change	9780328991389	Teacher	658	Left column, Exit Ticket, TEKS	Original text: TEKS 9.F	Edited text: TEKS 9.D
Publisher	Editorial Change	9780328991389	Teacher	658	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	663	Right column, boxed text, sentence 3 and 4	Original text: Then, provide those students with a printout of the selection they have chosen, available to you on Pearson Realize.	Edited text: Take an informal poll of students, asking which students are reading which texts. Then, provide students with a printout of the selection they have chosen, available to you on Pearson Realize.
Publisher	Editorial Change	9780328991389	Teacher	668	Left column, Revising and Editing, Explanations, item 2, Reteach	Original text: RETEACH Icarus and Daedalus, Composition: Letter of Complaint	Edited text: RETEACH Icarus and Daedalus, Composition: Draft and Edit
Publisher	Editorial Change	9780328991389	Teacher	668	Left column, Revising and Editing, Explanations, item 3, Incorrect A	Original text: Incorrect: A: The comma incorrectly separates an adjective and noun.	Edited text: Incorrect: A: The comma incorrectly separates an adjective and a noun.
Publisher	Editorial Change	9780328991389	Teacher	104A	Middle of page; Related Assessment; Exit Tickets; sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	104A	Bottom of page; Connection to Performance Tasks; Peer-Group Learning Performance Task; first sentence	Original Text: Students will write nonfiction narratives in response to the prompt “How does a challenge turn into a rite of passage?”	Edited Text: Students will write and deliver a nonfiction narrative in response to the prompt “How does a challenge turn into a rite of passage?”
Publisher	Editorial Change	9780328991389	Teacher	120A	Left column; Selection Resources	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	120A	Left column; Selection Resources; above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	120A	Insight section; sentence 1	Original text: Angelou receives advice from an unexpected source, and this has a big impact on her future life.	Edited text: Angelou receives advice from an unexpected source, and this advice has a big impact on her future life.
Publisher	Editorial Change	9780328991389	Teacher	120B	Left column; Selection Resources	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	120B	Left column; Selection Resources; above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	120C	Left column; Selection Resources	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	120C	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	120D	Left column; Selection Resources	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	120D	Left column; Selection Resources; above Build Insight Questions	Additional digital asset added above Build Insight Questions.	<DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	126C	Top left column; Book Club box; title	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991389	Teacher	126C	Top left column; Book Club box; final bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991389	Teacher	126D	Right column; Additional Titles box; introductory text	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other books aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991389	Teacher	126D	Right column; Additional Titles box; authors' names	Original text: Elie Wiesel Lois Lowry Mildred D. Taylor	Edited text: <i>Elie Wiesel</i> <i>Lois Lowry</i> <i>Mildred D. Taylor</i>
Publisher	Editorial Change	9780328991389	Teacher	12A	Middle of page; Related Assessments; text following Exit Tickets head	Original Text: Use these to assess students' progress toward mastery of:	Edited Text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	136A	Top of page; Summary; 5th sentence	Original Text: Yet there are joys as well, such as celebrating Hannukah while in hiding.	Edited Text: Yet there are joys as well, such as celebrating Hanukkah while in hiding.
Publisher	Editorial Change	9780328991389	Teacher	136A	Middle of page; Related Assessments; Exit Tickets; sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	196A	Middle of page; Related Assessments; Exit Tickets; sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	256A	Middle of page; Related Assessments; Exit Tickets; sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	268A	Middle of page; Related Assessments; Exit Tickets; sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	296A	Left column, under SELECTION RESOURCES	Original Text: <icon> Selection Test	Edited Text: Delete
Publisher	Editorial Change	9780328991389	Teacher	296A	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Added: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	296A	Main column; Connection to Performance Task; 3rd sentence	Original Text: ... the Weisels ...	Edited Text: ... the Wiesels ...
Publisher	Editorial Change	9780328991389	Teacher	296A	Main column, Connection to Performance Task, last sentence	Original Text: ... Bob Winton.	Edited Text: ... Nicholas Winton.
Publisher	Editorial Change	9780328991389	Teacher	296A	Main column, Text Complexity Rubric, Content Knowledge Demands text	Original Text: Although may be ...	Edited Text: Though possibly ...
Publisher	Editorial Change	9780328991389	Teacher	296B	Main column, Summary, 1st line	Original Text: This news article by Chan Kroll ...	Edited Text: This news article by Chana Kroll ...
Publisher	Editorial Change	9780328991389	Teacher	296B	Main column, Summary, last line	Original Text: became a key influencer ...	Edited Text: became a key influence ...
Publisher	Editorial Change	9780328991389	Teacher	296B	Main column, Insight, 2nd line	Original Text: began their research and they had ...	Edited Text: began their research, and they had ...
Publisher	Editorial Change	9780328991389	Teacher	296B	Left column, under SELECTION RESOURCES	Original Text: <icon> Selection Test	Edited Text: Deleted.
Publisher	Editorial Change	9780328991389	Teacher	296B	Left column, Selection Resources, above Build Insight Questions	Missing icon and label	Insert: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	296C	Left column, under SELECTION RESOURCES	Original Text: <icon> Selection Test	Edited Text: Deleted.
Publisher	Editorial Change	9780328991389	Teacher	296C	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	296C	Left column, under SELECTION RESOURCES	Original Text: <icon> Selection Test	Edited Text: Deleted.
Publisher	Editorial Change	9780328991389	Teacher	296D	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	296E	Left column, under SELECTION RESOURCES	Original Text: <icon> Selection Test	Edited Text: Deleted.
Publisher	Editorial Change	9780328991389	Teacher	296E	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Inserted: <DOWNLOAD icon> Selection (Spanish)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	296E	Main column, Connection to Performance Task, first sentence	Original Text: ... to see how Emden's own personal history of imprisonment taught her how much she valued her own freedom to the point ...	Edited Text: ... to see how Emden's personal history of imprisonment taught her how much she valued her own freedom—to the point ...
Publisher	Editorial Change	9780328991389	Teacher	2C	Upper left column; Book club box; title	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991389	Teacher	2D	Top of page; Summary section; paragraph	Original Text: Ghost has been running ever since his father tried to shoot and kill him and his mom. But the one thing he can't run away from is his anger. When his track coach recognizes his innate talent as a runner, Ghost faces a new challenge: He must learn to work with a team that might make it to the Junior Olympics.	Edited Text: Ghost has been running ever since his father tried to shoot him and his mom. But the one thing he can't run away from is his anger. When a coach recognizes his talent as a runner, Ghost faces a challenge: He must learn to control his anger and stay out of trouble, or he won't be allowed to run with the track team he loves.
Publisher	Editorial Change	9780328991389	Teacher	2D	Right column; Additional Titles box; first sentence	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991389	Teacher	2D	Right column; Additional Titles box; author names	Original text: Ally Condie Jordan Sonnenblick Betty Smith	Edited text: <i>Ally Condie</i> <i>Jordan Sonnenblick</i> <i>Betty Smith</i>
Publisher	Editorial Change	9780328991389	Teacher	302C	Top left column; Book Club box; boldface title	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991389	Teacher	302C	Top left column; Book Club box; 4th bullet	Original text: • TEKS-aligned questions and projects	Edited text: • TEKS-aligned questions and projects
Publisher	Editorial Change	9780328991389	Teacher	302D	Right column; Additional Titles; introductory text	Original text: Here are other novels aligned to the unit topic, ...	Edited text: Here are other titles aligned to the unit theme, ...
Publisher	Editorial Change	9780328991389	Teacher	302D	Right column; Additional Titles box; authors' names	Original text: Joe Shine Suzanne Collins Malala Yousafzai	Edited text: <i>Joe Shine</i> <i>Suzanne Collins</i> <i>Malala Yousafzai</i>
Publisher	Editorial Change	9780328991389	Teacher	302D	Main Column; Compare Across Texts; 3rd sentence	Original text: ... describes Ruby Bridge's role ...	Edited text: ... describes Ruby Bridges's role ...
Publisher	Editorial Change	9780328991389	Teacher	30A	Middle of page; Related Assessments; text following Exit Tickets head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	30B	Middle of page; Blue "ON LEVEL" text box; fourth sentence	Original Text: Explain that subject-verb agreement is nonstandard in this dialect.	Edited Text: Explain that pronoun use is nonstandard in this dialect.
Publisher	Editorial Change	9780328991389	Teacher	30B	ELPS Note, third sentence under "Beginning" paragraph	Original Text: Point out the suffix, <i>-er</i> and write it in column 2.	Edited Text: Point out the suffix <i>-er</i> and write it in column 2.
Publisher	Editorial Change	9780328991389	Teacher	30B	ELPS Note, second sentence under "Intermediate" paragraph	Original Text: Point out the words with the suffixes <i>-er</i> and <i>-less</i> . (<i>older</i> , <i>merciless</i>)	Edited Text: Point out the words with the suffixes <i>-er</i> and <i>-less</i> . (<i>older</i> , <i>merciless</i>)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	30B	ELPS Note, fourth sentence under "Intermediate" paragraph	Original Text: Help them identify the base word <i>old</i> and <i>mercy</i> and add them to the chart.	Edited Text: Help them identify the base words <i>old</i> and <i>mercy</i> and add them to the chart.
Publisher	Editorial Change	9780328991389	Teacher	312A	Top of page; Summary; 1st line	Original text: In "The Horned Toad" by Glenn Haslam, . . .	Edited text: In "The Horned Toad" by Gerald Haslam, . . .
Publisher	Editorial Change	9780328991389	Teacher	312A	Middle of page; Related Assessments section; Exit Tickets subhead; 1st line	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	312A	Middle of Page; Related Assessment section, Exit Tickets subhead, 2nd bullet	Original text: • sentence structure	Edited text: • subject-verb agreement in complex sentences
Publisher	Editorial Change	9780328991389	Teacher	330A	Middle of page; Related Assessment section; Exit Tickets subhead; 1st line	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	342A	Main column, Summary, 1st line	Original Text: "Ban the Ban."	Edited Text: "Ban the Ban!"
Publisher	Editorial Change	9780328991389	Teacher	342A	Main column, Related Assessments section, Exit Tickets subhead, 1st line	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	342A	Main column, last paragraph, last sentence	Original text: . . . generalizations about role . . .	Edited text: . . . generalizations about the role . . .
Publisher	Editorial Change	9780328991389	Teacher	368A	Main column; Related Assessments section; Exit Tickets subhead; 1st line	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	368B	Top of page; Text Complexity Rubric; Content Knowledge Demands text; 1st line	Original text: . . . rules of fairy tales . . .	Edited text: . . . elements of fairy tales . . .
Publisher	Editorial Change	9780328991389	Teacher	380A	Middle of page; Related Assessments section; Exit Tickets subhead; 1st line	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	396A	Middle of page; Related Assessments section; Exit Tickets subhead; 1st line	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	406A	Middle of page; Related Assessments section; Exit Tickets subhead; 1st line	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	406A	Bottom of page; Connection to Performance Tasks; 2nd paragraph; 1st sentence	Original text: Students will write a an argumentative . . .	Edited text: Students will write an argumentative . . .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	406A	Bottom of page; Connection to Performance Tasks; 2nd paragraph; 2nd sentence, 3rd line	Original text: ... describes why everyone ...	Edited text: ... explains why everyone ...
Publisher	Editorial Change	9780328991389	Teacher	420A	Top left; image for "Translating Grandfather's House"	Incorrect image placed.	Replace with image of a door.
Publisher	Editorial Change	9780328991389	Teacher	420A	Left column, Selection Resources; 2nd item	Original Text: <icon> Selection Text	Delete.
Publisher	Editorial Change	9780328991389	Teacher	420B	Left column, Selection Resources; 2nd item	Original Text: <icon> Selection Text	Delete.
Publisher	Editorial Change	9780328991389	Teacher	420B	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	420C	Left column, Selection Resources; 2nd item	Original Text: <icon> Selection Text	Delete.
Publisher	Editorial Change	9780328991389	Teacher	420C	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	420D	Left column, Selection Resources; 2nd item	Original Text: <icon> Selection Text	Delete.
Publisher	Editorial Change	9780328991389	Teacher	420D	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	420E	Left column, Selection Resources; 2nd item	Original Text: <icon> Selection Text	Delete.
Publisher	Editorial Change	9780328991389	Teacher	420E	Left column; Selection Resources; above Build Insight Questions	Missing icon and label	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	426C	Top left column; Book Club box; title	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991389	Teacher	426C	Top left column; Book Club box; final bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991389	Teacher	426C	Middle of page; Connection to the Essential Question	Original text: This first-person narrative enables readers to see the world as Mia Winchel does. . . . How her ability affects her relationships and her feelings of self worth is another way of exploring the Essential Question.	Edited text: This first-person narrative enables readers to see the world as Mia Winchell does. . . . Analyzing how her ability affects her relationships and her feelings of self-worth is another way of exploring the Essential Question.
Publisher	Editorial Change	9780328991389	Teacher	426D	Right column; Additional Titles box; introductory text	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other books aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991389	Teacher	426D	Right column; Additional Titles box; authors' names	Original text: Ransom Riggs Orson Scott Card Rachel Caine	Edited text: <i>Ransom Riggs</i> <i>Orson Scott Card</i> <i>Rachel Caine</i>
Publisher	Editorial Change	9780328991389	Teacher	426D	Top of page; Summary, last sentence	Original text: Now the gladers, . . .	Edited text: Now the Gladers, . . .
Publisher	Editorial Change	9780328991389	Teacher	426D	Middle of page; Compare Across Texts; sentence 2	Original text: In <i>The Maze Runner</i> , the gladers escape the maze . . .	Edited text: In <i>The Maze Runner</i> , the Gladers escape the maze . . .

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	426D	Middle of page; Compare Across Texts, sentence 3	Original text: In “Flowers for Algernon” . . .	Edited text: In “Flowers for Algernon,” . . .
Publisher	Editorial Change	9780328991389	Teacher	436A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	436A	Middle of page; Related Assessments, Exit Tickets, bullet 1	Original text: • character and conflict	Edited text: • character, conflict, and resolution
Publisher	Editorial Change	9780328991389	Teacher	474A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	48A	Middle of page; Related Assessments; text following Exit Tickets head	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	48B	Bottom of page; ELPS Note; "Beginning"; fourth sentence	Original Text: Explain that the speaker imagines himself or herself as a bird.	Edited Text: Explain that the speaker imagines herself as a bird.
Publisher	Editorial Change	9780328991389	Teacher	48B	Bottom of page; ELPS Note; "Intermediate"; third sentence	Original Text: Point out that the speaker imagines himself or herself as a bird.	Edited Text: Point out that the speaker imagines herself as a bird.
Publisher	Editorial Change	9780328991389	Teacher	504A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	518A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	536A	Top of page; selection title	Original text: Two Entries From an Encyclopedia of Logic	Edited text: Two Entries from an Encyclopedia of Logic
Publisher	Editorial Change	9780328991389	Teacher	548A	Left column; Selection Resources; item 2	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	548A	Left column; Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	Inserted: <DOWNLOAD icon>Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	548B	Selection Overview, top left, Selection Resources	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	548B	Left column; Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	Inserted: <DOWNLOAD icon>Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	548C	Selection Overview, top left, Selection Resources	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	548C	Left column; Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	Inserted: <DOWNLOAD icon>Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	548D	Top of page; Summary, sentence 5	Original text: Scientists did, however, draw some conclusions about roots of Einstein’s genius.	Edited text: Scientists did, however, draw some conclusions about the roots of Einstein’s genius.
Publisher	Editorial Change	9780328991389	Teacher	548D	Selection Overview, top left, Selection Resources	<icon> Selection Text	Deleted.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	548D	Left column; Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	Inserted: <DOWNLOAD icon>Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	548D	Middle of page; Connection to Performance Task, sentence 1	Original text: In Students may be intrigued . . .	Edited text: Students may be intrigued . . .
Publisher	Editorial Change	9780328991389	Teacher	548D	Bottom of page; Text Complexity Rubric, last row	Original text: Purpose of article and meaning of concepts is clearly explained, . . .	Edited text: Purpose of article and meaning of concepts are clearly explained, . . .
Publisher	Editorial Change	9780328991389	Teacher	554A	Genre/Lexile column; 1st entry	Original text: 850L	Original text: 630L
Publisher	Editorial Change	9780328991389	Teacher	554C	Top of left column; Book Club box; title	Original text: Book Club Study Guides	Edited text: Book Club Guides
Publisher	Editorial Change	9780328991389	Teacher	554C	Top of left column; Book Club box; last bullet	Original text: TEKS-aligned	Edited text: TEKS-aligned
Publisher	Editorial Change	9780328991389	Teacher	554D	Right column; Additional Titles box; introductory text	Original text: Here are other novels aligned to the unit topic, which you might be interested in teaching.	Edited text: Here are other novels aligned to the unit theme, which you might be interested in teaching.
Publisher	Editorial Change	9780328991389	Teacher	554D	Right column; Additional Titles box, novel 2	Original text: Ninjas, Piranhas, and Galileo Greg Leitch Smith Realistic Fiction	Entry deleted.
Publisher	Editorial Change	9780328991389	Teacher	554D	Right column; Additional Titles box; authors' names	Original text: Maile Meloy Polly Holyoke	Edited text: <i>Maile Meloy</i> <i>Polly Holyoke</i>
Publisher	Editorial Change	9780328991389	Teacher	566A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	566A	Bottom of page; Unit Performance-Based Assessment, last sentence	Original text: Students can draw ideas from this novel excerpt as they develop their own stories.	Edited text: Students can draw ideas from this novel excerpt as they develop their own stories.
Publisher	Editorial Change	9780328991389	Teacher	584A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	614A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	624A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	640A	Top of page; Summary, sentence 2	Original text: Glaucio Paulino construction system . . .	Edited text: Glaucio Paulino's construction system . . .
Publisher	Editorial Change	9780328991389	Teacher	640A	Summary, last sentence	Original text: . . . , allowing the building to follow the sun throughout the day.	Edited text: . . . allowing the buildings to follow the sun throughout the day.
Publisher	Editorial Change	9780328991389	Teacher	640A	Middle of page; Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	650A	Selection Overview, Related Assessments, Exit Tickets, sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	664A	Left column, Selection Resources; 2nd item	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	664A	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	664B	Left column, Selection Resources; 2nd item	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	664B	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	664D	Left column, Selection Resources; 2nd item	<icon> Selection Text	Deleted.
Publisher	Editorial Change	9780328991389	Teacher	664D	Left column, Selection Resources, above Build Insight Questions	Additional digital asset added above Build Insight Questions.	Inserted: <DOWNLOAD icon> Selection (Spanish)
Publisher	Editorial Change	9780328991389	Teacher	76A	Insight section; first sentence	Original Text: Both men try to gain advantage of the other's vulnerabilities, but discover each was lying about the objects that can harm them.	Edited Text: Both men try to gain advantage of the other's vulnerabilities, but each man discovers that the other was lying about the objects that can harm him.
Publisher	Editorial Change	9780328991389	Teacher	76A	Middle of page; Related Assessments; Exit Tickets; sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	76A	Bottom of page; Connection to Performance Tasks; Peer-Group Learning Performance Task; first sentence	Original Text: Students will write nonfiction narratives in response to the prompt "How does a challenge turn into a rite of passage?"	Edited Text: Students will write and present a nonfiction narrative in response to the prompt "How does a challenge turn into a rite of passage?"
Publisher	Editorial Change	9780328991389	Teacher	92A	Middle of page; Related Assessment; Exit Tickets; sentence 1	Original text: Use these to assess students' progress toward mastery of:	Edited text: Use exit tickets to evaluate students' progress with:
Publisher	Editorial Change	9780328991389	Teacher	92A	Bottom of page; Connection to Performance Tasks; Peer-Group Learning Performance Task; first sentence	Original Text: Students will write nonfiction narratives in response to the prompt "How does a challenge turn into a rite of passage?"	Edited Text: Students will write and present a nonfiction narrative in response to the prompt "How does a challenge turn into a rite of passage?"
Publisher	Editorial Change	9780328991389	Teacher	R0	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R12	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R32	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R42	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R82	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R83	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R84	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328991389	Teacher	R85	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R86	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	R87	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	T15	SE reduction box	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328991389	Teacher	TX6	ELPS codes GLOBAL: Update each all 3-digital ELPS codes in the ELPS Correlation to change final digit from Arabic number to Roman numeral, per TEA change	Original code (sample) 1.A.1	Edited code (sample): 1.A.i
Publisher	New Content	9780328991389	Teacher	62	Left column; Performance Task Objectives; after TEKS listing	2nd blue head and list of digital resources added.	RESOURCES <VIDEO icon> Vivid Portrayals of Real People and Places <VIDEO icon> Sequence of Events <VIDEO icon> An Effective Ending <VIDEO icon> Transitions <VIDEO icon> Add Dialogue <VIDEO icon> Active and Passive Voice
Publisher	New Content	9780328991389	Teacher	242	Left column; Performance Task Objectives; after TEKS listing	2nd blue head and list of digital resources added.	RESOURCES <VIDEO ICON> Paraphrases as Text Evidence <VIDEO ICON> Narrative Order <VIDEO ICON> Use Transitions to Relate Ideas <VIDEO ICON> Varied Sentence Types <VIDEO ICON> Semicolons <VIDEO ICON> Colons
Publisher	New Content	9780328991389	Teacher	354	Top left; Performance Task Objectives; after TEKS listing	2nd blue head and list of digital resources added.	RESOURCES <VIDEO icon> Expert Opinions as Evidence <VIDEO icon> Assert Importance <VIDEO icon> Numerical Data for Variety of Evidence <VIDEO icon> Eliminating Faulty Logic <VIDEO icon> Capitalization: Proper Nouns
Publisher	New Content	9780328991389	Teacher	488	Left column, Performance Task Objectives, after TEKS listing	2nd major head and list of digital resources added.	RESOURCES <VIDEO icon> Audience <VIDEO icon> Evaluate Sources for Bias <VIDEO icon> Make an Outline <VIDEO icon> Balance Researched Information With Your Own Ideas <VIDEO icon> Add Citations
Publisher	New Content	9780328991389	Teacher	600	Left column, Performance Task Objectives, after TEKS	2nd blue head and list of digital resources added.	RESOURCES <VIDEO icon> Mood <VIDEO icon> Setting <VIDEO icon> Prepositional Phrases to Add Detail <VIDEO icon> Authentic Dialogue <VIDEO icon> Subject-Verb Agreement

Pearson Education, Inc., publishing as Scott Foresman

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Spanish Language Arts and Reading, Grade K <i>Texas miVisión Lectura - Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura - Online, Grade K (ISBN 9780134914947)</i>							
State Review Panel	Editorial Change	9780328992171	Student	Unit 2, page 221	Bottom left corner of page	[photo of the front of a rabbit and of the back of a rabbit]	[photo of a rabbit with a carrot in front of the rabbit and of a rabbit with a carrot at the back of the rabbit]
State Review Panel	Editorial Change	9780328992171	Student	Unit 2, page 221	Bottom left corner of page	"delante" "detrás"	"delante (del conejo)" "detrás (del conejo)"
State Review Panel	Editorial Change	9780328992171	Student	Unit 2, page 221	Upper right corner of page	"superior"	"parte superior"
State Review Panel	Editorial Change	9780328992171	Student	Unit 2, page 221	Bottom right corner of page	"inferior"	"parte inferior"
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T235	OPCIÓN 2	Pida a los estudiantes que escriban dos oraciones que contengan al menos una palabra esdrújula. Si es necesario, dé ejemplos como: pájaro, sábado, lámpara, lápices.	Pida a los estudiantes que escriban dos oraciones que contengan al menos una palabra con un sonido combinado. Si es necesario, dé ejemplos como: playa, habla, clavel, promesa.
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T235	Notar y evaluar	"palabras esdrújulas"	"palabras con sonidos combinados"
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T235	Decidir, first and second bullet	"palabras esdrújulas"	"palabras con sonidos combinados"
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T235	Notice and Assess	"esdrújula"	"word with a consonant blend"
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T235	Decide, first and second bullet	"esdrújulas"	"words with consonant blends"
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T239	OPCIÓN 2	"Escriba las palabras sofá, árbol y música en el pizarrón. Pida a los estudiantes que trabajen en parejas para identificar la sílaba con acento escrito de cada palabra."	"Escriba las palabras broma, sopla y crema en el pizarrón. Pida a los estudiantes que trabajen en parejas para identificar la sílaba con una combinación de consonantes de cada palabra."
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T239	Decidir, first and second bullet	"accento escrito"	"combinaciones de consonantes"
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T239	OPTION 2	"Write the words sofá, árbol, and música on the board. Have students work in pairs to identify the syllable with a written accent in each word."	"Write the words broma, sopla and crema on the board. Have students work in pairs to identify the syllable with a consonant blend in each word."
State Review Panel	Editorial Change	9781418268558	Teacher	Unit 4, page T239	Decide, first and second bullet	"written accent"	"consonant blend"
State Review Panel	New Content	9780328992164	Student	Unit 1, page 106	Vocabulary box, fourth photo	[photo of a woman and a child looking at DVDs]	[small image of DVDs and larger image of a child watching a movie on a large screen]
State Review Panel	New Content	9780328992164	Student	Unit 1, page 111	Photo on page	[photo of a woman and a child looking at DVDs]	[small image of DVDs and larger image of a child watching a movie on a large screen]
State Review Panel	New Content	9780328992164	Student	Unit 1, page 111	Second sentence on page	"Ellas pueden llevarse una película a casa."	"Ella puede llevarse una película a casa."
State Review Panel	New Content	9780328992164	Student	Unit 1, page 116	Fourth (last) photo on page	[photo of a woman and a child looking at DVDs]	[small image of DVDs and larger image of a child watching a movie on a large screen]
State Review Panel	New Content	9780328992171	Student	Unit 2, page 220	[photograph on page]	[photo of children going up some stairs]	[drawing of red arrow pointing left]
State Review Panel	New Content	9780328992171	Student	Unit 2, page 220	Bottom of page, Instrucciones	"Diga a los estudiantes que un glosario ilustrado sirve para buscar palabras. Las imágenes en un glosario ilustrado muestran los significados de las palabras. Diga: El tema de este glosario ilustrado es direcciones y posiciones . Miren las imágenes mientras leo las palabras. Pida a los estudiantes que busquen la palabra <i>abajo</i> y que hagan un dibujo que muestre el significado de la palabra."	"Diga a los estudiantes que un glosario ilustrado sirve para buscar palabras. Las imágenes en un glosario ilustrado muestran los significados de las palabras. Diga: El tema de este glosario ilustrado es direcciones y posiciones . Miren las imágenes mientras leo las palabras. Pida a los estudiantes que identifiquen las palabras <i>izquierda</i> y <i>derecha</i> y que hagan un dibujo que muestre el significado de ambas palabras. Luego, pídeles que usen cada palabra en una oración."
State Review Panel	New Content	9780328992171	Student	Unit 2, page 221	Upper left corner of page	[photo of children going down some stairs]	[drawing of red arrow pointing right]
State Review Panel	New Content	9780328992195	Student	Unit 4, page 130	Entire page	All content replaced with new content for new lesson titled "Combinaciones de sonidos"	All content replaced with new content for new lesson titled "Combinaciones de sonidos"
State Review Panel	New Content	9780328992195	Student	Unit 4, page 131	Entire page	All content replaced with new content for new lesson titled "Combinaciones de sonidos"	All content replaced with new content for new lesson titled "Combinaciones de sonidos"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780328992195	Student	Unit 4, page 132	Entire page	All content replaced with new content for new lesson titled "Combinaciones de consonantes"	All content replaced with new content for new lesson titled "Combinaciones de consonantes"
State Review Panel	New Content	9780328992195	Student	Unit 4, page 134	Entire page	All content replaced with new content for new lesson titled "Combinaciones de consonantes"	All content replaced with new content for new lesson titled "Combinaciones de consonantes"
State Review Panel	New Content	9781418268527	Teacher	Unit 1, page T183	Bottom of page, Student Edition reduction, page 106	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268527	Teacher	Unit 1, page T185	Bottom of page, Student Edition reduction, page 111	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268527	Teacher	Unit 1, page T189	Bottom of page, Student Edition reduction, page 116	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T232	Entire page, Spanish column	Replaced instruction for Identificar la sílaba tónica and El acento escrito: Palabras esdrújulas with instruction for Combinaciones de sonidos and Combinaciones de consonantes	New instruction for new Libro del estudiante lessons titled Combinaciones de sonidos and Combinaciones de consonantes
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T232	Entire page, English column	Replaced instruction for Identify the Stressed Syllable and Written Accent: Esdrújulas with instruction for Blended Sounds and Consonant Blends	New instruction for new Libro del estudiante lessons titled Combinaciones de sonidos and Combinaciones de consonantes
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T233	Bottom of page, Student Edition reductions, page 130	Student Edition page reduction	Replaced Student Edition page reductions with revised Student Edition page reduction that reflect edits described in this document.
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T234	Entire page, Spanish column	Replaced instruction for Leer y escribir palabras esdrújulas with instruction for Leer y escribir palabras con sonidos	New instruction for new Libro del estudiante lessons titled Combinaciones de sonidos and Combinaciones de consonantes
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T234	Entire page, English column	Replaced instruction for Read and Write esdrújulas with instruction for Read and Write Words with Blends	New instruction for new Libro del estudiante lessons titled Combinaciones de sonidos and Combinaciones de consonantes
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T235	Bottom of page, Student Edition reduction, page 131	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T236	Entire page, Spanish column	Replaced instruction for Identificar y contar palabras en una oración (esdrújulas) with instruction for Identificar y contar palabras en una oración (combinaciones de sonidos) and instruction for El acento escrito: Palabras esdrújulas with instruction for Combinaciones de consonantes	Replaced instruction for Identificar y contar palabras en una oración (esdrújulas) with instruction for Identificar y contar palabras en una oración (combinaciones de sonidos) and instruction for El acento escrito: Palabras esdrújulas with instruction for Combinaciones de consonantes
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T236	Entire page, English column	Replaced instruction for Identify and Count Words in a Sentence (esdrújulas) with instruction for Identify and Count Words in a Sentence (blended sounds) and instruction for Written Accent: Palabras esdrújulas with instruction for Consonant Blends	Replaced instruction for Identify and Count Words in a Sentence (esdrújulas) with instruction for Identify and Count Words in a Sentence (blended sounds) and instruction for Written Accent: Palabras esdrújulas with instruction for Consonant Blends
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T237	Bottom of page, Student Edition reduction, page 132	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T238	Entire page, Spanish column	Replaced instruction for El acento escrito: Palabras agudas, graves y esdrújulas with instruction for Combinaciones de consonantes	New instruction for new Libro del estudiante lesson titled Combinaciones de consonantes
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T238	Entire page, English column	Replaced instruction for Written Accent: Agudas, Graves, and Esdrújulas with instruction for Consonant Blends	New instruction for new Libro del estudiante lesson titled Combinaciones de consonantes
State Review Panel	New Content	9781418268558	Teacher	Unit 4, page T239	Bottom of page, Student Edition reduction, page 134	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 103	Bottom of page, Instrucciones	"Recuerde a los estudiantes que la u tiene el sonido que se escucha en la primera sílaba de uva, mientras que la m tiene el sonido que se escucha al comienzo de las dos sílabas de mamá. Pídale que encierren en un círculo las palabras que tienen sílabas con u y subrayen las palabras que tienen sílabas con m."	"Recuerde a los estudiantes que la u tiene el sonido que se escucha en la primera sílaba de uva. Luego, pregúnteles: ¿Reconocen las dos sílabas de la palabra mamá? ¿Qué sonido tiene la consonante que acompaña a la vocal a?. Pídale después que encierren en un círculo las palabras que tienen sílabas con la vocal u y subrayen las palabras que tienen sílabas con la consonante m. Por último, pídale que lean las oraciones con ayuda de las imágenes."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 104	Middle of the page, callout	"Idea Principal"	"Idea principal"
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 168	Second row of images, 1st image	[image of bib]	[image of blue coat]
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 206	Top of the page, Mi Turno, instruction	"Escribe."	"Lee y escribe."
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 206	Bottom of page, Instrucciones, last sentence	"Luego, pídale que lean las palabras y escriban una de ellas en las líneas."	"Luego, pídale que escriban una de las palabras en las líneas."
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 28	Center of page, purple lozenge	"Ambiente"	"Escenario"
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 28	Center of page, green lozenge	"Argumento"	"Trama"
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 28	Bottom of page, Instrucciones	"El ambiente es dónde y cuándo sucede un cuento. El argumento son los sucesos principales del cuento, o lo que sucede en el cuento. Pida a los estudiantes que identifiquen y describan a los personajes, el ambiente y el argumento del texto modelo."	"El escenario es dónde y cuándo sucede un cuento. La trama son los sucesos principales del cuento, o lo que sucede en el cuento. Pida a los estudiantes que identifiquen y describan a los personajes, el escenario y la trama del texto modelo."
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 48	Bottom of page, Instrucciones	added text	Insert at the end of "Instrucciones:" "Explique que el sustantivo en singular debe concordar con un verbo en singular, en este caso <i>lee</i> ."
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 60	Bottom of page, Instrucciones, 1st sentence	"Recuerde a los estudiantes el sonido vocálico..."	"Recuerde a los estudiantes que el sonido vocálico..."
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 65	Bottom of page, Instrucciones, 1st sentence	"Recuerde a los estudiantes los sonidos que tienen las sílabas que se escriben con las vocales <i>o, e, i</i> ."	"Recuerde a los estudiantes qué sonidos tienen las sílabas que se escriben tanto con la vocal <i>o</i> como con la vocal <i>i</i> ."
Publisher	Editorial Change	9780328992164	Student	Unit 1, page 86	Bottom of page, Instrucciones	added text	"Recuerde a los estudiantes que el sustantivo en singular debe concordar con un verbo en singular, en este caso <i>está</i> ."
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 103	Bottom of page, Instrucciones, last sentence	"Pídale que encierren en un círculo las palabras que tienen sílabas con <i>f</i> y subrayen las palabras que tienen sílabas con <i>v</i> ."	"Pídale que lean las oraciones, encierren en un círculo las palabras que tienen sílabas con <i>f</i> y subrayen las palabras que tienen sílabas con <i>v</i> ."
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 159	Bottom of page, Instrucciones	added text	"Explique que la parte de una palabra, o afijo, puede ayudarnos a comprender el significado de una palabra desconocida. Diga:"
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 167	Bottom of page, Instrucciones, 3rd sentence	"Interactuar de manera significativa significa interactuar de manera que los ayuden a comprender el texto."	"Interactuar de manera significativa quiere decir interactuar de una manera que los ayude a comprender el texto."
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 172	Bottom of page, Instrucciones, 5th sentence	"Nombren las imágenes y lean las palabras de la columna izquierda."	"Nombren las imágenes y lean las palabras de la columna derecha."
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 178	Middle of page, word "chaqueta"	"chaqueta"	"paquete"
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 201	Top of page, right side, Mi meta de aprendizaje	"apredizaje"	"aprendizaje"
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 48	Bottom of page, Instrucciones, last sentence, typo	"Tracen las letras <i>Rr</i> en las líneas y encierren en un círculo las imágenes cuya primera sílaba comienza con el sonido / <i>rr</i> /."	Accent on "Imágenes": "Tracen las letras <i>Rr</i> en las líneas y encierren en un círculo las imágenes cuya primera sílaba comienza con el sonido / <i>rr</i> /."
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 48	1st paragraph, 2nd sentence	"Las palabras <i>un, una, el</i> y <i>ella</i> son artículos."	"Las palabras <i>un, una, el</i> y <i>la</i> son artículos." Also, boldface "artículos"
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 48	Bottom of page, Instrucciones, between 2nd and 3rd sentences	added text	Insert: "Añada que el sustantivo femenino ballena debe concordar con un adjetivo femenino, en este caso <i>larga</i> ."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 51	Bottom of page, Instrucciones, 1st sentence	"Pida a los estudiantes que dibujen un tema en la flor."	"Pida a los estudiantes que generen ideas principales para un libro de listas mientras usted dibuja las ideas en el pizarrón. Luego, pídale que escojan una idea principal y la dibujen en la flor."
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 86	1st paragraph, 2nd sentence	"Las palabras <i>un, una, el y la</i> son artículos."	Las palabras <i>un/unos, una/unas, el/los y la/las</i> son artículos.
Publisher	Editorial Change	9780328992171	Student	Unit 2, page 86	1st paragraph, last sentence	"También no dicen si el sustantivo es femenino o masculino."	"También nos dicen si el sustantivo es femenino o masculino."
Publisher	Editorial Change	9780328992188	Student	Unit 3, page 141	Bottom of page, Instrucciones, last sentence	"Luego, pida a los estudiantes que identifiquen las palabras que tienen el sonido /s/ y una vocal en la segunda sílaba."	"Luego, pida a los estudiantes que identifiquen y encierren en un círculo las palabras de la segunda fila cuya segunda sílaba tenga el sonido /s/ al comienzo."
Publisher	Editorial Change	9780328992188	Student	Unit 3, page 182	Top of page, lesson title	"La consonante Xx con el sonido ks"	"La consonante x con el sonido ks"
Publisher	Editorial Change	9780328992188	Student	Unit 3, page 187	Top of page, lesson title	"La consonante z al final y la consonante Xx con el sonido ks"	"La consonante z al final y la consonante x con el sonido ks"
Publisher	Editorial Change	9780328992188	Student	Unit 3, page 52	Center of page, chart, second column heading	added text	¿Cúando?
Publisher	Editorial Change	9780328992188	Student	Unit 3, page 52	Bottom of page, Instrucciones, 2nd line	"¿Dónde puede tener lugar un cuento?"	"¿Dónde y cuándo puede tener lugar un cuento?"
Publisher	Editorial Change	9780328992195	Student	Unit 4, page 124	Top of page, second sentence	"Las oraciones interrogativas comienzan y terminan con signos de interrogación."	"Las oraciones interrogativas comienzan y terminan con signos de interrogación."
Publisher	Editorial Change	9780328992195	Student	Unit 4, page 138	Top of page, lesson title	"El acento escrito: Palabras agudas, graves y esdrújulas"	"El acento escrito"
Publisher	Editorial Change	9780328992195	Student	Unit 4, page 138	Center of page, photo [of pencils]	[photo of pencils]	[photo of bananas]
Publisher	Editorial Change	9780328992195	Student	Unit 4, page 37	Bottom half of page, first sentence	"Este carro es de 1950."	"Este carro es de la década de 1950."
Publisher	Editorial Change	9780328992201	Student	Unit 5, page 88	Top of page, lesson title	"Las palabras con Xx, cc"	"Las palabras con x, cc"
Publisher	Editorial Change	9780328992201	Student	Unit 5, page 90	Top of page, lesson title	"Las palabras con Xx, cc"	"Las palabras con x, cc"
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T103	Bottom of page, Student Edition reduction, page 65	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T12	Objetivos, TEKS	Update TEKS	GLOBAL SLAR TEKS updates: All TEKS wording changed on affected to show the final SLAR TEKS translations released by the TEA in late Spring 2018.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T145	Bottom of page, Student Edition reduction, page 86	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T173	Bottom of page, Student Edition reduction, page 103	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T177	Bottom of page, Student Edition reduction, page 104	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T215	Top of page, lesson title	"Sustantivos en plural"	"Los sustantivos en plural"
Publisher	Editorial Change	9781418268527	Teacher	T303	Bottom of page, Student Edition reduction, page 168	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T36	Middle of page (Spanish column), end of Lenguaje del género paragraph	missing text	<i>Explique que el término escenario también se usa para describir o hablar de ambiente.</i>
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T36	Top of page (English column), end of Language of the Genre paragraph	missing text	<i>Explain that the term escenario is also used to describe or talk about ambiente (setting).</i>
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T37	Bottom of page, Student Edition reduction, page 28	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T373	Bottom of page, Student Edition reduction, page 206	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T402	Top of page, lesson title	"Un viaje a la casa de los abuelos"	"Viaje a la casa de los abuelos"
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T402	Top of page, lesson title	"Presentar Un viaje a la casa de los abuelos"	"Presentar Viaje a la casa de los abuelos"
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T66	Bottom half of page (Spanish column), Desarrollo del lenguaje en español note	"Lenguaje oral: Usar la imaginación Muestre una ilustración típica de Don Quijote y Sancho Panza, e identifíquelos por el nombre. Explique a los estudiantes que a Don Quijote le gustaban tanto los libros de aventuras que un día decidió ir a tener sus propias aventuras. Cuente el episodio de los molinos, en el que Don Quijote, que tenía mucha imaginación, confundió los molinos con gigantes que lo querían atacar. Contraste la actitud de Sancho Panza, que, al tener menos imaginación, solo vio unos molinos. Pida a los estudiantes que comparen esta historia con ¡Misión cumplida! Luego, pregunte a los estudiantes si alguna vez jugaron a transformar un lugar con la imaginación, por ejemplo, jugar a la pelota en el patio de casa como si fuera un estadio, o explorar los árboles del parque como si fuera una selva tropical. Pida a los estudiantes que comenten sus experiencias usando el siguiente marco de oración: <i>Una vez imaginé que _____ era _____, y yo era _____.</i> "	"Lenguaje oral: Comparar y contrastar Recuerde a los estudiantes que los personajes principales de ¡Misión imposible! son Rena y Cristóbal. Trabaje con los estudiantes para hacer una lluvia de ideas sobre palabras que describan a cada personaje y anote las respuestas en un mural de palabras. Luego, pida a parejas de estudiantes con diferentes niveles de dominio del lenguaje que comenten en qué se parecen Rena o Cristóbal a un personaje de otro cuento que hayan leído o en qué se diferencian. Pida a las parejas que se turnen para usar las palabras del mural de palabras para comparar y contrastar a Rena y Cristóbal con otros personajes. Proporcione marcos de oraciones como estos para apoyar el desarrollo del lenguaje oral: Rena y el personaje de _____ se parecen. Ambos son _____. Cristóbal y el personaje de _____ son muy diferentes. Cristóbal es _____ pero _____ es _____."
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T66	Top of page (Spanish column), Spanish Language Development note	"Oral Language: Using Imagination Display a typical image of Don Quixote and Sancho Panza and identify them by name. Tell students that Don Quixote loved adventure stories so much that one day, he decided to go out and have his own adventures. Discuss the episode about the windmills, when Don Quixote, who was a very imaginative man, thought that some windmills were giants ready to attack him. Contrast this to Sancho Panza's attitude, who was less imaginative than Don Quixote and just saw some windmills. Have students compare this story to <i>¡Misión cumplida!</i> Then, ask students if they have ever changed a place using their imagination while they were playing. For example, have they ever played ball in their backyards as if they were in a stadium, or explored the trees in the park as if they were in a tropical forest? Have students talk about their experiences using the following sentence frame: (See Spanish.)"	"Oral Language: Compare and Contrast Remind students that the main characters in ¡Misión imposible! are Rena and Cristóbal. Work with students to brainstorm words that describe each character and record the responses on a word wall. Then have student pairs of mixed language-dominance levels talk about how Rena or Cristóbal are similar to or different from a character in another story that they have read. Have partners take turns using words from the word wall to compare and contrast Rena and Cristóbal with other characters. Provide sentence frames such as these to support oral language development: (See Spanish.)"
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T75	Bottom of page, Student Edition reduction, page 48	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268527	Teacher	Unit 1, page T99	Bottom of page, Student Edition reduction, page 60	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T128	Minilección, first sentence	"responder preguntas"	"responder, o contestar, preguntas"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T145	Bottom of page, Student Edition reduction, page 86	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T173	Bottom of page, Student Edition reduction, page 103	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T176	Lenguaje del género (Spanish column), after last bullet	added text	"Explique que el término escenario también se usa para describir o hablar de ambiente y el término trama también se usa para describir o hablar de argumento."
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T176	Language of the genre (English column), after last bullet	added text	"Explain that the term escenario is also used to describe or talk about ambiente (setting) and the term trama is also used to describe or talk about argumento (plot)."
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T232	Ver y decir (Spanish column), third and fourth sentences	"Escuchen las sílabas de la palabra pecho: pe (pausa) cho (den una palmada). Ahora separemos las sílabas de esta palabra y demos una palmada después de cada sílaba: pe (den una palmada) cho. (den una palmada)"	"Escuchen las sílabas de la palabra pecho: pe (pausa) cho. Ahora identifiquemos y separemos las sílabas de esta palabra dando una palmada después de cada sílaba: pe (den una palmada) cho (den una palmada)."
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T264	Bottom of page, Habla una experta (Spanish column) first sentence	"oportunidades"	"oportunidades"
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T279	Bottom of page, Student Edition reduction, page 159	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T301	Bottom of page, Student Edition reduction, page 167	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T307	Bottom of page, Student Edition reduction, page 172	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T313	Bottom of page, Student Edition reduction, page 178	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T386	Demostrar y practicar, third sentence	"las siguientes"	"lo siguiente"
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T416	Demostrar y practicar sentences 3-5	"Diga: Estamos aprendiendo la palabra <i>arriba</i> . La imagen al lado de la palabra muestra a unos niños subiendo una escalera. La imagen nos ayuda a comprender el significado de la palabra <i>arriba</i> ."	"Diga: Estamos aprendiendo la palabra <i>izquierda</i> . La flecha al lado de la palabra señala la dirección <i>izquierda</i> y nos ayuda a comprender el significado de la palabra."
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T416	Demostrar y practicar, paragraph 2, sentence 3	"encima"	"arriba de"
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T417	Bottom of page, Student Edition reduction, pages 220-221	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T54	Top of page, A-head	"evidencia"	"detalles"
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T55	Opción 1 (Spanish column), last sentence	"evidencia que apoya"	"detalles que apoyan"
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T55	Option 1 (English column), last sentence	"shows evidence"	"shows details"
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T75	Bottom of page, Student Edition reduction, page 48	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T84	Bottom of page, Student Edition reduction, page 51	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T146	Right column, Enfoque en las estrategias, first bullet	"Compare dos palabras"	"Comparen dos palabras como conocido y desconocido o útil e inútil."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, Page T146	Right column, Demostrar y practicar, second sentence	"La palabra destrabar tiene un significado opuesto a trabar"	"La palabra desconocido tiene un significado opuesto a conocido"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T152	Lección 1, Demostrar y practicar, first sentence	"fuiste a la tienda"	"va a la tienda"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T152	Lesson 1, Model and Practice, first sentence	"fuiste a la tienda"	"va a la tienda"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T22	Bottom of page, Mi turno, second sentence	"cuyas sílabas"	"cuyos nombres"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T23	Desarrollo del lenguaje en español, first sentence	"dibujos enteros"	"imágenes enteras"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T23	Desarrollo del lenguaje en español, second sentence	"el dibujo"	"la imagen"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T238	Vocabulario académico, blue text and bullets at end of section	"¿Qué crees que hay en el castillo? ¿En qué tipo de aventura están los niños? aventura, exploradora, imagino, castillo"	"¿Qué tipo de cuento eligieron como su preferido? ¿Pueden explicar en qué se diferencian los ambientes? elegir, significado, explicar, personaje"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T245	Bottom of page, Student Edition reduction, page 141	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T292	Top of English column	"Possessive Personal Pronouns"	"Possessive Pronouns"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T309	Left column, Desarrollo del lenguaje en español, first two sentences	"Diga a los estudiantes que van a escuchar un mito argentino llamado El cacuy. Explique que un cacuy es un pájaro nocturno que pareciera llorar cuando canta."	"Diga a los estudiantes que van a escuchar un mito mexicano llamado El pájaro azul y el coyote."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T309	Right column, Spanish Language Development, first two sentences	"Tell students they will listen to the myth El cacuy from Argentina. Explain that a cacuy is a night bird whose song is like a cry."	"Tell students they will listen to the myth El pájaro azul y el coyote from Mexico. Explain that a cacuy is a night bird whose song is like a cry."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T317	Bottom of page, Student Edition reduction, page 182	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T321	Bottom of page, Student Edition reduction, page 187	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T328	Middle of page, Desarrollo del lenguaje en español	"El cacuy"	"El pájaro azul y el coyote"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T328	English column, Spanish Language Development	"El cacuy"	"El pájaro azul y el coyote"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T328	Desarrollo del lenguaje en español, first paragraph, fourth question	"¿Qué problema tienen los personajes?"	"¿Qué problema tiene el pájaro?"

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Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T36	Bottom of page, Carteles de referencia, below last bullet	added text	"Explique que el término escenario también se usa para describir o hablar de ambiente."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T36	Top of page, Anchor charts (English column), below last bullet	added text	"Explain that the term escenario is also used to describe or talk about ambiente (setting)."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T394	Bottom of page, Habla una experta, 3rd sentence	"resumir"	"sintetizar"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Middle of page, Left column b-head	FICCIÓN: PERSONAJES Y AMBIENTE	FICCIÓN: LOS PERSONAJES Y EL AMBIENTE
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Middle of page, Right column b-head	FICCIÓN: ARGUMENTO	FICCIÓN: EL ARGUMENTO
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Left column, third paragraph, second and third sentences under FICCIÓN: LOS PERSONAJES Y EL AMBIENTE	"Luego, pida a los estudiantes que hablen con un compañero acerca de personajes y ambientes que recuerden de otros cuentos que hayan escuchado o leído. Guíelos para que consulten otros textos de unidades anteriores si es necesario."	"Luego, pida a los estudiantes que hablen con otros compañeros acerca de personajes y ambientes que recuerden de otros cuentos o libros. Guíelos para que consulten otros textos que hayan escuchado o leído en unidades anteriores si es necesario."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Right column under FICCIÓN: EL ARGUMENTO, first paragraph, last word	"se enlazan"	"están conectados"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Right column under FICCIÓN: EL ARGUMENTO, second paragraph, second sentence	"siguiendo un orden lógico"	"en una secuencia"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Right column under FICCIÓN: EL ARGUMENTO, second paragraph, fourth sentence	"lea sus ideas en voz alta"	"comente sus ideas para el argumento"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Right column under FICCIÓN: EL ARGUMENTO, second paragraph, fifth sentence	"el orden correcto"	"la secuencia correcta"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Right column under FICCIÓN: EL ARGUMENTO, insert at end	added text	"Explique que el término trama también se usa para describir o hablar de argumento y que el término escenario también se usa para describir o hablar de ambiente."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T81	Right column under FICTION: PLOT, insert at end	added text	"Explain that the term trama is also used to describe or talk about argumento (plot) and that the term escenario is also used to describe or talk about ambiente (setting)."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T82	Right column, Tema de enseñanza, new paragraph at end of section	added text	"Explique que el término trama también se usa para describir o hablar de argumento y que el término escenario también se usa para describir o hablar de ambiente."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T82	Left column, Teaching Point, new paragraph at end of section	added text	"Explain that the term trama is also used to describe or talk about argumento (plot) and that the term escenario is also used to describe or talk about ambiente (setting)."

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Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T85	Bottom of page, Student Edition reduction, page 52	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T96	Right column, Enfoque, second paragraph, insert after first sentence	added text	"Recuerde a los estudiantes que las letras g, u juntas forman el dígrafo gu solamente cuando están delante de las vocales e e i. Recuérdelos también que este dígrafo tiene el sonido /g/." /
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T96	Left column, Focus, second paragraph, insert text after first sentence	added text	"Remind students that the letters g, u together form the digraph gu only when they precede the vowels e and i. Remind them too that the digraph gu makes the sound /g/."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T98	Right column, Ver y decir, full paragraph	"Señale la imagen del loro en la p. 59 del Libro interactivo del estudiante. ¿Cuántas sílabas tiene loro? Escuchen: lo (palmada) ro (palmada). ¿Cuántas sílabas escucharon? Los estudiantes deben decir dos. Nombre las imágenes de la p. 59 con los estudiantes. Pídales que completen la página encerrando en un círculo las palabras ilustradas que tengan sílabas que comiencen con el sonido /r/."	"Señale las imágenes del loro y del aro en la p. 59 del Libro interactivo del estudiante. Escuchen estas sílabas: lo (palmada) ro (palmada); a (palmada) ro (palmada). Puedo combinar las sílabas y formar las palabras aro y loro. Ambas palabras tienen una sílaba final que comienza con el sonido /r/. Nombre las imágenes de la p. 59 con los estudiantes. Pídales que separen y combinen las sílabas de cada palabra ilustrada y que completen la página encerrando en un círculo las palabras ilustradas que tengan sílabas que contengan el sonido /r/."
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T98	Left column, See and say, full paragraph	Point to the picture of the parrot on p. 59 of the Libro interactivo del estudiante. (See Spanish.) Students should say dos. Name the pictures on p. 59 with students. Have students complete the page by circling the picture words whose syllables begin with the sound /r/.	Point to the pictures of the parrot and the hoop on p. 59 of the Libro interactivo del estudiante. (See Spanish.) Name the pictures on p. 59 with students. Have students segment and blend the syllables in each picture word and complete the page by circling the picture words whose syllables begin with the sound /r/.
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, pages T309	Left column, Desarrollo del lenguaje en español, Myth text	"El cacuy Un muchacho era muy bueno con su hermana, pero ella lo trataba mal. Cansado del maltrato, el muchacho decidió ir a buscar miel con su hermana. Le dijo que prepara al árbol y se cubriera la cabeza para no enojar a las abejas. Ella obedeció. Entonces, el muchacho cortó todas las ramas para que ella no pudiera bajar y se fue. Cuando ella descubrió la trampa, lo llamó "¡Cacuy... Turay!", que significa "detente, hermano". Pero él no volvió, y la noche convirtió a la muchacha en un pájaro que llora llamando a su hermano."	"El pájaro azul y el coyote Hace muchísimo tiempo, había un pájaro de plumas grises y feas. Este animalito se sentía muy triste. Todos los días se bañaba en una laguna de un bellissimo color azul mientras cantaba una canción. Al cuarto día, todas sus plumas se le cayeron. Pero al quinto día, sus plumas volvieron a crecer azules y hermosas. Un coyote que vivía cerca lo vio y le dijo: "¡Yo también quiero ser azul!" El coyote se bañó en el lago por cuatro días. Al quinto día, el coyote lucía un esplendoroso color azul. Se puso a pasear mirando a todas partes para ver si alguien se daba cuenta de lo fino y hermoso que se veía. Se puso a correr rápidamente mirando hacia el suelo para ver si su sombra era también azul. Estaba tan distraído que no se dio cuenta y chocó contra un árbol, el cual se cayó y levantó tierra por todos lados que cubrió su pelaje. Desde entonces, todos los coyotes son del color de la tierra."
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T176	Lección 2, PRACTICAR b-head	"PRACTICAR"	"DEMOSTRAR Y PRACTICAR"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T176	Spanish column, Desarrollo del lenguaje en español note	"Palabras de uso frecuente Vuelva a leer con los estudiantes el libro de fonética Animales. Pídales que busquen las palabras de uso frecuente de la semana anterior, hecho y ahora. Lea en voz alta las oraciones donde aparecen estas dos palabras: La cigüeña ha hecho su nido allá arriba. Ahora lo vi. Invite a los estudiantes a usar la primera oración como base para crear nuevas oraciones con la palabra hecho. Dé el siguiente marco de oración: ____ ha hecho _____. Explique que para completar la oración, primero deben pensar en un sujeto (una persona o un animal), y luego decir qué ha hecho ese sujeto. Si es necesario, dé un ejemplo: Nicolás ha hecho su tarea. Después, invite a los estudiantes a usar la segunda oración para crear oraciones con la palabra ahora. Dé el siguiente marco de oración: Ahora veo _____. Explique que para completar la oración, deben pensar en algo que ven ahora, o en estos momentos. Si es necesario, dé un ejemplo: Ahora veo el sol por la ventana."	"Desarrollar el vocabulario Escoja una palabra un poco difícil de El teléfono de la abuela, como <i>gigante</i> , y señálela. Pida a los estudiantes que señalen las imágenes y las palabras que están a su alrededor que componen el significado de la palabra escogida. Pida a parejas de estudiantes que comenten los significados de las palabras del vocabulario mientras miran las páginas del Libro interactivo del estudiante para buscar claves del contexto. Pídales que usen estas claves del contexto para aclarar el significado de las palabras. Luego, pida a las parejas de estudiantes que usen cada palabra del vocabulario en una oración de manera oral."

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Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T192	Spanish Language Development	"High-Frequency Words" Revisit with students the Decodable Book <i>Animales</i> . Ask them to find the high-frequency words from last week, <i>hecho</i> and <i>ahora</i> . Read aloud the sentences where these two words appear: (See Spanish.) Invite students to use the first sentence to create new sentences with <i>hecho</i> . Provide the following sentence frame: (See Spanish.) Explain that to complete the sentence, students should think first of a subject (a person or an animal), and then say what that subject in the sentence has done. Give an example if needed: (See Spanish.) Then invite students to use the second sentence to create new sentences with <i>ahora</i> . Provide the following sentence frame: (See Spanish.) Explain that to complete the sentence, students should think of something they can see in this moment. Give an example if needed. (See Spanish.)"	"Develop Vocabulary" Choose a somewhat challenging word in El teléfono de la abuela, such as <i>gigante</i> , and point it out to students. Ask students to point to nearby pictures and words that form your chosen word's meaning. Have partners talk about the meanings of the vocabulary words while looking at pages in the Libro interactivo del estudiante for context clues. Have them use context clues to help clarify the words' meanings. Then ask students to work with a partner to use each vocabulary word in an oral sentence."
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T215	LECCIÓN 4 b-head	"Practicar oraciones"	"Practicar la puntuación"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T215	LESSON 4 b-head	"Practice Sentences"	"Practice Punctuation"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T215	Bottom of page, Student Edition reduction, page 124	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T240	ENFOQUE, sentences 4-6	"Veo una palabra con acento escrito. La palabra día tiene acento escrito. Vuelva a leer la oración y pida a los estudiantes que identifiquen otra palabra con acento escrito. En este cuento, vamos a leer otras palabras que tienen acento escrito."	"Veo una palabra con una combinación de consonantes. La palabra Glotón tiene el sonido combinado /gl/. Vuelva a leer la oración y pida a los estudiantes que identifiquen otra palabra con una combinación de consonantes. En este cuento, vamos a leer otras palabras que tienen sonidos combinados."
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T240	FOCUS, sentence 3	"written accent"	"consonant blend"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T240	IDENTIFICAR Y LEER PALABRAS DE USO FRECUENTE, sentences 4-6	"La hormiga Rita y el oso Latoso"	"La hormiga Rita y el oso Glotón"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T240	IDENTIFY AND READ HIGH-FREQUENCY WORDS, sentence 2	"La hormiga Rita y el oso Latoso"	"La hormiga Rita y el oso Glotón"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T240	Bottom of page, Student Edition reduction, page 135	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T241	LEER, second paragraph, sentences 2 and 5	"accento escrito"	"una combinación de consonantes"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T241	LEER, second paragraph, sentence 4	"nación"	"tragón"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T241	LEER, third paragraph, sentences 2	"accento escrito"	"una combinación de consonantes"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T241	READ, second paragraph, sentence 2	nación	tragón
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T241	READ, second paragraph, sentence 4	"written accent"	"consonant blend"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T241	Bottom of page, Student Edition reduction, pages 136-137	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions that reflect edits described in this document.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T242	Entire page, Spanish column	Replaced instruction for El acento escrito: Palabras agudas, graves y esdrújulas with instruction for El acento escrito	New instruction for new Libro del estudiante lesson titled El acento escrito

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Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T242	Entire page, English column	Replaced instruction for Written Accent: Agudas, Graves, and Esdrújulas with instruction for El acento escrito	New instruction for new Libro del estudiante lesson titled El acento escrito
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T260	Grupo para la estrategia: Estructura de las palabras	EL ACENTO ESCRITO: PALABRAS ESDRÚJULAS "Muestre la Tarjeta de imágenes <i>lámpara</i> . Esta es la imagen de una lámpara. Escuchen cómo separo las sílabas de <i>lámpara</i> : lám-pa-ra. ¿Qué sílaba pronuncie con más fuerza? Sí, la sílaba lám. Entonces la sílaba lám es la sílaba tónica. La sílaba tónica de <i>lámpara</i> es la antepenúltima sílaba. Dé vuelta a la tarjeta y señale el acento escrito, o tilde, sobre la letra <i>á</i> . Esta palabra tiene el acento escrito en la antepenúltima sílaba, entonces esta palabra es esdrújula. Recuerde a los estudiantes que todas las palabras esdrújulas llevan acento escrito, o tilde. Escriba las siguientes palabras esdrújulas en el pizarrón y pida a los estudiantes que las lean: <i>pájara, música, sábado, lápices, árboles</i> . Pida a voluntarios que se acerquen al pizarrón y subrayen la sílaba con acento escrito decada palabra."	LAS COMBINACIONES DE CONSONANTES "Muestre la Tarjeta de imágenes <i>bloque</i> . Esta es la imagen de un bloque. Escuchen cómo separo las sílabas de <i>bloque</i> : blo-que. ¿Qué sílaba tiene una combinación de sonidos? Sí, la sílaba blo. El sonido combinado es /bl/. Los consonantes que forman el sonido son b y l. Escriba las letras bl en el pizarrón. Voy a agregar la letra o la combinación de consonantes para formar la primera sílaba, blo. Luego agrego las letras de la segunda sílaba, que. Señale cada sílaba al decir la palabra. Escriba las siguientes palabras con combinaciones de consonantes en el pizarrón y pida a los estudiantes que las lean: <i>clavel, flota, broma, grupo</i> . Pida a voluntarios que se acerquen al pizarrón y subrayen la combinación de consonantes de cada palabra."
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T260	Word Work Strategy Group	WRITTEN ACCENT: ESDRÚJULAS Tarjetas de imágenes Display the Tarjeta de imágenes for <i>lámpara</i> . (See Spanish.) Turn the card over, and point to the written accent above the <i>á</i> . (See Spanish.) Remind students that all esdrújulas have a written accent. Write the following words on the board and have students read them: <i>pájara, música, sábado, lápices, árboles</i> . Have volunteers underline the syllable with written accent in each word on the board.	CONSONANT BLENDS Display the Tarjeta de imágenes for <i>bloque</i> . (See Spanish.) Write the letters bl on the board. (See Spanish.) Point to each syllable as you say the word. Write the following words on the board and have students read them: <i>clavel, flota, broma, grupo</i> . Have volunteers underline the syllable with a consonant blend in each word on the board.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T260	Actividad de intervención, El acento escrito, last word	"esdrújulas"	"con un acento escrito"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T260	Intervention Activity, Written Accent, last word	"esdrújulas"	"words with a written accent"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T269	Comprobación rápida, Notar y evaluar	"resumir"	"sintetizar"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T280	Lección 1, Evaluar los conocimientos previos	Insert text at end of paragraph, before Oraciones de ortografía.	Al final, pídeles que identifiquen la palabra de ortografía con una combinación de consonantes.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T280	Lesson 1, Assess Prior Knowledge	Insert text at end of paragraph, before Spelling Sentences.	Then have them identify the spelling word that has a consonant blend.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T46	Bottom of page, Student Edition reduction, page 37	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T52	Middle of page, Desarrollo del lenguaje en español	"Usar claves de ilustración Recuerde a los estudiantes que las ilustraciones les pueden dar claves, o pistas, sobre un cuento. Además, hacen que el cuento sea más entretenido. Invite a los estudiantes a ver las ilustraciones del libro de fonética Xavier, el wapití texano. Pídeles que miren cada dibujo y comenten qué claves da. Guíelos con preguntas. Por ejemplo, en la p. 2, podría preguntar: ¿Qué está haciendo el wapití? ¿Cómo es su cara? ¿Cómo es su cuerpo? ¿Cómo creen que se siente? Luego, lea el texto e invite a los estudiantes a comparar lo que observaron en la ilustración con lo que dice en el texto. Pregúnteles si creen que el dibujo da buenas claves y por qué. Repita el procedimiento con otras páginas del libro."	"Desarrollar el vocabulario Pida a los estudiantes que dibujen lo que imaginan cuando escuchan la palabra <i>carro</i> . Pídeles que hagan el sonido de un carro. Pida a los estudiantes que hagan un dibujo de un carro en una hoja separada de papel. Luego, pídeles que dibujen una flecha hacia el motor del carro. Coloque a los estudiantes en parejas. Pida a las parejas que intercambien sus dibujos y rotulen el dibujo de su compañero para mostrar dónde están el motor y el reproductor de CD. Una vez que los estudiantes hayan terminado la actividad, pídeles que escriban oraciones simples sobre la historia de los carros en las que se usen las palabras <i>manivela</i> y <i>motor</i> o las palabras <i>reproductor de CD</i> y <i>radio</i> ."

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Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T52	English column, Spanish Language Development	"Use Picture Clues Remind students that illustrations can give them clues about a story. Illustrations also make the story more entertaining. Invite students to look the pictures in the Decodable Book <i>Xavier, el wapiti texano</i> . Ask them to look at each picture and discuss what kind of clues it gives. Guide them with questions. For example, on p. 2, you may ask: (See Spanish Samples.) Then, read the text and invite students to compare what they noticed in the picture and what the text says. Ask them whether they think the picture gives good clues, and why. Repeat with other pages of the book."	Develop Vocabulary Ask students to draw what they envision when they hear the word carro. Have them make the sounds cars make. Have students draw a car on a separate sheet of paper. Then have them draw an arrow to the car's engine. Then place students in pairs. Have partners swap drawings and label each other's picture to show where the engine and CD player are. Once students finish with this activity, have them write simple sentences about the history of cars that use the words manivela and motor or the words reproductor de CD and radio.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T52	Top of middle Spanish column, Desarrollar el vocabulario, second sentence	"la imagen del carro de la p. 38"	"las imágenes de las pp. 33–38"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T52	Top of English column, Develop Vocabulary, second sentence	"the picture of a car on p. 38"	"the pictures on pp. 33–38"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T56	Desarrollo del lenguaje en español b-head	"Hacer predicciones "	"Describir conexiones "
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T56	English column, Spanish Language Development b-head	"Make Predictions"	"Describe Connections"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T70	Under Palabras de ortografía box	text added	Note que a fin de distinguir entre la ortografía y el deletreo, en aquellos contextos donde los estudiantes aprenden a escribir palabras con la ortografía correcta en vez de pronunciar por separado cada letra, la destreza se llama escribir, y no deletrear.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T70	Under High-Frequency Words, before Flexible Option	text added	Note that to distinguish between written and oral spelling, in contexts where students learn to write the correct spelling of a word instead of say it out loud, letter by letter, spelling is labeled "escribir," and not "deletrear."
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T74	Lección 2, Enfoque, after last sentence	text added	Diga a los estudiantes que las oraciones comienzan con letra mayúscula y terminan con un punto.
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T74	Lesson 2, Focus, after last sentence	text added	Tell students that sentences begin with a capital letter and end with a period.
Publisher	Editorial Change	9781418268565	Teacher	Unit 5, page T155	Bottom of page, Student Edition reduction, page 88	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268565	Teacher	Unit 5, page T159	Bottom of page, Student Edition reduction, page 90	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268565	Teacher	Unit 5, page T304	ENFOQUE EN LAS ESTRATEGIAS, insert after last bullet	Insert new text after last bullet.	Explique que el término escenario también se usa para describir o hablar de ambiente y el término trama también se usa para describir o hablar de argumento.
Publisher	Editorial Change	9781418268565	Teacher	Unit 5, page T304	FOCUS ON STRATEGIES, insert after last bullet	Insert new text after last bullet.	Explain that the term escenario is also used to describe or talk about ambiente (setting) and the term trama is also used to describe or talk about argumento (plot).
Publisher	Editorial Change	9781418268565	Teacher	Unit 5, page T304	LENGUAJE DEL GÉNERO	Insert new text after last bullet.	Explique que el término drama también se usa para describir o hablar de obra de teatro.
Publisher	Editorial Change	9781418268565	Teacher	Unit 5, page T304	LANGUAGE OF THE GENRE	Insert new text after last bullet.	Explain that the term drama is also used to describe or talk about obra de teatro (drama).
Publisher	Editorial Change	9781418268565	Teacher	Unit 5, page T346	Bottom of page, English column, Independent Writing	"Tell students to review their book and revise words that are spelled incorrectly including those that follow rules and have certain spelling patterns, including those that follow rules and have certain spelling patterns."	"Tell students to review their book and revise words that are spelled incorrectly including those that follow rules and have certain spelling patterns."
Publisher	New Content	9780328992195	Student	Unit 4, page 135	Entire page	All content replaced with new decodable story that contains new skill introduced on Fonética page 132: "Combinaciones de consonantes".	All content replaced with new decodable story that contains new skill introduced on Fonética page 132: "Combinaciones de consonantes".

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9780328992195	Student	Unit 4, page 136	Entire page	All content replaced with new decodable story that contains new skill introduced on Fonética page 132: "Combinaciones de consonantes".	All content replaced with new decodable story that contains new skill introduced on Fonética page 132: "Combinaciones de consonantes".
Publisher	New Content	9780328992195	Student	Unit 4, page 137	Entire page	All content replaced with new decodable story that contains new skill introduced on Fonética page 132: "Combinaciones de consonantes".	All content replaced with new decodable story that contains new skill introduced on Fonética page 132: "Combinaciones de consonantes".
Publisher	New Content	9780328992195	Student	Unit 4, page 139	Entire page	<p>"El acento escrito: Palabras agudas, graves y esdrújulas</p> <p>Lee y subraya. El pájaro canta en el árbol. Mi mamá usa la cámara. El águila voló alto. Ana y yo jugamos al fútbol.</p> <p>Instrucciones Pida a los estudiantes que lean las oraciones. Pídales que subrayen las palabras que tienen acento escrito en cada oración."</p>	<p>"El acento escrito</p> <p>Lee y subraya o encierra en un círculo. Claudia sembró una semilla. Un tallito comenzó a brotar. ¿Será una flor? ¡Es un clave! lindísimo!</p> <p>Instrucciones Pida a los estudiantes que lean las oraciones. Pídales que subrayen las palabras que tienen acento escrito en cada oración las que contengan combinaciones de consonantes."</p>
Publisher	New Content	9781418268558	Teacher	Unit 4, page T243	Bottom of page, Student Edition reductions, pages 138-139	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions that reflect edits described in this document.
Spanish Language Arts and Reading, Grade 1 <i>Texas miVisión Lectura - Print + Online, Grade 1</i> (ISBN 9780134920528) and <i>Texas miVisión Lectura - Online, Grade 1</i> (ISBN 9780134914954)							
State Review Panel	New Content	9780328992218	Student	Unit 1, page 170	Entire page	<p>"Los adjetivos y los artículos Un adjetivo describe algo. Mira esas flores lindas. (describe las flores) Las palabras un, una, el y la son artículos. Un y una indican cualquier persona, lugar o cosa. El y la indican una persona, lugar o cosa específica. Las flores crecen en un jardín. (habla sobre cualquier jardín)</p> <p>Mi TURNO Agrega un artículo y un adjetivo para corregir cada oración. 1. Tom recibe _____ maceta _____. 2. Lleva _____ maceta al _____ jardín. 3. Tom ayuda a plantar _____ árbol _____."</p>	<p>"Los adjetivos y los artículos Un adjetivo describe algo. Puede ser masculino o femenino según lo que describe.</p> <p>En el Parque Central las flores son hermosas. (describe las flores) Las palabras el, la, los y las son artículos. En el Parque Central las flores son hermosas. Las palabras un, una, unos y unas también son artículos. En el Parque Central hay una fuente grande y unos árboles enormes.</p> <p>Como ves en los ejemplos, los artículos también son masculinos o femeninos y singulares o plurales.</p> <p>Mi TURNO Agrega un artículo y un adjetivo del género correcto para corregir cada oración. 1. Tom recibe _____ maceta _____. 2. Lleva _____ maceta al _____ jardín. 3. Tom también planta _____ árbol en _____ Jardín Botánico."</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780328992232	Student	Unit 3, page 102	Entire page	<p>Los sustantivos comunes y propios Un sustantivo común nombra a cualquier persona, lugar o cosa. Un sustantivo propio nombra a una persona, lugar o cosa especial o particular. Asegúrate de escribir los sustantivos propios con mayúscula inicial y los artículos correctos.</p> <p>El parque está en una ciudad grande. (sustantivos comunes)</p> <p>El Parque Central está en la Ciudad de Nueva York. (sustantivos propios)</p> <p>Mi TURNO Corrige los sustantivos comunes y propios de estas oraciones. 1. Mi Perro es grande. 2. Su nombre es marta. 3. Caminamos al parque grant.</p>	<p>Los sustantivos comunes y propios Un sustantivo común nombra a cualquier persona, lugar o cosa. Un sustantivo propio nombra a una persona, lugar o cosa especial o particular. Asegúrate de escribir los sustantivos propios con mayúscula inicial y los artículos del género correcto.</p> <p><u>El</u> parque está en <u>una</u> ciudad grande. (sustantivo común masculino, sustantivo común femenino)</p> <p><u>El</u> Parque Central está en <u>la</u> Ciudad de Nueva York. (sustantivo propio masculino, sustantivo propio femenino)</p> <p>Mi TURNO Corrige los sustantivos comunes y propios de estas oraciones. Fíjate si has usado el artículo del género correcto. 1. Vivo con mi familia en un Casa grande. 2. Los Barrio donde vivimos es muy lindo. 3. Vivimos en el estados unidos</p>
State Review Panel	New Content	9780328992232	Student	Unit 3, page 209	Entire page	<p>Corregir los sustantivos Un sustantivo nombra una persona, lugar o cosa. Sustantivo singular: el marcador Sustantivo plural: los marcadores Sustantivo común: la niña Sustantivo propio: Berta</p> <p>Mi TURNO Corrige los sustantivos subrayados en cada oración.</p> <p>1. Toma esos lápiz. _____ 2. Dibujemos al Perro. _____ 3. Su colas es corta. _____ 4. Su nombre es max. _____</p> <p>Mi TURNO Corrige los sustantivos de tu poema.</p>	<p>Corregir los sustantivos y los artículos Un sustantivo nombra una persona, lugar o cosa. Cuando está acompañado de un artículo, este concuerda en género y número con el sustantivo.</p> <p>Sustantivo singular: <u>el</u> marcador Sustantivo plural: <u>los</u> marcadores Sustantivo común: <u>la</u> niña Sustantivo propio: Berta</p> <p>Mi TURNO Encierra en un círculo el artículo correcto y corrige los sustantivos subrayados en cada oración. 1. Estos son (los / una) 5 lápiz. _____ 2. (La / El) hermana de max juega tenis. _____ 3. Tengo (un / una) Perro grande. _____</p> <p>Mi TURNO Corrige los sustantivos y los artículos de tu poema.</p>
State Review Panel	New Content	9780328992256	Student	Unit 5, page 168	Center of page, two lines above Mi Turno	Added text.	"Lee las oraciones siguientes."
State Review Panel	New Content	9781418268572	Teacher	Unit 1, page T299	Center of page, Lección 4, Student Edition reduction, page 170	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268596	Teacher	Unit 3, page T157	Bottom of page, Student Edition page reduction, page 102	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268596	Teacher	Unit 3, page T372	Bottom of page, Student Edition page reduction, page 209	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268596	Teacher	Unit 3, page T372	Top center, Tema de enseñanza, first three bullets	<ul style="list-style-type: none"> • Un sustantivo singular nombra una sola cosa: zapato. • Un sustantivo plural nombra más de una cosa: zapatos. • Un sustantivo común nombra cualquier sustantivo: niña." 	<ul style="list-style-type: none"> • Un sustantivo singular nombra una sola cosa: el zapato. • Un sustantivo plural nombra más de una cosa: los zapatos. • Un sustantivo común nombra cualquier sustantivo: la niña."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781418268596	Teacher	Unit 3, page T372	Center, third paragraph, fifth through seventh lines	"Estos son los 5 lápiz. ¿Es lápiz el sustantivo correcto aquí? Ya que el artículo los indica que son muchos, debo corregir la oración cambiando lápiz a lápices."	"Estos son los/una 5 lápiz/lápices. ¿Es "lápiz" el sustantivo correcto aquí? Ya que el número 5 indica que son muchos, debo corregir la oración encerrando "los" en un círculo y cambiando lápiz a lápices."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 105	Bottom of page, last sentence	"Resalta las palabras que contienen la consonante s inicial."	"Resalta las palabras que contienen sílabas con la consonante s inicial."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 106	Bottom of page, last sentence	"Subraya las palabras que contienen la consonante s inicial."	"Subraya las palabras que contienen sílabas con la consonante s inicial."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 107	Bottom of page, last sentence	"Resalta las palabras que contienen la consonante s inicial."	"Resalta las palabras que contienen sílabas con la consonante s inicial."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 127	1st paragraph	"Cuando la consonante s está al comienzo de la sílaba, forma una sílaba abierta. Cuando la consonante s está al final de la sílaba, forma una sílaba cerrada."	"Cuando la consonante s está al comienzo de la sílaba, puede formar una sílaba abierta. Cuando la consonante s está al final de la sílaba, puede formar una sílaba cerrada."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 127	Mi Turno, 1st sentence	"Escribe las siguientes palabras en orden alfabético."	"Agrupa y escribe las siguientes palabras en orden alfabético."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 129	Chart at the bottom of the page, 1st row, 2nd column and 2nd row, 3rd column	"cubierta" and "portada"	"portada" and "página del título"
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 139	1. Mi Turno, item 1: 2nd word 2. Mi Turno, item 1: 4th word 3. Mi Turno, item 1: last 2 words	1. "cin" 2. [dotted font, syllable "en"] 3. "la sala."	1. [set in dotted font] 2. [set the syllable "en" in 3-line WOL, and the rest of the word "cima" in normal font] 3. "de la mesa"
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 141	Bottom of page, last sentence	"Resalta las palabras que contienen la consonante n inicial."	"Resalta las palabras que contienen sílabas con la consonante n inicial."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 142	Bottom of page, last sentence	"Subraya las palabras que contienen la consonante n final."	"Subraya las palabras que contienen sílabas con la consonante n final."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 143	Bottom of page, last sentence	"Resalta las palabras que contienen la consonante n inicial."	"Resalta las palabras que contienen sílabas con la consonante n inicial."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 169	1. 1st paragraph 2. Mi Turno, instructions	1. "Cuando la consonante n está al comienzo de la sílaba, forma una sílaba abierta. Cuando la consonante n está al final de la sílaba, forma una sílaba cerrada." 2. "Escribe las siguientes palabras en orden alfabético."	1. "Cuando la consonante n está al comienzo de la sílaba, puede formar una sílaba abierta. Cuando la consonante n está al final de la sílaba, puede formar una sílaba cerrada." 2. "Agrupa y escribe las siguientes palabras en orden alfabético."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 180	1. Mi Turno, item 3, 2nd word 2. Mi Turno, item 4, last 2 words	1. "cerca" 2. "el perro"	1. [set "cerca" in regular font, and delete Write On Lines.] 2. "él"
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 188	Chart in middle of the page, 2nd row	"Mira las imágenes para ayudarte a hacer una predicción."	"Lee para entender el texto."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 211	Top of page	"Fiesta de jardín de"	"Fiesta de jardín y"
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 229	Middle of page, item 2	"Mira la tapa y las imágenes"	"Mira la portada y las imágenes"
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 56	Mi Turno, second activity, item 1	1. "mamá."	1. "niño."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 59	Bottom of page, last sentence	"Resalta las palabras que contienen la consonante l inicial."	"Resalta las palabras que contienen sílabas con la consonante l inicial."

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Publisher	Editorial Change	9780328992218	Student	Unit 1, page 60	Bottom of page, last sentence	"Subraya las palabras que contienen la consonante l final."	"Subraya las palabras que contienen sílabas con la consonante l final."
Publisher	Editorial Change	9780328992218	Student	Unit 1, page 61	Bottom of page, last sentence	"Resalta las palabras que contienen la consonante l inicial."	"Resalta las palabras que contienen sílabas con la consonante l inicial."
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 118	Mi Turno, instruction	"Escribe los signos de interrogación para corregir las oraciones interrogativas."	"Escribe los signos de interrogación para corregir las oraciones que sean interrogativas."
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 164	Top of page, Mi Turno, Instrucciones, last sentence	"Identifica las palabras que tienen tres o cuatro sílabas."	"Resalta las palabras que tienen tres o cuatro sílabas." [highlight the word "Resalta"]
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 165	Ver y decir, below the three images	missing title	"La consonante v"
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 201	Middle of page, 2nd column, subhead	"r final"	"sílabas con r final"
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 213	Top of page, right side, and 1st paragraph, 2nd word	missing icon and missing boldface	Insert "Research" icon and boldface "fuente"
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 216	1st paragraph	"Puedes hacer que tu escritura tenga más impacto agregando una imagen o un diagrama."	"Puedes hacer que tu carta tenga más impacto agregando una imagen o un diagrama."
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 55	Last paragraph	"A veces dos consonantes que van seguidas en una misma sílaba forman un solo sonido, como las consonantes c y h en <i>chica</i> . Estas consonantes se llaman dígrafos."	"A veces dos consonantes que van juntas en una misma sílaba forman un solo sonido, como las consonantes c y h en la palabra <i>chica</i> . Estas consonantes juntas se llaman dígrafos."
Publisher	Editorial Change	9780328992215	Student	Unit 2, page 58	Left side of page	[image of a stroller]	[image of a car]
Publisher	Editorial Change	9780328992232	Student	Unit 3, page 103	Lesson title	"Los cinco sentidos"	"Los cinco sentidos"
Publisher	Editorial Change	9780328992232	Student	Unit 3, page 103	Middle of page, two lines before Mi Turno	missing text	"Lee las oraciones siguientes."
Publisher	Editorial Change	9780328992232	Student	Unit 3, page 172	Mi Turno, item 3	"Usted entramos"	"Usted y mí entramos"
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T102	Bottom of page, Student Edition reduction, page 59	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T103	Bottom of page, Student Edition reduction, pages 60–61	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions that reflect edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T12	Objetivos, TEKS	Update TEKS	GLOBAL SLAR TEKS updates: All TEKS wording changed on affected pages, starting on p. T12 of Unit 1, to show the final SLAR TEKS translations released by the TEA in late Spring 2018.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T168	Bottom of page (Spanish column), Habla una experta note	deleted (repeated) note	"HABLA UNA EXPERTA María G. Arreguín-Anderson, Ed. D., University of Texas at San Antonio Presente rimas, canciones y poemas populares en español a su clase regularmente. Enfóquese en recursos, tales como rima, ritmo, repetición, asonancia y aliteración para llamar la atención de los estudiantes a las matices y la eufonía particular del español. Pida a los estudiantes que trabajen en grupos o parejas para leer en voz alta y memorizar algunos cantos sencillos o rimas. Anime a los hispanohablantes a demostrar la pronunciación correcta según sea necesario. El desarrollo del lenguaje de todos los estudiantes beneficiará mucho a través de usar regularmente el vocabulario de uso frecuente y los patrones que se reflejan en las rimas". Visite PearsonRealize.com para el desarrollo profesional sobre prácticas basadas en la investigación."

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Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T168	Bottom of page (English column), Expert's View note	deleted (repeated) note	"EXPERT'S VIEW María G. Arreguín-Anderson, Ed. D., University of Texas at San Antonio Regularly present to your class popular Spanish language rhymes, songs, and poems. Focus on devices such as rhyme, rhythm, repetition, assonance, and alliteration to draw students' attention to the nuances and particular euphony of Spanish. Have students work in groups or pairs to read aloud and memorize some simple chants or rhymes. Encourage native speakers to model correct pronunciation as needed. Regular oral and aural exposure to the high-frequency vocabulary and patterns often reflected in rhymes will greatly benefit all students' language development. See PearsonRealize.com for more professional development on research-based practices."
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T178	Bottom of page, Student Edition reduction, page 105	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T179	Bottom of page, Student Edition reduction, pages 106–107	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions that reflect edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T220	Bottom of page, Student Edition reduction, page 127	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T229	Bottom of page, Student Edition reduction, page 129	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T247	Bottom of page, Student Edition reduction, page 139	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T248	Bottom of page, Student Edition reduction, page 141	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T249	Bottom of page, Student Edition reduction, pages 142–143	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions that reflect edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T296	Bottom of page, Student Edition reduction, page 169	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T321	Bottom of page, Student Edition reduction, page 180	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T337	Bottom of page, Student Edition reduction, page 188	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T36	Middle of page (Spanish column), end of Lenguaje del género paragraph	missing text	<i>Explique que el término escenario también se usa para describir o hablar de ambiente.</i>
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T36	Top of page (English column), end of Language of the Genre paragraph	missing text	<i>Explain that the term escenario is also used to describe or talk about ambiente (setting).</i>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T383	Bottom of page, Student Edition page reduction, page 211	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T101	Bottom of page, Student Edition page reduction, page 58	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T119	Right side, Close Read , First two lines	"Remind students that informational text can organize facts in a sequence."	"Remind students that facts in an informational text can be organized in a sequence."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T119	Bottom right, Reconocer la estructura	"Recuerde a los estudiantes que los textos informativos pueden organizar los eventos en una secuencia."	"Recuerde a los estudiantes que los sucesos en los textos informativos pueden estar organizados en secuencia."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T132	Mostrar y practicar, sixth line	"Si relaciono estas dos afirmaciones puedo inferir que las semillas de girasol deben caer cuando este se dobla."	"Si relaciono estas dos afirmaciones, o posturas, puedo inferir que las semillas de girasol deben caer cuando este se dobla."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T149	Lección 3, Enfoque, fourth line	"Explique a los estudiantes que una oración enunciativa es una oración que dice algo. Hace una afirmación."	"Explique a los estudiantes que una oración enunciativa es una oración que dice algo, es decir, hace una afirmación."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T178	Center left of the page, Fluidez, second line	"Después de completar la atentamente, muestre "Los cambios en las crías de los animales".	"Después de completar la rutina de Lectura en voz alta, muestre "Los cambios en las crías de los animales".
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T219	Bottom of page, Student Edition page reduction, page 118	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T224	Bottom center, Escritura independiente, fourth line	"El detalle más importante deben ser el primero."	"El detalle más importante debe ser el primero."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T299	Bottom of page, Student Edition page reduction, page 159	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T311	Bottom of page, Student Edition page reduction, page 164	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T313	Bottom of page, Student Edition page reduction, page 165	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T320	Center left of the page under "Fluidez"	Added text.	"Explique que el término drama también se usa para describir o hablar de obra de teatro."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T320	English wrap under "Think Aloud"	Added text.	"Explain that the term drama or play is also used to describe or talk about obra de teatro (drama or play). "
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T322	Center left of the page under "Lenguaje del género"	Added text.	"Explique que los términos trama, escenario y drama también se usan para describir o hablar de argumento, ambiente y obra de teatro, respectivamente."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T322	English wrap under "Language of the Genre"	Added text.	"Explain that the terms trama, escenario, and drama are also used to describe or talk about argumento (plot), ambiente (setting) and obra de teatro (drama or play), respectively. "
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T344	Center of the page, Demostrar y practicar, second paragraph, next to last line	"Pídale que hagan inferencias en base a los detalles resaltados."	"Pídale que hagan inferencias con base en los detalles resaltados."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T345	Top of the page, Comprobación rápida, second bullet, third line.	"Si los estudiantes demuestran que comprenden, amplíe la enseñanza de inferencias en grupos pequeños de las pp. T348–T349."	"Si los estudiantes demuestran que comprenden, amplíe la enseñanza de hacer inferencias en grupos pequeños de las pp. T348–T349."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T378	Bottom of page, Student Edition page reduction, page 201	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T394	Center bottom, first Colaborar	"Mientras trabajan, señale sus dibujos o palabras para ayudar a los estudiantes a generar preguntas para la indagación."	"Mientras trabajan, señale sus dibujos o palabras para ayudar a los estudiantes a generar preguntas para la indagación, o búsqueda de información."
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T399	Bottom of page, Student Edition page reduction, page 213	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T403	Bottom of page, Student Edition page reduction, page 216	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268589	Teacher	Unit 2, page T99	Bottom of page, Student Edition page reduction, page 55	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T100	Center of the page, Practicar, second paragraph, first line.	"Pida a los estudiantes que practiquen cómo separar las siguientes palabras en sílabas..."	"Pida a los estudiantes que practiquen cómo separar, o segmentar, las siguientes palabras en sílabas..."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T108	Center of the page, Lectura en voz alta, second line	"Cómo la gacela fue más lista que guepardo".	"Cómo fue la gacela más lista que el guepardo".
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T119	Bottom left of the page, Vocabulario académico, next to last line.	"Pida a los estudiantes que piensen un sinónimo de la palabra igual."	"Pida a los estudiantes que piensen en un sinónimo de la palabra igual."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T135	Top left of the page, Conferenciar, third paragraph, fifth line	"Algunas palabras que terminan en -mente pueden mostrar la manera en que un personaje hace."	"Algunas palabras que terminan en -mente pueden mostrar la manera en que un personaje hace algo."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T140	Center of the page, Demostrar y practicar, sixth line.	"Pida a los estudiantes que observen las notas de Lectura atenta de la p. 73 del Libro interactivo del estudiante y resalten detalles que se relacionan con las maneras en que las personas pueden resolver los problemas en la sociedad."	"Pida a los estudiantes que observen las notas de Lectura atenta de la p. 73 del Libro interactivo del estudiante y resalten detalles que se relacionen con la manera en que las personas pueden resolver los problemas en la sociedad."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T154	Center left of the page, Palabras de ortografía box.	"yoyo".	"yoyó"
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T156	Lesson 2, Focus, third line	"Explain that a proper noun names a particular person, place, or thing."	"Explain that a proper noun names a particular person, animal, place, or thing."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T156	Lección 2, Enfoque, fifth line	"Explique que un sustantivo propio nombra una persona, un lugar o una cosa en particular."	"Explique que un sustantivo propio nombra una persona, un animal, un lugar o una cosa en particular."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T161	Right column, head	"ESCRIBIR IMÁGENES LITERARIAS"	"EXPLORAR LAS IMÁGENES LITERARIAS"
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T162	Bottom of page, Student Edition page reduction, page 103	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T177	Palabras de uso frecuente box, second bullet	Pida a los estudiantes que: <ul style="list-style-type: none"> • lean cada palabra. • deletreen cada una. 	Pida a los estudiantes que: <ul style="list-style-type: none"> • lean cada palabra. • deletreen cada palabra.
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T20	Center of the page, bullets.	<ul style="list-style-type: none"> • Es posible que haya que planificar con anticipación traer algo. • Es posible que haya que planificar con anticipación para llegar a tiempo. 	<ul style="list-style-type: none"> • Es posible que se deba planificar con anticipación para traer algo. • Es posible que se deba planificar con anticipación para llegar a tiempo.
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T227	Bottom left of the page, Demostrar y practicar.	"Debajo de Ana está aquí, escriba Ella está aquí. Encierre la palabra Ella en un círculo, y dibuje una flecha desde la palabra Ana hasta la palabra Ella y encierre en un círculo la palabra Ella."	"Debajo de Ana está aquí, escriba Ella está aquí. Encierre la palabra Ella en un círculo, y dibuje una flecha desde la palabra Ana hasta la palabra Ella."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T230	Table, third section, second row	"¿Cómo pueden agregarle un sonido a su poema?"	"¿Cómo pueden agregarle una onomatopeya a su poema?"

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Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T244	Center left of the page, Práctica head and next-to-last line	"PRÁCTICA Pida a los estudiantes que practiquen separar y combinar las sílabas de otras palabras, como calibre, abrazo, cabra, breve y brisa, y escuche con atención la pronunciación de las sílabas con br. la combinación de los sonidos /b/ y /r/."	"PRACTICAR Pida a los estudiantes que practiquen separar y combinar las sílabas de otras palabras, como calibre, abrazo, cabra, breve y brisa, y escuche con atención la pronunciación de las sílabas con la combinación de los sonidos /b/ y /r/."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T248	Top of the page, Ver y decir, sixth line	"Si reemplazamos la sílaba loj por la sílaba. Formamos la palabra remar"	"Si reemplazamos la sílaba loj por la sílaba mar, formamos la palabra remar."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T264	Bottom center, Estrategia box, head and second line	"ESTRATEGIA PARA LA PRIMERA LECTURA LEER Pida a los estudiantes que lean para hallar las ideas más importantes de la fábula. MIRAR Pida a los estudiantes que busquen los detalles que los ayudan a describir y visualizar el ambiente y los sucesos."	ESTRATEGIAS PARA LA PRIMERA LECTURA LEER Pida a los estudiantes que lean para hallar las ideas más importantes de la fábula. MIRAR Pida a los estudiantes que busquen los detalles que los ayuden a describir y visualizar el ambiente y los sucesos.
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T267	Bottom right, Visualizar los detalles	"Pida a los estudiantes que resalten los detalles en la p. 156 que los ayudan a encontrar una respuesta para la siguiente pregunta: ¿Cómo visualizan o ven en su mente al bosque?"	"Pida a los estudiantes que resalten los detalles en la p. 156 que los ayuden a encontrar una respuesta a la siguiente pregunta: ¿Cómo visualizan o ven en su mente el bosque?"
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T280	Bottom left of the page, Vocabulario académico, last line.	"Visualizar significa crear una imagen en tu mente."	"Visualizar significa crear una imagen en sus mentes."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T302	Center of the page, Demostrar y practicar, second bullet	¿A quién o a se refiere o reemplaza el pronombre?"	"¿A quién o a qué se refiere o reemplaza el pronombre?"
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T304	Center of the page, Demostrar y practicar, second paragraph, last line	"Luego, pídale que completen la página, ofreciendo su ayuda si fuera necesario."	"Luego, pídale que completen la página, ofreciendo su ayuda si es necesario."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T318	Center left of the page, Demostrar y practicar, fifth line.	"Pídale que las decodifiquen para identificar los sonidos /k/ y /w/."	"Pídale que las decodifiquen para identificar los sonidos /k/ y /u/."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T32	Center left of the page under "Mis palabras" reduction	Added text.	"Explique que manipular sílabas también se usa para describir o hablar de trabajar con sílabas."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T32	English wrap under "Model and Practice"	Added text.	"Explain that manipular sílabas is also used to describe or talk about trabajar con sílabas (manipulating syllables)."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T345	Top left of the page, Conferenciar	"Pida a los estudiantes que comenten las palabras poco conocidas que encontraron y las pistas del contexto que usaron para determinar su significado. Posibles preguntas para la conferencia <ul style="list-style-type: none"> • ¿Cuán útiles fueron las pistas que encontraron? • ¿La palabra es importante en el texto? • ¿Pueden pensar en alguna pista que pudo haber sido más útil? Posible tema de enseñanza Usen un diccionario ilustrado o un glosario para buscar el significado de las palabras poco comunes si no encuentran pistas en el texto o las ilustraciones."	"Pida a los estudiantes que comenten las palabras poco conocidas que encontraron y las claves del contexto que usaron para determinar su significado. Posibles preguntas para la conferencia <ul style="list-style-type: none"> • ¿Cuán útiles fueron las claves que encontraron? • ¿La palabra es importante en el texto? • ¿Pueden pensar en alguna clave que pudo haber sido más útil? Posible tema de enseñanza Usen un diccionario ilustrado o un glosario para buscar el significado de las palabras poco comunes si no encuentran claves en el texto o las ilustraciones."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T353	Bottom left of the page, Libro de fonético	"Pídale que incluyan en sus notas al menos una palabra de uso frecuente y una palabra con las consonantes k, w que hayan leído en el texto."	"Pídale que incluyan en sus notas al menos una palabra de uso frecuente y una palabra con las consonantes x, k y w que hayan leído en el texto."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T36	Center left of the page under "Lenguaje del género"	Added text.	"Explique que el término "trama" también se usa para describir o hablar de "argumento".
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T36	English wrap under "Language of the Genre"	Added text.	"Explain that the term "trama" is also used to describe or talk about "argumento" (plot)."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T373	Bottom of page, Student Edition page reduction, page 210	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T398	Center of the page, vocabulary box	"xilofón"	"xilófono"
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T84	Lección de inmersión: Género, Demostrar y Practicar, first line	"Diga a los estudiantes aprenderán a escribir poesía durante los próximos días."	"Diga a los estudiantes que aprenderán a escribir poesía durante los próximos días."
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T96	Center left of the page, Enfoque, next to last line	"yo-yo"	"yo-yó"
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T141	Top left of the page, Conferenciar, third paragraph, last sentence	"La lectura de los sucesos en ese orden puede ayudar a los lectores a comprender por qué sucedieron los sucesos y de qué manera se conectan."	"La lectura de los sucesos en ese orden puede ayudar a los lectores a comprender por qué ocurrieron los sucesos y cómo se relacionan."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T142	Center left of the page, Demostrar y practicar, first line.	"Diga: Use "Sandra Day O'Connor", en las pp. T112–T113, para demostrar..."	"Use "Sandra Day O'Connor", en las pp. T112–T113, para demostrar..."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T190	Center left of the page under "Lenguaje del género"	Added text.	"Explique que el término escenario también se usa para describir o hablar de ambiente."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T190	English wrap under "Language of the Genre"	Added text.	"Explain that the term escenario is also used to describe or talk about ambiente (setting)."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T208	Center of page, Demostrar y practicar, sixth and eighth line.	"Guíe a los estudiantes a nombrar sucesos o detalles específicos del cuento que ayudan a comprender el tema: el trabajo duro y la paciencia tienen beneficios a la larga. Dirija la atención de los estudiantes a las notas de la lectura atenta..."	"Guíe a los estudiantes a nombrar sucesos o detalles específicos del cuento que ayuden a comprender el tema: el trabajo duro y la paciencia tienen beneficios a la larga. Dirija la atención de los estudiantes a las notas de la Lectura atenta..."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T236	Left column, Model and Practice, next to last line	"Work with students to revise the words by adding details."	"Work with students to revise the sentences by adding details."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T236	Center of page, Demostrar y practicar, second paragraph, last line	"Trabaje con los estudiantes para revisar las palabras agregando detalles."	"Trabaje con los estudiantes para revisar las oraciones agregando detalles."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T246	Center of page, Practicar, last line	"Algunas de las nuevas palabras pueden ser <i>fiesta, pato, celo, acaso.</i> "	Algunas de las nuevas palabras pueden ser <i>fiesta, pato, tiene, celo, acaso.</i>
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T287	Top of page, Intercambiar ideas y comentar, second line	"Indique a los estudiantes que comenten con un compañero en qué se parecen..."	"Anime a los estudiantes a que comenten con un compañero en qué se parecen..."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T334	Center of page, Demostrar y practicar, second paragraph, next to last line	"Guíe a los estudiantes para que comenten las ideas principales de las biografías de esta unidad u otras que hayan leído previamente."	"Guíe a los estudiantes para que comenten las ideas principales de las biografías de esta unidad o de otras que hayan leído previamente."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T360	Left column, Suffixes -oso and -osa, first line	"Use Lesson 21 in the miEnfoque: Guía del maestro para la intervención for instruction on words with suffixes -oso and -osa."	"Use Lesson 29 in the miEnfoque: Guía del maestro para la intervención for instruction on words with suffixes -oso and -osa."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T360	Top right, Actividad de intervención first line	"Fíjese en la Lección 21 de miEnfoque: Guía del maestro para la intervención para enseñar palabras con los sufijos -oso y -osa."	"Fíjese en la Lección 29 de miEnfoque: Guía del maestro para la intervención para enseñar palabras con los sufijos -oso y -osa."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T414	Center of page, Lectoescritura crítica, item 2	"tecnología primitiva"	"tecnología antigua"
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T414	Bottom left of page, ¡Personalícela!, fourth and last lines	"...permita a los estudiantes hacer un poster sobre el dato que eligieron. Ayude a los estudiantes a obtener imágenes relevantes de la Web para ilustrar sus posters."	"...permita a los estudiantes hacer un cartel sobre el dato que eligieron. Ayude a los estudiantes a obtener imágenes relevantes de la Web para ilustrar sus carteles."
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T418	Bottom center of page, last two lines	"¿Si tuvieras que repetir este proyecto, ¿qué volverías a hacer igual?"	"Si tuvieras que repetir este proyecto, ¿qué volverías a hacer igual?"

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Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T82	Lección 2, Aplicar, second and fifth lines	"Pida a los estudiantes que creen oralmente oraciones sencillas que incluyan palabras de acción o verbos. Pídale que se escuchen unos a otros para comprobar..."	"Pida a los estudiantes que formen oraciones orales sencillas que incluyan palabras de acción o verbos. Pídale que se escuchen entre sí para comprobar..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T100	Top of page, Ver y decir and Practicar	"La palabra nueva palabra, <i>dormido</i> , tiene tres sílabas. Continúe con la siguiente imagen para la palabra <i>sentar/sentada</i> . <i>PRACTICAR</i> Guíe a los estudiantes para que, trabajando las sílabas finales de cada palabra base, reemplacen las terminaciones..."	"La nueva palabra, <i>dormido</i> , tiene tres sílabas. Continúe con la siguiente imagen para la palabra <i>sentar/sentada</i> . <i>PRACTICAR</i> Guíe a los estudiantes para que usen las sílabas finales de cada palabra base para reemplazar las terminaciones..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T107	Top left, Desarrollo del lenguaje en español, first paragraph, fourth line	"Comente que, para agregar un sufijo, muchas veces hay que cambiar una sílaba o una letra de la palabra original."	"Comente que, para agregar un sufijo, muchas veces hay que cambiar una sílaba o una letra de la palabra base."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T130	Top of page, Enfoque en las estrategias	"...incluyendo los elementos del textos y las gráficas simples para ubicar u obtener información. • Revisen el texto. ¿Qué tipos de elementos y de gráficos tiene? • Observen el tipo de elementos del texto y de gráficos. ¿Incluye imágenes y mapas? • Examinen los elementos del texto y los gráficos."	"...incluyendo los elementos del texto y los elementos gráficos simples para ubicar u obtener información. • Revisen el texto. ¿Qué tipos de elementos del texto y de elementos gráficos tiene? • Observen el tipo de elementos del texto y de elementos gráficos. ¿Incluye fotografías y mapas? • Examinen los elementos del texto y los elementos gráficos."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T130	Center of page, Demostrar y practicar	"En un texto informativo, puedo usar los elementos del texto y las gráficas para comprender el tema. Puedo buscar imágenes que muestren más información. Lea las pp. 30–31 en voz alta a los estudiantes. Pregunte: ¿De qué manera las imágenes los ayudan a comprender el texto? Guíe a los estudiantes para que identifiquen las fotografías de los azafrañes y el cordero. Luego, pídale que vuelvan a las notas de la lectura atenta de la p. 75 y subrayen la información que la imagen y la gráfica de la..."	"En un texto informativo, puedo usar los elementos del texto y los elementos gráficos para comprender el tema. Puedo buscar imágenes que muestren más información. Lea las pp. 30–31 en voz alta a los estudiantes. Pregunte: ¿De qué manera las imágenes los ayudan a comprender el texto? Guíe a los estudiantes para que identifiquen las fotografías de los azafrañes y el cordero. Luego, pídale que vuelvan a la nota de la Lectura atenta de la p. 75 y subrayen la información que la imagen y el elemento gráfico de la..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T134	Top of page, Enfoque en las estrategias, second bullet	"• Confirman sus predicciones si corresponden con los elementos del texto."	"• Confirman si sus predicciones corresponden con los elementos del texto."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T205	Top of page, Comprobación rápida, Notar y evaluar	"¿Pueden los estudiantes usar la estructura del texto corregir y confirmar predicciones?"	"¿Pueden los estudiantes usar la estructura del texto para corregir y confirmar predicciones?"
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T206	Center left of page, Grupo par ala estrategia, second paragraph last line and last paragraph	Repita con la Tarjeta de sonidos y grafías 73 (lápiz) para mostrar la tilde de las palabras graves. Pida a parejas de estudiantes que hagan un libro de imágenes con dibujos de palabras que lleven el acento escrito o tilde. Proporcione ayuda si los estudiantes tienen dificultades para encontrar palabras con tilde. Asegúrese de que los estudiantes rotulen las imágenes. Luego, pida a parejas de estudiantes que comenten el libro de imágenes con el resto de la clase.	Repita con la Tarjeta de sonidos y grafías 73 (lápiz) para mostrar las palabras graves con acento escrito. Pida a parejas de estudiantes que hagan un libro ilustrado con imágenes o dibujos de palabras con acento escrito o tilde. Proporcione ayuda si los estudiantes tienen dificultades para encontrar palabras con acento escrito. Asegúrese de que los estudiantes rotulen las ilustraciones. Luego, pida a parejas de estudiantes que comenten su libro ilustrado con el resto de la clase.
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T210	Center left of the page, Enfoque en las estrategias, third bullet	"usar la escritura como una manera de reflejar la comparación de dos textos."	"usar la escritura como una manera de mostrar en qué se parecen dos textos."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T219	Right column, Lesson 5, head	"Assess Prior Knowledge"	"Assess Understanding"
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T219	Lección 5, Evaluar los conocimientos previos head	"Evaluar los conocimientos previos "	"Evaluar la comprensión "
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T236	Center, Explorar el poema, sixth and seventh lines	"Esto permite al lector conectarse y disfrutar del texto. Escriba en el pizarrón los nombres de las cuatro estaciones como encabezamientos."	"Esto permite al lector conectarse con el texto y disfrutarlo. Escriba en el pizarrón los nombres de las cuatro estaciones como encabezados."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T236	Bottom center, Pregunta de la semana, next to last line.	"Señale que los estudiantes aprenderán sobre los cambios..."	"Señale que los estudiantes aprenderán más sobre los cambios..."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T242	Center of page, Enfoque, second line	"Europa"	"eucalipto"
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T252	Center left of the page under "Lenguaje del género"	Added text.	"Explique que los términos trama, y escenario también se usan para describir o hablar de argumento y ambiente, respectivamente."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T252	English wrap under "Language of the Genre"	Added text.	"Explain that the terms trama and escenario are also used to describe or talk about argumento (plot) and ambiente (setting), respectively."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T26	Center left of page under "Ampliación de las destrezas fundamentales"	Added text.	"Explique que manipular sílabas también se usa para describir o hablar de trabajar con sílabas."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T26	English wrap under "Practice"	Added text.	"Explain that manipular sílabas is also used to describe or talk about trabajar con sílabas (manipulating syllables)."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T263	Right column, Possible Teaching point, last line	(what the basket is made of)	"(what is inside the basket)"
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T263	Bottom left of page, Possible tema de enseñanza, last line	"de qué manera está hecha la cesta"	"qué hay dentro de la cesta"
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T295	Bottom of page, Student Edition page reduction, page 168	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T311	Desarrollo del lenguaje en español, third line	"Señale la palabra migrar en el primer encabezado."	"Señale el primer subtítulo: migrar."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T340	Center left of the page, Enfoque en las estrategias, three bullets	<ul style="list-style-type: none"> • Repasar el significado de las palabras. • Dibujar o buscar una imagen que vaya con la palabra ¿De qué manera la imagen los ayuda a recordar el significado de la palabra? • ¿De qué manera esta palabra ayuda a los lectores a comprender el texto?" 	<ul style="list-style-type: none"> • Repasen el significado de las palabras. • Dibujen o busquen una imagen que vaya con la palabra. ¿Cómo los ayuda la imagen a recordar el significado de la palabra? • ¿Cómo los ayuda esta palabra a los lectores a comprender el texto?"
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T350	Top of page, Enfoque en las estrategias, second and third bullets	<ul style="list-style-type: none"> • ¿Qué detalles pueden encontrar en el texto que les indique alguna señal del invierno? • ¿Qué conclusiones pueden sacar en base a sus conocimientos previos y a lo que han leído?" 	<ul style="list-style-type: none"> • ¿Qué detalles pueden encontrar en el texto que les indiquen alguna señal del invierno? • ¿Qué conclusiones pueden sacar con base en sus conocimientos previos y a lo que han leído?"
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T382	Top of page, Ver y decir, third line	"Diga a los estudiantes que escuchen con atención las sílabas de la palabra zapato mientras usted lee."	Diga a los estudiantes que escuchen con atención las sílabas de la palabra zapato mientras usted la lee."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T382	Bottom left of page, Demostrar y practicar, third line	"Explique a los estudiantes que los prefijos son partes que se agregan al principio de una palabra..."	"Explique a los estudiantes que los prefijos son partes de palabras que se agregan al principio de una palabra..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T386	Top of page, Enfoque, third line	"Diga a los estudiantes que los prefijos in-, im- cambian el significado de una palabra a su contrario."	"Diga a los estudiantes que los prefijos in-, im- cambian el significado de una palabra a su significado contrario."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T390	Bottom of page, Minilección, Enfoque, first and third lines	"Muestre la Tarjeta de sonidos y grafías 118 (desenvolver) y 119 (replantar) para presentar los prefijo des-, re-. Recuerde a los estudiantes que los prefijos son partes que se agregan..."	"Muestre las Tarjetas de sonidos y grafías 118 (desenvolver) y 119 (replantar) para presentar los prefijo des-, re-. Recuerde a los estudiantes que los prefijos son partes de palabras que se agregan..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T390	Bottom of page, Minilección, Demostrar y practicar, seventh line	"Pida a los estudiantes que practiquen añadir prefijos des-, re- a las siguientes palabras..."	"Pida a los estudiantes que practiquen agregar los prefijos des-, re- a las siguientes palabras..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T401	Apoyo diferenciado, Opción 2, first line	"Pida a los estudiantes que completen un tabla SQA..."	"Pida a los estudiantes que completen una tabla SQA..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T406	Demostrar y practicar, second line	"Puede incluir el ambiente."	"Puede incluir un ambiente."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T407	Pasos siguientes, third line	"Verifique que cada pareja de estudiantes se asegure de estar en la dirección correcta para completar sus obras de teatro antes de que termine el día."	"Verifique que cada pareja de estudiantes esté en condiciones de completar su obra de teatro antes de que termine el día."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T416	Center of the page, Semana 3	"las figuras"	"la forma"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T420	Center of the page, Volver a contar, second line	"Repase la lectura y la conversación de la Sesión 1 pidiendo a los estudiantes que nombren datos que han aprendido sobre el cambio de las estaciones en Las estaciones del año."	"Repase la lectura y la conversación de la Sesión 1 pidiendo a los estudiantes que nombren algunos animales sobre los que aprendieron en Las estaciones del año."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T58	Top of page, Enfoque en las estrategias, third line	"Los autores escogieran una estructura de texto..."	"Los autores escogerán una estructura de texto..."
Publisher	Editorial Change	9781418268619	Teacher	Unit 5, page T62	Center left of page, Demostrar y practicar, fourth line.	"En la página 30, leímos sobre los azafranes, los narcisos y las lilas. No sé lo que son, pero cuando pienso sobre mi propia experiencia..."	"En la página 30, leímos sobre los azafranes, los narcisos y las lilas. No sé lo que son, pero cuando pienso en mi propia experiencia..."
Spanish Language Arts and Reading, Grade 2 <i>Texas miVisión Lectura - Print + Online, Grade 2</i> (ISBN 9780134920535) and <i>Texas miVisión Lectura - Online, Grade 2</i> (ISBN 9780134914961)							
State Review Panel	New Content	9780328992270	Student	Unit 3, page 20	Mi TURNO, 3rd sentence	"Cuando escribas, traza correctamente la forma de las letras."	"Cuando escribas con letra cursiva, traza correctamente la forma de las letras."
State Review Panel	New Content	9780328992270	Student	Unit 3, page 98	Mi TURNO	missing content [added after third sentence]	"Una manera de escribir estas palabras es usando letra cursiva. Al escribir con letra cursiva, asegúrate de usar trazos que conecten las letras."
State Review Panel	New Content	9780328992270	Student	Unit 4, page 240	Intercambiar ideas	missing content [added after second sentence]	"Puedes practicar y desarrollar el uso de la letra cursiva al escribir estas palabras."
State Review Panel	New Content	9780328992270	Student	Unit 4, page 240	Intercambiar ideas	missing content [added as last/final sentence]	"Cuando escribas con letra cursiva, asegúrate de unir correctamente las letras de una misma palabra."
State Review Panel	New Content	9781418268640	Teacher	Unit 3, page T181	Bottom of page, Student Edition reduction, page 98	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268640	Teacher	Unit 3, page T27	Bottom of page, Student Edition reduction, page 20	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268657	Teacher	Unit 4, page T27	Bottom of page, Student Edition reduction, page 240	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 123	top of the page, 1st sentence	"Recuerda que después de la consonante q siempre se escribe la vocal u, como en las sílabas que, qui en las palabras querer, quitar."	"Recuerda que después de la consonante q siempre se escribe la vocal u, como en las sílabas que, qui en las palabras querer y quitar."
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 135	Elementos, 5th line below it	"Imágenes literarias"	"Imágenes literarias"
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 136	Primera lectura, 2nd row	"Busca la idea principal del texto."	"Mira el texto y busca la idea principal."
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 141	right side of the page, boldface word "obscura"	"obscura algo oscuro, sin luz o claridad"	"obscura sin luz o claridad"
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 170	1st paragraph, 3rd line	"...totalidad d e vidrio,"	"...totalidad de vidrio,"
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 197	Title	"Usa palabras académicas"	"Usar el vocabulario académico"
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 201	Bullets below Fuentes primarias and fuentes secundarias, 1st word	"creada"	"creadas"
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 82	Escribir basándose en las fuentes, 2nd sentence	"En una hoja de papel, escribe una carta a tus vecinos explicándoles cómo pueden hacer para mejorar el vecindario."	"En una hoja de papel, escribe una carta a tus vecinos explicándoles qué pueden hacer para mejorar el vecindario."
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 82	Bottom of the page, orange lozenge	"Pregunta semanal"	"Pregunta de la semana"
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 86	top of the page, Los sujetos y los predicados, 2nd sentence	"El sujeto y el predicado concuerdan en número."	"El sujeto y el verbo del predicado concuerdan en número."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 86	Middle of the page, Mi Turno, 2nd sentence	"Asegúrate de que todas las oraciones sean oraciones completas con un sujeto y un predicado que concuerdan en número."	Asegúrate de que todas las oraciones sean oraciones completas con un sujeto y un verbo que concuerden en número."
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 93	Top of the page, 2nd sentence	"La letra q va seguida de las vocales ue o ui para formar la sílaba que o qui, como en queso, quinto."	"La letra q va seguida de las vocales ue o ui para formar la sílaba que o qui, como en queso y quinto."
Publisher	Editorial Change	9780328992263	Student	Unit 1, page 98	Primera lectura, 2nd row	"Busca la idea principal del texto."	"Mira el texto y busca la idea principal."
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 219	Sentence below "Propósito"	Missing period ".....lugares, sucesos o ideas"	".....lugares, sucesos o ideas."
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 240	Exercise #2	"Por favor"	"Ellos"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 284	bottom of the page, Mi Turno, 1st sentence	"En tu cuaderno de escritores, planifica los detalles para tu artículo de lista."	"En tu cuaderno del escritor, planifica los detalles para tu artículo de lista."
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 287	Pregunta de la semana	"¿Qué patrones podemos ver en el paisaje de un campo de cultivo?"	"¿Qué patrones podemos ver en los árboles con el cambio de estación?"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 287	Intercambiar ideas, 1st sentence, replace	"Lee el poema con un compañero"	" El cultivo de olivos sigue un patrón. El olivo florece en primavera. En invierno se cosechan las olivas, o aceitunas."
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 287	Intercambiar ideas, 2nd and 3rd sentences, replace	"Mira las imágenes y comenta lo que sabes sobre el patrón que sigue un cultivo de alimentos como las olivas, o aceitunas. ¿Cómo es el paisaje del campo, el olivo y su fruto?"	"Mira las imágenes y comenta con un compañero los cambios que se muestran en los olivos. ¿Qué otro árbol conoces que siga un patrón similar?"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 320	Mi Turno, Chart: 3rd, 4th, and 5th rows, 1st column, paragraph references	"13, 14 21, 23 31, 32"	"13, 15 21, 26 31, 33"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 322	Bottom of the page, Pregunta de la semana	"¿Qué patrones podemos ver en el paisaje de un campo de cultivo?"	"¿Qué patrones podemos ver en los árboles con el cambio de estación?"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 326	Bottom of the page, Mi Turno, 3rd sentence	"Tacha los que no y escríbelos...."	"Tacha los incorrectos y escríbelos...."
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 326	Bottom of the page, Mi Turno, borrador, 3rd sentence	" En la acuario, los peces...."	<set a line anno through "las" and insert "los" as anno over "las."> "En el acuario, las peces...."
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 332	Intercambiar ideas	image of baby and image of crab	Delete image of crab, move image of baby to take its place
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 336	Ficción, 2nd bullet point	"...cómo son, actúan piensan y sienten."	"...cómo son, actúan, piensan y qué sienten."
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 370	Mi Turno, speech bubble	"...mayúscula en los nombres propios!"	"...mayúscula en los sustantivos propios!"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 417	Title	"Usa palabras académicas"	"Usar el vocabulario académico"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 419	Third paragraph, 2nd and 3rd sentences, punctuation	¿Este libro me dará información sobre mi idea principal?." ¿Respondió a mis preguntas y comprendo las respuestas?	¿Este libro me dará información sobre mi idea principal? ¿Respondió a mis preguntas y comprendo las respuestas?"
Publisher	Editorial Change	9780328992270	Student	Unit 2, page 419	Colaborar, 2nd and 3rd sentences	"Subraya el libro que podría tener información sobre la corteza de árbol. Explicale a un compañero por qué escogiste ese libro y por qué es relevante."	"Subraya los libros que podrían tener información sobre la corteza de árbol. Explicale a un compañero por qué escogiste esos libros y por qué son relevantes."
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 167	Mi TURNO	"prefijo"	"sufijo"
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 167	Palabras de ortografía box	"vestido"	"gruñido"
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 167	Palabras de ortografía box	"salida"	"cosida"
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 168	Middle of page, Chart, second column, last row	"Segunda persona"	"Primera persona"

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Publisher	Editorial Change	9780328992270	Student	Unit 3, page 218	Mi TURNO, item 3	"2. Primero bato los huevos y luego echo la mezcla."	"2. Primero bato los huevos y luego hecho / echo la mezcla."
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 46	Chart on page, 4th row	"Él/Ella"	"Él/Ella/Usted"
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 89	Bottom of page, question 6	" El _____ voy a la feria de la escuela."	"La _____ persigue a la cebra."
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 89	Palabras de ortografía box, item 3	"viernes"	"hiena"
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 92	Lesson title	"Detalles sensoriales"	"Los detalles sensoriales"
Publisher	Editorial Change	9780328992270	Student	Unit 3, page 92	Mi TURNO, 2nd sentence	"No es necesario que incluyas todos los sentidos."	"Algunos sentidos pueden incluir más detalles."
Publisher	Editorial Change	9780328992270	Student	Unit 4, page 314	Bottom of page, second-to-last sentence	"En Taller de lectura deben _____ tres libros."	"Tengo una _____ para el fin de curso."
Publisher	Editorial Change	9780328992270	Student	Unit 4, page 322	Top of page, first paragraph	missing content	Por ejemplo, al agregar el prefijo <i>in-</i> a una palabra, se forma una nueva palabra que significa lo opuesto a la palabra base. El prefijo <i>in-</i> se convierte en <i>im-</i> si la palabra base comienza con las letras <i>b</i> o <i>p</i> y se debe duplicar la letra <i>r</i> si la palabra base comienza con <i>r</i> , como en <i>irracional</i> (<i>i + r + racional</i>).
Publisher	Editorial Change	9780328992270	Student	Unit 4, page 323	Top of page, vocabulary box	"incompleto"	"irrompible"
Publisher	Editorial Change	9780328992270	Student	Unit 4, page 323	Bottom of page, item 4	"El rompecabezas está _____."	"¡Mi juguete es _____!"
Publisher	Editorial Change	9780328992270	Student	Unit 4, page 431	Entire page	[photo of children painting a mural]	[ALTERNATE photo of children painting a mural]
Publisher	Editorial Change	9780328992270	Student	Unit 5, page 583	Center of page, item 7	"ba____"	"fi____"
Publisher	Editorial Change	9780328992270	Student	Unit 5, page 583	Palabras de ortografía box	"balón"	"final"
Publisher	Editorial Change	9780328992270	Student	Unit 5, page 583	Top of page, 2nd paragraph	"La raya (—) es más larga que el guion."	"La raya (—), o guion largo, es más larga que el guion."
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T12	Objetivos, TEKS	Update TEKS	GLOBAL SLAR TEKS updates: All TEKS wording changed on affected pages, starting on p. T12 of Unit 1, to show the final SLAR TEKS translations released by the TEA in late Spring 2018.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T147	Bottom of page, Student Edition reduction, page 82	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T157	Center of page, Lección 4, Student Edition reduction, page 86	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T177	Bottom of page, Student Edition reduction, page 93	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T191	Bottom of page, Student Edition reduction, page 98	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T230	Bottom of page, Lección 2, Student Edition reduction, page 123	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T261	Bottom of page, Student Edition reduction, page 135	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T267	Bottom of page, Student Edition reduction, page 136	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T271	Top of page, Student Edition reduction, page 141	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T32	Middle of page (Spanish column), end of Lenguaje del género paragraph	missing text	<i>Explique que el término escenario también se usa para describir o hablar de ambiente. Explique que el término trama también se usa para describir o hablar de argumento.</i>
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T32	Top of page (English column), end of Language of the Genre paragraph	missing text	<i>Explain that the term escenario is also used to describe or talk about ambiente (setting). Explain that the term trama is also used to describe or talk about argumento (plot).</i>
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T338	Top of page, Student Edition reduction, page 170	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T397	Bottom of page, Student Edition reduction, page 197	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268626	Teacher	Unit 1, page T403	Bottom of page, Student Edition reduction, page 201	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T124	English wrap, above Confirm Predictions	Added heading.	"Close Read"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T124	Above Confirmar predicciones	Added heading.	"Lectura atenta"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T158	English wrap, under Reading-Writing Workshop Bridge, 2nd line	"descriptive words"	"descriptive language"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T158	Puente entre los talleres de lectura y escritura box, 2nd line	"palabras descriptivas"	"lenguaje descriptivo"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T162	Middle of page, Student Edition reduction, page 284	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T162	Bottom of page, Student Edition reduction, page 287	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T170	English wrap: 1) under Explore the Poem; 2) under WEEKLY QUESTION	"¿Qué patrones podemos ver en el paisaje de un campo de cultivo?" "¿Qué patrones podemos ver en el paisaje de un campo de cultivo?"	"¿Qué patrones podemos ver en los árboles con el cambio de estación?" "¿Qué patrones podemos ver en los árboles con el cambio de estación?"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T170	English wrap: 1) under Explorar el poema; 2) under PREGUNTA DE LA SEMANA	"¿Qué patrones podemos ver en el paisaje de un campo de cultivo?" "¿Qué patrones podemos ver en el paisaje de un campo de cultivo?"	"¿Qué patrones podemos ver en los árboles con el cambio de estación?" "¿Qué patrones podemos ver en los árboles con el cambio de estación?"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T202	Under Primera lectura	"PENSAR EN VOZ ALTA"	Removed the heading "PENSAR EN VOZ ALTA"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T218	English wrap, under FOCUS ON STRATEGIES heading	Added text.	"Explain that the terms escenario and trama are also used to describe or talk about ambiente (setting) and argumento (plot)."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T218	Under ENFOQUE EN LAS ESTRATEGIAS heading	Added text.	"Explique que los términos escenario y trama también se usan para describir o hablar de ambiente y argumento."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T219	Bottom of page, Student Edition reduction, page 320	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T227	Bottom of page, Student Edition reduction, page 322	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T230	English wrap, last three lines	"...how to form wavy, squiggly lines. Help students develop their handwriting by accurately forming these swoops."	"...how to form cursive swoops lines. Help students develop their handwriting by accurately forming these strokes."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T230	Bottom of page, under DEMOSTRAR	"...trazos curvos hacia abajo."	"...trazos curvos hacia abajo de las letras en cursiva."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T237	Middle of page, Student Edition reduction, page 326	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T255	Bottom of page, Student Edition reduction, page 332	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T265	Bottom of page, Student Edition reduction, page 336	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T293	Lectura atenta box, 5th line from the bottom	"...que subrayen las palabras..."	"...que resalten las palabras..."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T293	English wrap, under Close Read heading, 3rd line from the bottom	"Have students underline..."	"Have students highlight..."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T313	At the bottom of the page, under PRACTICAR	"...la p. 82 de Caligrafía del Centro de recursos para descargar para practicar cómo escribir las letras u, w..."	"...la p. 81 de Caligrafía del Centro de recursos para descargar para practicar cómo escribir las letras i, t..."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T319	Bottom of page, Student Edition reduction, page 370	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T333	Bottom of page, Student Edition reduction, page 219	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T355	English wrap, under Possible Teaching Point heading, 5th line from bottom	"...signal words in paragraph 2, such as all and but."	"...signal words todos and pero in paragraph 2."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T367	Under Lectura atenta heading, 2nd paragraph	"...párrafos 1–4"	"...párrafos 7–9"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T367	Under Close Read heading, 2nd paragraph	"...paragraphs 1–4"	"...paragraphs 7–9"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T386	Heading at the bottom of page	"Las letras e y l"	"Las letras e, l"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T386	After ENFOQUE and DEMOSTRAR run-in heads, at the bottom of page	"...letras e y l en cursiva minúscula."	"...letras e, l en cursiva."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T388	Heading at the bottom of page	"Las letras b y h"	"Las letras b, h"

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Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T388	After ENFOQUE and DEMOSTRAR run-in heads, at the bottom of page	"...letras b y h en cursiva minúscula."	"...letras b, h en cursiva."
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T389	After PRACTICAR run-in head, at the bottom of page	"...letras b y h"	"...letras b, h"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T419	Bottom of page, Student Edition reduction, page 417	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T423	Bottom of page, Student Edition reduction, page 419	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T49	English wrap under Close Read, fourth line from the bottom.	"Students then jot their questions"	"Students then jot down their questions"
Publisher	Editorial Change	9781418268633	Teacher	Unit 2, page T59	Bottom of page, Student Edition reduction, page 240	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T104	English wrap, under LANGUAGE OF THE GENRE heading, after last bulleted item	Added text.	"Explain that the term trama is also used to describe or talk about argumento (plot)."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T104	English wrap, under FLEXIBLE OPTION ANCHOR CHARTS, first bulleted item	"...anchor..."	"...anchor chart..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T104	Under LENGUAJE DEL GÉNERO heading, after last bulleted item	Added text.	"Explique que el término trama también se usa para describir o hablar de argumento."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T108	English wrap, under IDENTIFY MYTHS heading	"...brainstorm legends they know. Ask them what makes these stories a legend."	"...brainstorm myths they know. Ask them what makes these stories myths."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T156	Bottom of page, Student Edition reduction, page 89	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T156	LECCIÓN 1, Item 11	"El viernes comienzan las vacaciones."	"La hiena tiene manchas en su pelaje."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T156	PALABRAS DE ORTOGRAFÍA box	"viernes"	"hiena"
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T157	LECCIÓN 5, item 7	"¿Vamos al cine el viernes?"	"El llamado de la hiena parece una risotada."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T165	Middle of page, Student Edition reduction, page 92	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T192	English wrap, under Introduce the Text	Added text.	"<icon>Cendrillon: Una Cenicienta isleña "Compare Texts Before students read Cendrillon: Una Cenicienta isleña tell them that afterwards, they will compare and contrast this story with La Cenicienta interestelar."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T192	Under Presentar el texto	Added text.	Comparar textos Antes de que los estudiantes lean Cendrillon: Una Cenicienta isleña, explíqueles que luego van a comparar y contrastar el cuento con La Cenicienta interestelar. <icon>Cendrillon: Una Cenicienta isleña

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Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T240	LECCIÓN 2, under ENFOQUE heading: 10th line	"...describe como es..."	"...describe cómo es..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T258	English wrap, under MODEL AND PRACTICE heading, 2nd	"Read aloud the suffixes..."	"Read aloud, or decode, the suffixes..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T258	Under DEMOSTRAR Y PRACTICAR heading, 2nd	"Lea en voz alta los sufijos..."	"Lea en voz alta, o decodifique, los sufijos..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T310	Bottom of page, Student Edition reduction, page 167	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T310	LECCIÓN 1, item 6	"¿Dónde está la salida?"	"Esta camiseta está cosida a máquina."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T310	LECCIÓN 1, item 8	"¡Qué bonito vestido!"	"El gruñido del perro me asustó."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T311	LECCIÓN 5, item 5	"Hoy compró un nuevo vestido."	"La insignia se cayó porque no estaba bien cosida."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T311	LECCIÓN 5, item 9	"Allí está el cartel de salida."	"El gruñido y el rugido son sonidos que hacen los animales. "
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T313	Middle of page, Student Edition reduction, page 168	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T316	English wrap, under Reading-Writing Workshop Bridge	"...organizing information..."	"...text structure..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T316	Puente entre los talleres de lectura y escritura box	"...organizar la información..."	"...la estructura del texto..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T321	After DEMOSTRAR Y PRACTICAR run-in head, 3rd paragraph	"En la segunda oración, ¿Qué palabra..."	"En la segunda oración, ¿qué palabra..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T321	English wrap, after TEACHING POINT run-in head	"...to communiare what..."	"...to communicate what..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T321	English wrap, after MODEL AND PRACTICE run-in head	"...conjugating past- and future-tense verbs,..."	"...conjugating past-, present-, and future-tense verbs,..."
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T415	Bottom of page, Student Edition reduction, page 218	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268640	Teacher	Unit 3, page T77	Middle of page, Student Edition reduction, page 46	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T183	Bottom of page, Student Edition reduction, page 322	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T185	Bottom of page, Student Edition reduction, page 323	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T192	English wrap, under LANGUAGE OF THE GENRE heading, after last bulleted item	Added text.	"Explain that the term escenario is also used to describe or talk about ambiente (setting)."
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T192	Under LENGUAJE DEL GÉNERO heading, after last bulleted item	Added text.	"Explique que el término escenario también se usa para describir o hablar de ambiente."
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T377	Top of page, Student Edition reduction, page 431	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T61	Middle of page, Student Edition reduction, page 314	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T61	Run-in head after OPCIÓN 1	"MI TURNO"	"Intercambiar ideas y comentar"
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T61	English wrap: run-in head after OPTION 1	"MI TURN"	"TURN, TALK, AND SHARE"
Publisher	Editorial Change	9781418268657	Teacher	Unit 4, page T74	English wrap: above Minilesson heading	Added a subhead.	"Talk About It"
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T118	English wrap, under Introduce the Texts	Added text.	<heading> Compare Texts Point out that students will read two texts in this lesson, Cómo el agua moldea la Tierra and Cómo los terremotos moldean la Tierra. As students read, encourage them to think about the Week 2 Question: ¿Cómo cambian a la Tierra los fenómenos o sucesos naturales?
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T118	Under Presentar el texto	Added text.	<heading> Comparar textos Comente a los estudiantes que en esta lección van a leer dos textos: Cómo el agua moldea la Tierra y Cómo los terremotos moldean la Tierra. Mientras lean, anime a los estudiantes a pensar en la pregunta de la Semana 2: ¿Cómo cambian a la Tierra los fenómenos o sucesos naturales?
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T118	English wrap, under Read, 1st line	"Prompt students..."	"Explain to students..."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T118	Under Leer, 2nd sentence	"Guíe a los estudiantes para que establezcan que el propósito para leer esta selección es aprender cómo el agua cambia la Tierra."	"Explique a los estudiantes que el propósito de leer esta selección es aprender cómo el agua moldea la Tierra."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T118	Primera lectura box, 2nd paragraph	"Entre los detalles están que las olas..."	"Entre los detalles está el hecho de que las olas..."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T118	Primera lectura box, 2nd paragraph	"Details include the waves..."	"Details include the fact that the waves..."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T192	English wrap, under LANGUAGE OF THE GENRE	Added text.	"Explain that the term escenario is also used to describe or talk about ambiente (setting)."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T192	Under LENGUAJE DEL GÉNERO heading, after last bulleted item	Added text.	"Explique que el término escenario también se usa para describir o hablar de ambiente."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T192	English wrap, under ANCHOR CHARTS, 1st and 3rd bulleted items	"...poster-size chart."	"...poster-size anchor chart."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T238	Bottom of page, Student Edition reduction, page 583	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T238	PALABRAS DE ORTOGRAFÍA box, 2nd column	"balón"	"final"

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Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T239	LECCIÓN 1, Item 2	"El equipo contrario perdió el balón."	"El final del partido fue emocionante."
Publisher	Editorial Change	9781418268664	Teacher	Unit 5, page T74	After DEMOSTRAR Y PRACTICAR, 1st line	"...cómo una aclaración..."	"...cómo pedir una aclaración..."
Spanish Language Arts and Reading, Grade 3 Texas miVisión Lectura - Print + Online, Grade 3 (ISBN 9780134920542) and Texas miVisión Lectura - Online, Grade 3 (ISBN 9780134914978)							
State Review Panel	New Content	9780328992287	Student	Unit 1, page 131	Inserted "Intercambiar ideas" activity below "Tomar notas"	Add new "Intercambiar ideas" section	" Intercambiar ideas Trabaja con un compañero. Dale instrucciones orales de al menos tres pasos para explicarle cómo sobrevivir una noche de campamento al aire libre cuando uno está solo. Replantea tus instrucciones. Luego, pídele que haga un dibujo que muestre tus instrucciones en el orden en que las diste. Finalmente, pide a tu compañero que él o ella sea quien dé y replantee las instrucciones, y haz tú el dibujo que refleje sus instrucciones."
State Review Panel	New Content	9780328992294	Student	Unit 5, page 522	Item 2 below "Instrucciones orales"	"2. Vuelve a explicar las instrucciones para aclarar lo que dijiste. Reformula: <i>Aprieta el pulgar sobre el dedo mayor. Haz que los dedos se separen pasando uno por encima del otro.</i> "	"2. Vuelve a explicar las instrucciones para aclarar lo que dijiste. Replantea: <i>Aprieta el pulgar sobre el dedo mayor. Haz que los dedos se separen pasando uno por encima del otro.</i> "
State Review Panel	New Content	9780328992294	Student	Unit 5, page 522	Last paragraph of "Instrucciones orales"	"Ahora, escoge una actividad sencilla y trabaja con un compañero para dar, reformular y seguir instrucciones orales."	[replaced with "Mi Turno" activity] "Mi TURNO Trabaja con un compañero para seguir los pasos anteriores y explicar cómo silbar. Primero, da instrucciones orales. Luego, replantéelas. Finalmente, pide a tu compañero que siga tus instrucciones. Ahora le toca a tu compañero."
State Review Panel	New Content	9781418268671	Teacher	Unit 1, page T233	Student Edition reduction, page 130-131	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268718	Teacher	Unit 5, page T193	Student Edition reduction, page 522	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328992287	Student	Unit 1, page 13	Intercambiar ideas: box below	"competencia: intención de ganar algo resolver: encontrar la respuesta a un problema costumbre: algo que las personas hacen desde hace mucho tiempo ocasión: un momento o evento especial organización: proceso de poner las cosas en un orden"	"competencia: disputa o contienda resolver: solucionar costumbre: hábito o tradición ocasión: oportunidad; momento especial organización: proceso de poner las cosas en orden"
Publisher	Editorial Change	9780328992287	Student	Unit 1, page 176	Intercambiar ideas: last sentence	"estar"	"que estás"
Publisher	Editorial Change	9780328992287	Student	Unit 1, page 203	Second Mi Turno: Item 3	"Oaxaca"	"texto"
Publisher	Editorial Change	9780328992287	Student	Unit 1, page 43	Verificar la comprensión heading	"compresión"	"comprensión"
Publisher	Editorial Change	9780328992287	Student	Unit 1, page 47	Meta de aprendizaje box text	"Puedo usar elementos del texto narrativo para escribir una narración personal."	"Puedo aprender sobre el lenguaje para hacer conexiones entre la lectura y la escritura."
Publisher	Editorial Change	9780328992287	Student	Unit 1, page 47	Table at the bottom: second row	"competidor, competencia competir intención de ganar algo"	<Set as anno:> "competidor, competencia competir intención de ganar algo"
Publisher	Editorial Change	9780328992287	Student	Unit 2, page 235	Semana button	"SEMANA 2"	"SEMANA 1"
Publisher	Editorial Change	9780328992287	Student	Unit 2, page 297	First paragraph, last three rows	"Los verbos con significados similares pueden sugerir algo distinto o usarse en situaciones determinadas."	Delete "Los verbos con significados similares pueden sugerir algo distinto o usarse en situaciones determinadas".
Publisher	Editorial Change	9780328992287	Student	Unit 2, page 352	Conoce a la autora: bolded text	"Francis "	"Frances "
Publisher	Editorial Change	9780328992287	Student	Unit 2, page 352	Lectura bold heading	"Lectura"	"Leer y comparar"

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Publisher	Editorial Change	9780328992294	Student	Unit 3, page 114	Desarrollar el vocabulario: first sentence	"imaginar"	"oír, ver"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 117	Comparar y contrastar los textos: first sentence	"Al terminar de leer dos textos del mismo autor, puedes comparar y contrastar elementos del argumento como el conflicto."	"Al terminar de leer dos o más textos del mismo autor sobre personajes iguales o similares, puedes comparar y contrastar elementos del argumento como el conflicto."
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 122	Escribir para un lector: sentence directly below head	"Los escritores usan la hipérbole para lograr un efecto."	"Los escritores usan la hipérbole para lograr un efecto gracioso o serio."
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 126	Hacer el borrador de una secuencia de sucesos: Principio	"la época del pasado,"	"el período histórico,"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 128	Escribir diálogos: first paragraph, second sentence	"Aun en la ficción histórica, en la que los sucesos son reales, el diálogo puede ser inventado." El diálogo debe sonar realista y apropiado para la época."	"En ocasiones, el diálogo puede ser inventado. El diálogo debe sonar realista y apropiado para el período histórico."
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 128	Lista de comprobación para escribir diálogos: second sentence, last word	"diálogo"	"diálogo, o guion largo"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 15	Intercambiar ideas: Box with definitions, definitions for numbers 1-4	"dar a alguien ánimo y fuerza para seguir intentando" "situación de ser vencido o superado" "notar la diferencia entre dos o más cosas" "tener éxito o alcanzar un objetivo"	"animar" "cuando pierdes o te vencen" "notar la diferencia entre una cosa u otra" "conseguir o alcanzar algo"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 159	Corregir el uso de mayúsculas: box, first column, third row	"mayo"	"marzo"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 16	Primeros pasos sobre la Luna: First paragraph, first sentence	"En 1969, el astronauta Edwin E. Buzz Aldrin Jr. hizo historia al convertirse en el primer hombre que caminó sobre la Luna."	"En 1969, el astronauta Edwin E. "Buzz" Aldrin Jr. hizo historia cuando caminó sobre la Luna."
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 16	Primeros pasos sobre la Luna: Left photo, caption, first sentence	"en"	"el 16 de"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 189	Mi Turno: Palabras de ortografía box, Column 1, Row 1	"pies"	"dientes"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 20	Conoce al autor: line 1	"Toni"	"Tony"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 25	First paragraph, first sentence	"Pero Grace debía admitir que un poco entusiasmada estaba por subir al barco."	"Pero Grace debía admitir que estaba un poco entusiasmada por subir al barco."
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 36	Left margin, head below "Lectura atenta"	"Confirmar o corregir las predicciones"	"Analizar el argumento y el ambiente"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 48	First paragraph, last sentence	"Usa ejemplos de textos para apoyar tu opinión."	"¿Qué los motivó a ayudar a los demás? Usa ejemplos de textos para apoyar tu opinión."
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 53	Escribir los prefijos: First paragraph, line 2	"cambia"	"cambian"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 91	Acontecimiento histórico y año box: left column	"¿Qué problema real creó el suceso de la guerra para los hombres de la época?"	"¿Qué problema real creó el suceso para los hombres de la época?"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 91	Acontecimiento histórico y año box: right column	"¿Qué problema creó el suceso de la guerra para el personaje principal ficticio?"	"¿Qué problema creó el suceso para el personaje principal ficticio?"
Publisher	Editorial Change	9780328992294	Student	Unit 3, page 93	Mi Turno: First sentence	"Usa una estrategia, como la lluvia de ideas, la escritura libre o la elaboración de un mapa del texto, para pensar en cómo escribir tu cuento en otro género."	"Usa una estrategia, como la lluvia de ideas, la escritura libre o la elaboración de un mapa del texto, para pensar en cómo escribir tu cuento en otro género. Luego, responde a las preguntas en la tabla."
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 215	Taller de Lectura box, second entry, first row	"Infografía"	"Fuente primaria"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 221	Chicago map, first label on the right	"Lake"	"Lago"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 221	Chicago map, second label on the right	"lakefront parkland"	"parque a la orilla del lago"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 248	Mi Turno paragraph	"Lee las palabras de ortografía en voz alta y encierra en un círculo. Vuelve a escribirlas en la columna correspondiente y separando las sílabas con guiones."	"Lee las palabras de ortografía en voz alta. Vuelve a escribirlas en la columna correspondiente y sepáralas en sílabas con guiones."
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 248	Palabras de ortografía box, first column, first word	"cuidado"	"cuidar"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 248	Palabras de ortografía box, first column, second word	"cuento"	"cuello"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 258	PRESENTACIÓN DE LA SEMANA: INFOGRAFÍA title	"INFOGRAFÍA"	"FUENTE PRIMARIA"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 261	Second star bullet, second sentence	"Suelen"	"Suele"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 293	Ilustrar, first and second sentence	"Con un compañero, comenta las grandes ideas presentadas aquí. Luego, en"	"Ilustrar significa ofrecer una explicación visual, a menudo se hace con un dibujo. En"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 317	Mi Turno, first row	"una de las siguientes palabras:"	"uno de los siguientes pares de oraciones:"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 328	First paragraph, first row	"Time"	"Tim"
Publisher	Editorial Change	9780328992294	Student	Unit 4, page 369	Escritura libre, first sentence	"cada una de las personas en los poemas"	"el narrador en el poema"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 433	Author byline, fourth row after title	"BY"	"POR"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 437	First sentence	"Havasupai"	"Havasú"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 438	Bottom box for Tienes correspondencia, first row	"Supai"	"havasupai"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 442	Photo caption	Caption is missing	"Los afar viven en casas llamadas aris."
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 449	Title question, second row	"gakti"	"gakti"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 533	First paragraph, first sentence	Missing text before first sentence	"Los escritores a veces incluyen una exposición visual para enfatizar o destacar ciertos detalles en sus poemas."
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 535	Right-column paragraph, bold heading	"Comentar"	"Intercambiar ideas"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 555	Right-column paragraph, bold heading	"Analizar el punto de vista"	"Hacer conexiones"

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Publisher	Editorial Change	9780328992294	Student	Unit 5, page 571	Top of the page, Mi Turno heading	"Mi Turno"	delete
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 579	Third white box, second row	"Personajes"	"Personajes"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 620	Second box, first and second rows	"Nosotros-Grupo comunitario de jóvenes de Belden. <i>Servicio comunitario de Belden</i> , 2017. www.beldensg.org/nosotros-us ."	"Nosotros: Grupo comunitario de jóvenes de Belden. <i>Servicio comunitario de Belden</i> , 2017. www.beldensg.org/nosotros ."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T12	Objetivos, TEKS	Update TEKS	"GLOBAL SLAR TEKS updates: All TEKS wording changed on affected pages, starting on p. T12 of Unit 1, to show the final SLAR TEKS translations released by the TEA in late Spring 2018."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T126	Infer Theme, Develop Vocabulary heading	"Develop Vocabulary"	Delete "Develop Vocabulary"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T126	Inferir el tema, Desarrollar el vocabulario heading	"Desarrollar el vocabulario"	Delete "Desarrollar el vocabulario"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T134	Reflect and Share, Develop Vocabulary heading	"Develop Vocabulary"	"Write to Sources"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T134	Reflexionar y comentar, Desarrollar el vocabulario heading	"Desarrollar el vocabulario"	"Escribir basándose en las fuentes"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T15	Student Edition reduction, page 13	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T157	LIBRO INFORMATIVO heading	"LIBRO INFORMATIVO"	"NARRACIÓN PERSONAL"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T218	Vistazo a la semana, below bullet points	Insert new text and flush left	"Esta semana, los estudiantes continuarán desarrollando la estructura de sus textos. Los estudiantes se concentrarán en desarrollar una secuencia de sucesos y agregar detalles y diálogos a sus textos."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T218	Mentor STACK, paragraph	"Use the suggested titles to analyze introductions, sequence development, and compose conclusions in personal narratives. Preview these selections for appropriateness for your students."	"Use the suggested criteria to add to your personal narrative stack: <ul style="list-style-type: none"> • The start of the personal narrative introduces the person. • A sequence of events show how the person dealt with a problem. • The conclusion includes the resolution of the problem."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T218	TEXTOS mentores	[Text inside box] "Use los siguientes títulos sugeridos para analizar introducciones, desarrollo de secuencias y escribir conclusiones en narraciones personales: <ul style="list-style-type: none"> • Los niños migrantes no vienen de la Luna, de Montserrat Alonso Álvarez y Estefanía Alba Gómez • Amos y Boris, de William Steig y Maria Negroni • Irene, la valiente, de William Steig y Teresa Mlawer • El Lorax, de Dr. Seuss • El abrazo del árbol, de Ana Alcolea" [Text below box] "Dé un vistazo previo a estas selecciones para determinar si son apropiadas para sus estudiantes."	[Text inside box] "Use los siguientes criterios para agregar textos mentores de narraciones personales: <ul style="list-style-type: none"> • La persona se presenta en el comienzo de la narración personal. • Una secuencia de sucesos muestra cómo la persona se enfrentó a un problema. • La conclusión incluye la resolución del problema."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T226	Club de Escritura banner	replace banner	replace with yellow lozenge "Escritura independiente"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T245	Posible tema de enseñanza box, Estudio de palabras	"Los grupos consonánticos br, cr, dr, fr, gr, pr, tr, tl, bl, cl, fl, gl, pl"	"Los grupos consonánticos "

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T245	Possible Teaching Point, Word Study paragraph	"Word Study Vowel Digraphs ee, ea, ai, ay, ow, oa Use the Vowel Digraphs lesson on pp. T284–T285 in the Reading-Writing Workshop Bridge to teach students how to decode words with vowel digraphs. Explain that words with vowel digraphs have two letters that combine to form one long vowel sound. Call attention to the word rainfall and ask what two letters combine to form one long vowel sound (a and i)."	"Word Study Consonant Blends Use the Consonant Blends lesson on pp. T284–T285 in the Reading-Writing Workshop Bridge to teach students that, when forming words, consonants can be combined in several ways. Some pairs belong to the same syllable, such as br, cr, dr, fr, gr, pr, tr, bl, gl, pl, and in some pairs each consonant belongs to a different syllable. Have students pay attention to the word fresa and ask which are the two consonants that combine to produce a sound (f and r)."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T248	Posible tema de enseñanza box, Estudio de palabras	"Los grupos consonánticos br, cr, dr, fr, gr, pr, tr, tl, bl, cl, fl, gl, pl"	"Los grupos consonánticos"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T248	Possible Teaching Point, Word Study paragraph	"Word Study Vowel Digraphs (ee, ea, ai, ay, ow, oa) Remind students that words with vowel digraphs have two letters that combine to form one long vowel sound. Have students identify a word in paragraph 5 that includes a vowel digraph (heatstroke). Discuss with students how the 'e' and 'a' in 'heatstroke' combine to make the 'long e' sound."	"Word Study Consonant Blends Remind students that some pairs of consonants belong to the same syllable, such as br, cr, dr, fr, gr, pr, tr, tl, bl, cl, fl, gl, pl, and in other pairs each consonant belongs to a different syllable. Have students identify words from paragraph 5 that include consonant blends (peligro, sufrir, deshidratación). Explain students how to separate these words into syllables."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T253	Possible Teaching Point, Word Study paragraph	"Word Study Vowel Digraphs (ee, ea, ai, ay, ow, oa) Graphic Features. Review with students that words with vowel digraphs include two letters that combine to form one long vowel sound. Have students scan paragraph 10 to find words with vowel digraphs that form a long o sound (oasis, grow, grows). If students mistake town or around as vowel digraphs, explain that in these words the letters ow and ou do not produce a long o sound."	"Word Study Consonant Blends Review with students that words with consonant blends include two consonants that combine to form one single sound. Have students scan paragraph 10 to find words with consonant blends with r. If students include words with r that do not form a consonant blend, explain that the two consonants must belong to the same syllable to form a consonant blend."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T253	Posible tema de enseñanza box	"Estudio de palabras Los grupos consonánticos (br, cr, dr, fr, gr, pr, tr) Repase con los estudiantes que las palabras con grupos consonánticos contienen dos letras que se combinan para formar ciertos sonidos. Pida a los estudiantes que busquen, en el párrafo 10, palabras con grupos consonánticos que incluyan la letra r (hombres, prosperen, crece, fruto, sembrar, trigo, otros, grande, construirse). Si por error eligen otras palabras que incluyen la r, pero que no pertenecen a los grupos consonánticos enseñados (por ejemplo, desierto, personas, árboles), explique que la diferencia entre estas palabras y las de los grupos br, cr, dr, fr, gr, pr, tr es que las consonantes no forman parte de la misma sílaba (ejemplo: ár-boles, per-sonas)."	"Estudio de palabras Los grupos consonánticos Repase con los estudiantes que las palabras con grupos consonánticos contienen dos consonantes que se combinan para formar un solo sonido. Pida a los estudiantes que busquen, en el párrafo 10, palabras con grupos consonánticos que incluyan la letra r (hombres, prosperen, crece, fruto, sembrar, trigo, otros, grande, construirse). Si los estudiantes incluyen palabras con r que no forman un grupo consonántico, explique que las dos consonantes deben pertenecer a la misma sílaba para formar un grupo de consonantes."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T257	Possible Teaching Point, Word Study paragraph	"Possible Teaching Point Word Study Vowel Digraphs ee, ea, ai, ay, ow, oa Remind students that they have recognized words in Living in Deserts that include vowel digraphs that produce long e and long o sounds. Have them scan paragraph 14 to find a word that includes a vowel digraph with the long a sound. (today)"	"Possible Teaching Point Word Study Consonant Blends Remind students that they have recognized words in Vivir en el desierto that include consonant blends. Have them scan paragraph 14 to find words that include a consonant blend with r. (See Spanish.)"

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Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T257	Posible tema de enseñanza box	"Estudio de palabras Los grupos consonánticos (br, cr, dr, fr, gr, pr, tr, tl, bl, cl, fl, gl, pl) Recuerde a los estudiantes que ya han reconocido en el texto Vivir en el desierto palabras que contienen grupos consonánticos. Pídale que busquen en el párrafo 14 otras palabras que incluyan estos grupos consonánticos (atravesar, desplazan, través, cruzar)."	"Estudio de palabras Los grupos consonánticos Recuerde a los estudiantes que ya han reconocido en el texto Vivir en el desierto palabras que contienen grupos consonánticos. Pídale que busquen en el párrafo 14 otras palabras que incluyan grupos consonánticos con r (atravesar, través, cruzar)."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T291	Lección 4, Repaso en espiral, bold text below	"Escribir las palabras con c, k y q"	"Las palabras con r, rr"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T291	Lesson 4, Spiral Review, bold text below	"Writing words with c, k, and q"	"Words with r, rr"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T300	SEMANA heading	"SEMANA 2"	"SEMANA 4"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T312	Myth, Learning Goal, below	Insert new text	"LANGUAGE OF THE GENRE Remind students to use words related to myths in their discussions. (See Spanish.)"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T312	Mito, Meta de Aprendizaje, below Objetivos	Insert new text	"LENGUAJE DEL GÉNERO Recuerde a los estudiantes que usen palabras relacionadas con los mitos en sus conversaciones. <left column> • personajes • argumentos <right column> • dios/diosa • naturaleza"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T313	Student Edition reduction, page 176	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T328	Possible Teaching Point, Read Like a Writer	"Author's Purpose Word Choice Call students' attention to the word "calabaza" in paragraph 15. Remind students that italics are often used to show that a word is a non-English word. Tell students that "calabaza" is a Spanish word and elicit that it means "pumpkin." Ask students if they noticed any other italicized or Spanish words in the story, and discuss the fact that Spanish is the language spoken in Puerto Rico. Ask students to share their ideas about why the author chose to provide the Spanish word for this object in particular. For more instruction on Author's Craft, see pp. T354–355."	"Author's Craft Word Choice Direct students' attention to the end of paragraph 25. Remind students that ellipsis are sometimes used to indicate an open ending or express suspense in a story. Call students' attention to the beginning of paragraph 26. Discuss what is the use the author gives to the ellipsis in this case. Comment how the two paragraphs are related, and the reason why the author uses this punctuation mark. For more instruction on Author's Craft, see pp. T354–355."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T328	Posible tema de enseñanza box, Leer como un escritor	"Propósito del autor Dirija la atención de los estudiantes hacia el final del párrafo 19. Recuérdeles que los puntos suspensivos a veces se usan para indicar un final abierto o expresar suspenso en una historia. Dirija su atención hacia el comienzo del párrafo 20. Comenten cuál creen que es el uso que dio el autor a los puntos suspensivos en este caso. Comenten cómo se relacionan entre sí un párrafo y otro, y las razones por las que el autor eligió este recurso. Para enseñanza adicional sobre la técnica del autor, consulte las pp. T354-T355."	"La técnica de la autora Dirija la atención de los estudiantes hacia el final del párrafo 25. Recuérdeles que los puntos suspensivos a veces se usan para indicar un final abierto o expresar suspenso en un cuento. Dirija su atención hacia el comienzo del párrafo 26. Comenten cuál creen que es el uso que dio la autora a los puntos suspensivos en este caso. Comenten cómo se relacionan entre sí un párrafo y otro, y las razones por las que la autora eligió este recurso. Para enseñanza adicional sobre la técnica de la autora, fíjese en las pp. T354-T355."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T343	Aplicar sentence	"Pida a los estudiantes que usen las estrategias para analizar el lenguaje descriptivo."	"Pida a los estudiantes que usen las estrategias para visualizar los detalles."
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T358	Student Edition reduction, page 203	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T55	Student Edition reduction, page 43	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T63	COMPROBACIÓN RÁPIDA, Notar y evaluar	"¿Pueden los estudiantes identificar el ambiente y analizar cómo afecta el argumento?"	"¿Pueden los estudiantes usar evidencia del texto para apoyar su comprensión?"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T63	QUICK CHECK, Notice and Assess	"Can students notice the setting and analyze how it influences the plot?"	"Do students use text evidence to support their understanding?"
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T71	Student Edition reduction, page 47	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T135	Student Edition reduction, page 297	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T141	Taller de Escritura, sixth row	"usando"	"deletreando"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T150	Minilesson, Mentor STACK, first row	"informative"	"informational"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T166	Lectura bold heading	"Lectura"	"Leer"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T21	Student Edition reduction, page 235	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T212	Minilesson: Mentor STACK, TEACHING POINT, second row	"informative"	"informational"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T24	Minilección: Focus on Strategies, second bullet	"• Look at the first and last sentences in a paragraph and ask if either sentence states the main idea."	"• Look at the first and last paragraph. Often the main idea is expressed in these paragraphs. Similarly, look at the first and last sentences in a paragraph and ask if either sentence states the main idea."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T24	Minilección: ENFOQUE EN LAS ESTRATEGIAS, second bullet	"• Miren la primera y la última oración de un párrafo y pregúntense si alguna de esas oraciones expresa la idea principal."	"• Miren el primer y el último párrafo. En general, la idea principal se expresa en estos párrafos. Asimismo, miren la primera y la última oración de un párrafo y pregúntense si alguna de esas oraciones expresa la idea principal."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T241	Student Edition reduction, page 352	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T244	Mentor STACK, paragraph	"Use the suggested titles to analyze introductions, sequence development, and compose conclusions in personal narratives. Preview these selections for appropriateness for your students."	"Use the suggested criteria to add to your personal narrative stack: • The start of the personal narrative introduces the person. • A sequence of events show how the person dealt with a problem. • The conclusion includes the resolution of the problem."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T244	TEXTOS mentores paragraph	"Use los siguientes títulos sugeridos para analizar introducciones, desarrollo de secuencias y escribir conclusiones en narraciones personales: • Los niños migrantes no vienen de la Luna, de Montserrat Alonso Álvarez y Estefanía Alba Gómez • Amos y Boris, de William Steig y Maria Negroni • Irene, la valiente, de William Steig y Teresa Mlawer • El Lorax, de Dr. Seuss • El abrazo del árbol, de Ana Alcolea"	"Use los siguientes criterios para agregar textos mentores de narraciones personales: • La persona se presenta en el comienzo de la narración personal. • Una secuencia de sucesos muestra cómo la persona se enfrentó a un problema. • La conclusión incluye la resolución del problema."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T253	COMPROBACIÓN RÁPIDA	"Notar y evaluar ¿Pueden los estudiantes analizar la estructura del texto para ver las afirmaciones y la evidencia en un texto persuasivo?"	"Notar y evaluar ¿Pueden los estudiantes analizar la estructura en un texto persuasivo?"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T253	QUICK CHECK	"Notice and Assess Can students analyze text structure to see claims and evidence in persuasive text?"	"Notice and Assess Can students analyze text structure in persuasive text?"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T253	Student Edition reduction, page 371	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T253	Student Edition reduction, page 374	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T284	Student Edition reduction, page 375	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T321	Student Edition reduction, page 398	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T325	Student Edition reduction, page 399	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T328	LECTURA COMPARTIDA heading	"LECTURA COMPARTIDA"	"COMPARAR TEXTOS"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T334	Student Edition reduction, page 402	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T335	TODA LA CLASE heading	"TODA LA CLASE"	Delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T335	Lección 3 heading below	"Repaso y más"	"Más"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T335	Lesson 3 heading below	"Review and"	Delete "Review and"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T348	TEXTOS MENTORES images	TEXTOS MENTORES images	Delete TEXTOS MENTORES images
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T50	Develop Vocabulary heading	"Develop Vocabulary"	delete "Develop Vocabulary"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T50	Cover mini	Update	Update with correct mini
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T50	Desarrollar el vocabulario heading	"Desarrollar el vocabulario"	delete "Desarrollar el vocabulario"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T54	Develop Vocabulary heading	"Develop Vocabulary"	delete "Develop Vocabulary"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T54	Cover mini	Update	Update with correct mini
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T54	Desarrollar el vocabulario heading	"Desarrollar el vocabulario"	delete "Desarrollar el vocabulario"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T55	COMPROBACIÓN RÁPIDA, bullets	<ul style="list-style-type: none"> • Si los estudiantes tienen dificultades, repase la enseñanza sobre cómo supervisar la comprensión en las actividades de desarrollo del lenguaje en español o intervención en Grupos pequeños de las pp. T56-T57. • Si los estudiantes demuestran que comprenden, amplíe la enseñanza sobre cómo supervisar la comprensión en las actividades de libros por nivel o de lectura independiente en Grupos pequeños de las pp. T56-T57." 	<ul style="list-style-type: none"> • Si los estudiantes tienen dificultades, repase la enseñanza sobre cómo supervisar la comprensión en las actividades de desarrollo del lenguaje en Grupos pequeños de las pp. T56-T57. • Si los estudiantes demuestran que comprenden, amplíe la enseñanza sobre cómo supervisar la comprensión en Grupos pequeños de las pp. T56-T57."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T55	QUICK CHECK, bullets	"If students struggle, revisit instruction for monitoring comprehension in Small Group Spanish Language Development or Intervention activities on pp. T56–T57. • If students show understanding, extend instruction for monitoring comprehension in Small Group Leveled Readers or Independent Reading activities on pp. T56–T57."	"If students struggle, revisit instruction for monitoring comprehension in Small Group on pp. T56–T57. • If students show understanding, extend instruction for monitoring comprehension in Small Group on pp. T56–T57."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T58	Minilesson: Focus on Strategies, second bullet	"FOCUS ON STRATEGIES Explain to students that when they participate in discussions with other readers, they should ask relevant questions, or questions that relate to the idea under discussion, in order to clarify the information they have and understand more about the topic. • Listen carefully to the speaker, and think about what he or she is trying to communicate."	"FOCUS ON STRATEGIES Explain to students that when they participate in discussions, they should listen actively and ask relevant questions, or questions that are related to the topic and seek clarity. • Listen actively, or think carefully about important ideas speakers are discussing. Then make comments that are pertinent, or related to the discussion."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T58	Cover mini	Update	Update with correct mini
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T58	Minilección: ENFOQUE EN LAS ESTRATEGIAS, second bullet	"ENFOQUE EN LAS ESTRATEGIAS Explique a los estudiantes que, cuando participan en conversaciones con otros lectores, deben hacer preguntas relevantes, o preguntas que se relacionan con la idea sobre la que se conversa para poder aclarar la información que tienen y comprender más sobre el tema. • Escuchen atentamente al orador y piensen en lo que intenta comunicar."	"ENFOQUE EN LAS ESTRATEGIAS Explique a los estudiantes que, cuando participan en conversaciones con otros lectores, deben escuchar activamente y hacer preguntas relevantes que se relacionen con el tema para lograr claridad. • Escuchen atentamente y piensen en las ideas importantes que los oradores están comentando. Luego, hagan comentarios pertinentes, relacionados con la conversación."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T73	Heading on the right	"TODA LA CLASE"	delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T73	Lesson 5: Apply page number	"p. 264"	"p. 55"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T92	Minilesson, FOCUS ON STRATEGIES	"FOCUS ON STRATEGIES Informational writing has an underlying structure or method of organization to the text."	"Minilesson FOCUS ON STRATEGIES Lead a discussion about the underlying structure and organization of informational texts. Encourage students to express their own ideas clearly and build upon the ideas of others."
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T92	Minilección, ENFOQUE EN LAS ESTRATEGIAS	"ENFOQUE EN LAS ESTRATEGIAS La escritura informativa tiene una estructura subyacente o método de organización en el texto."	"ENFOQUE EN LAS ESTRATEGIAS Guíe una conversación sobre la estructura subyacente y la organización de los textos informativos. Anime a los estudiantes a expresar sus propias ideas con claridad y expandir sobre las ideas de los demás."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T100	Under Objetivos head	"Establecer un propósito para leer textos asignados y textos seleccionados por su cuenta. <icon> TEKS 3.6.A"	"Hacer conexiones entre las experiencias personales, las ideas de otros textos y la sociedad. <icon> TEKS 3.6.E"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T139	Opción flexible, Lección 4, Repaso en espiral	"Los prefijos pre-, dis-, des-, in-"	"Los prefijos pre-, dis-, des-, in-, ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T139	Aplicar, line 5	"in- y des-"	"des-, in- y ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T139	Flexible Option, Lesson 4, Spiral Review	"Prefixes pre-, dis-, des-, in-"	"Prefixes pre-, dis-, des-, in-, ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T139	Flexible Option, Lesson 4, Apply, lines 2–3	"dis-, in-, or des-"	"des-, in- and ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T145	Opción flexible, Lección 4, Repaso en espiral	"Los prefijos pre-, dis-, des-, in-"	"Los prefijos pre-, dis-, des-, in-, ex-"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T145	Opción flexible, Lección 4, Demostrar y practicar, line 6	"pre-, dis-, des-, in-"	"pre-, dis-, des-, in-, ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T145	Taller de escritura, line 6	"pre-, dis-, des-, in-"	"pre-, dis-, des-, in-, ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T145	Flexible Option, Lesson 4, Spiral Review	"Prefixes pre-, dis-, des-, in-"	"Prefixes pre-, dis-, des-, in-, ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T145	Model and Practice, lines 3-4	"pre-, dis-, des-, in-"	"pre-, dis-, des-, in-, ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T145	Writing Workshop, line 3	"pre-, dis-, des-, in-"	"pre-, dis-, des-, in-, ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T15	Student Edition reduction, page 15	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T154	Student Edition reduction, page 91	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T156	Student Edition reduction, page 93	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T189	Student Edition reduction, page 114	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T197	Student Edition reduction, page 117	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T21	Student Edition reduction, page 16	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T211	Student Edition reduction, page 122	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T212	SPANISH LANGUAGE DEVELOPMENT heading and paragraph	"SPANISH LANGUAGE DEVELOPMENT Ask students to write some examples of words with initial h and middle h. Then tell them to trade examples with a partner to check that words are spelled correctly and to say if they have initial or middle h."	Delete "SPANISH LANGUAGE DEVELOPMENT Ask students to write some examples of words with initial h and middle h. Then tell them to trade examples with a partner to check that words are spelled correctly and to say if they have initial or middle h."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T212	DESARROLLO DEL LENGUAJE EN ESPAÑOL box	"DESARROLLO DEL LENGUAJE EN ESPAÑOL Pida a los estudiantes que escriban algunos ejemplos de palabras con h inicial y h intermedia. Luego, pídale que intercambien sus ejemplos con un compañero para revisar que las palabras se hayan escrito correctamente y decir si las palabras tienen h inicial o h intermedia."	Delete "DESARROLLO DEL LENGUAJE EN ESPAÑOL Pida a los estudiantes que escriban algunos ejemplos de palabras con h inicial y h intermedia. Luego, pídale que intercambien sus ejemplos con un compañero para revisar que las palabras se hayan escrito correctamente y decir si las palabras tienen h inicial o h intermedia."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T214	Lección 2: Demostrar y Practicar paragraph	"Muestre las siguientes oraciones: Kevin abre la puerta. Kevin abrió la puerta. Kevin abrirá la puerta. Ayude a los estudiantes a identificar los el tiempo de cada uno. Pídale que agreguen las palabras ahora, ayer y mañana corresponda."	"Muestre las siguientes oraciones: Kevin abre la puerta. Kevin abrió la puerta. Kevin abrirá la puerta. Ayude a los estudiantes a identificar el tiempo de cada uno. Pídale que agreguen las palabras ahora, ayer y mañana donde corresponda."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T221	Student Edition reduction, page 126	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T223	Student Edition reduction, page 128	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T280	Lesson title (English)	"Declarative and Interrogative Sentences"	"Irregular Verbs"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T280	Lesson title (Spanish)	"Las oraciones enunciativas y las interrogativas"	"Los verbos irregulares"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T286	Student Edition reduction, page 159	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T31	Student Edition reduction, page 20	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T313	DESARROLLO DEL LENGUAJE EN ESPAÑOL	"Explique que, en español, es muy común escribir la forma diminutiva de algunos sustantivos. Los diminutivos se forman agregando -ito o -ita al sustantivo."	"Explique que, en español, es muy común escribir la forma diminutiva de algunos sustantivos o adjetivos. Los diminutivos se forman agregando -ito o -ita al sustantivo o adjetivo."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T313	SPANISH LANGUAGE DEVELOPMENT	"Explain that, in Spanish, it is very common to use the diminutive form of some nouns. Diminutives are formed by adding -ito, -ita to the noun."	"Explain that, in Spanish, it is very common to use the diminutive form of some nouns or adjectives. Diminutives are formed by adding -ito, -ita to the noun or adjective."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T313	Footer	"Héroes"	"Colección de poesía"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T326	SPANISH LANGUAGE DEVELOPMENT	"Tell students that stop and ask themselves whether they understand what they are reading."	"Tell students that good readers stop and ask themselves questions to make sure they understand what they are reading."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T326	DESARROLLO DEL LENGUAJE EN ESPAÑOL, par. 2, line 2	"...“Mi abuelo y yo lo que...”"	"...“Mi abuelo y yo” que...”"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T330	Focus on Strategies, last two lines of first paragraph	"... say, in order to have meaningful conversations about the texts."	"...say."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T330	SPANISH LANGUAGE DEVELOPMENT, Express Ideas, last sentence	"Provide example sentences for students to complete to start conversation."	"Provide example sentences for students to complete."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T342	Lesson title (Spanish)	"Los plurales terminados en -s, -es y -ces"	"Los plurales terminados en -s, -es, -ces"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T342	Student Edition reduction, page 189	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T344	SPANISH LANGUAGE DEVELOPMENT	"Tell students they will revise personal pronouns for the first, second and third person singular and plural. Group students that master the topic with students who struggle. Ask them to ask each other questions to identify each pronoun."	"Tell students they will revise personal pronouns for the first, second and third person singular and plural. Group students that master the topic with students who struggle. Have them to ask each other questions to identify each pronoun."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T344	DESARROLLO DEL LENGUAJE EN ESPAÑOL, lines 6–8	"Reúna a un estudiante que domina el tema con un compañero que tenga dificultades."	"Reúna a estudiantes que dominan el tema con compañeros que tengan dificultades."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T35	Student Edition reduction, page 25	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T368	Critical Literacy, Use Source Information, line 1	"Ayudar a los demás"	"Una mano que ayuda."

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Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T368	Lectoescritura crítica, Usar información de fuentes, line 1	"Ayudar a los demás"	"Una mano que ayuda."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T46	Student Edition reduction, page 36	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T62	DEMOSTRAR Y PRACTICAR, blue text, lines 13-14	"...para que incluya el detalle de que el barco tenía diferentes cubiertas."	"...para que incluya el dato sobre las escaleras."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T66	Model and Practice	"Model supporting opinions with details from the text using the Talk About It prompt on p. 48 in the Libro interactivo del estudiante. (See Spanish.)"	"Model supporting opinions with details from the text using the prompt on p. 48 in the Libro interactivo del estudiante. Encourage students to cite the location of each detail by stating the page number. (See Spanish.) Encourage students to express opinions using details from the text in their own discussions. Remind them to cite the location of each detail by stating the page number. "
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T66	Demostrar y practicar	"Demuestre cómo apoyar las opiniones con detalles del texto usando las instrucciones de En tus palabras de la p. 48 del Libro interactivo del estudiante."	"Demuestre cómo apoyar las opiniones con detalles del texto usando las instrucciones de la p. 48 del Libro interactivo del estudiante. Anime a los estudiantes a citar la ubicación de cada detalle indicando el número de página. (insert line of blue text) Anime a los estudiantes a expresar opiniones usando detalles del texto en sus propios comentarios. Recuérdeles citar la ubicación de cada detalle indicando el número de página."
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T67	Student Edition reduction, page 48	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T72	title in blue band at top of page	"SEMANA 21"	"SEMANA 1"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T78	Spelling (title of lesson)	"Spell Prefixes pre-, dis-, des-, in-"	"Spell Prefixes pre-, dis-, des-, in-, and ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T78	Ortografía (title of lesson)	"Escribir los prefijos pre-, dis-, des-, in-"	"Escribir los prefijos pre-, dis-, des-, in- y ex-"
Publisher	Editorial Change	9781418268695	Teacher	Unit 3, page T78	Student Edition reduction, page 53	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T12	Student Edition reduction, page 215	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T129	Club del LIBRO, second row and bullets	"para: • Hallar ideas para las sesiones semanales del Club del libro • Buscar textos sugeridos para apoyar el tema de la unidad y el género de enfoque • Buscar apoyo para la colaboración en grupos • Facilitar el uso del libro Sonia Sotomayor"	"para hallar: • El resumen del maestro de los capítulos de Sonia Sotomayor. • Temas de conversación para comentar con los estudiantes • Instrucciones de colaboración y comienzos de conversaciones • Sugerencias para incorporar a la tabla de apuntes • Textos alternativos para apoyar el tema de la unidad y el enfoque en el género"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T13	BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES heading	"BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES"	"SPANISH LANGUAGE DEVELOPMENT"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T157	Student Edition reduction, page 293	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T164	Teacher-Led Options, Strategy Group, IDENTIFY BIOGRAPHY, fourth row	"El hombre del maní"	"George Washington Carver"

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T165	BOOK CLUB, bullets	<ul style="list-style-type: none"> • ideas for weekly Book Club sessions. • suggested texts to support the unit theme and Spotlight Genre. • support for groups' collaboration. • facilitating use of the trade book Sonia Sotomayor." 	<ul style="list-style-type: none"> • Teacher's summary of chapters in Sonia Sotomayor. • Talking points to share with students. • Collaboration prompts and conversation starters. • Suggestions for incorporating the Discussion Chart. • Alternate texts to support the unit theme and Spotlight Genre."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T170	First Read , Ask	"Ask"	"Questions"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T170	Primera lectura , Preguntar	"Preguntar"	"Primera lectura Preguntar"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T183	COMPROBACIÓN RÁPIDA, bullets	<ul style="list-style-type: none"> • Si los estudiantes tienen dificultades, repase la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T192–T193. • Si los estudiantes demuestran que comprenden, amplíe la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T192–T193." 	<ul style="list-style-type: none"> • Si los estudiantes tienen dificultades, repase la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T184–T185. • Si los estudiantes demuestran que comprenden, amplíe la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T184–T185.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T183	QUICK CHECK, bullets	<ul style="list-style-type: none"> • If students struggle, revisit instruction for developing vocabulary in Small Group on pp. T192–T193. • If students show understanding, extend instruction for developing vocabulary in Small Group on pp. T192–T193. 	<ul style="list-style-type: none"> • If students struggle, revisit instruction for developing vocabulary in Small Group on pp. T184–T185. • If students show understanding, extend instruction for developing vocabulary in Small Group on pp. T184–T185.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T189	Libros por nivel, last sentence	"Consulte las Actividades de ampliación, pp. 170–174 del Centro de recursos para descargar."	delete "Consulte las Actividades de ampliación, pp. 170–174 del Centro de recursos para descargar."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T189	Leveled Readers, last sentence	"See Actividades de ampliación, pp. 170–174 in the Centro de recursos para descargar."	delete "See Actividades de ampliación, pp. 170–174 in the Centro de recursos para descargar."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T199	Student Edition reduction, page 317	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T20	Left column, ANNOTATE heading	"ANNOTATE"	"TURN, TALK, AND SHARE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T20	Right column, ESCRITURA RÁPIDA	"ESCRITURA RÁPIDA"	"INTERCAMBIAR IDEAS Y COMENTAR"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T204	Usar el tono y la voz heading	"Usar el tono y la voz"	delete "y la voz"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T204	Minilección, ENFOQUE EN LAS ESTRATEGIAS bullets	<ul style="list-style-type: none"> • Escojan palabras que coincidan con la actitud que tienen acerca del protagonista. • Asegúrense de que las palabras son adecuadas para el protagonista. • Las palabras que escojan pueden ser positivas, negativas o neutrales." 	<ul style="list-style-type: none"> • Escojan palabras que reflejen sus sentimientos hacia el protagonista. • Asegúrense de que las palabras creen una atmósfera e influyan en los sentimientos de los lectores. • Las palabras que escojan pueden ser positivas, negativas o neutrales. Deben resaltar su propósito."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T204	Write for a Reader , Use Tone and Voice heading	"Write for a Reader, Use Tone and Voice"	delete "and Voice"

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T204	Minilesson, FOCUS ON STRATEGIES	"As you write, choose words that create the tone, or attitude, you want to show about your subject. • Choose words that match the attitude you have about a subject. • Make sure the words are appropriate for the subject. • Your word choices can be positive, negative, or neutral."	"As you write, choose words that reflect your feelings toward your subject. • Choose words that reflect your feelings toward your subject. • Make sure the words create a mood and influence the reader's feelings. • Your word choices can be positive, negative, or neutral. They should highlight your purpose."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T209	Lección 3: DEMOSTRAR Y PRACTICAR, last paragraph, last row	"después"	"después de"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T209	LESSON 3: MODEL AND PRACTICE, last paragraph, last row	"después"	"después de"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T21	Student Edition reduction, page 221	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T214	Independent Writing, Mentor STACK	"Mentor STACK"	delete "Mentor STACK"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T214	Escritura independiente, TEXTOS mentores	"TEXTOS mentores"	delete "TEXTOS mentores"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T215	Escritura independiente, TEXTOS mentores	"TEXTOS mentores"	delete "TEXTOS mentores"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T215	Independent Writing, Mentor STACK	"Mentor STACK"	delete "Mentor STACK"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T217	Escritura independiente, TEXTOS mentores	"TEXTOS mentores"	delete "TEXTOS mentores"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T217	Independent Writing, Mentor STACK	"Mentor STACK"	delete "Mentor STACK"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T219	CLUB DE ESCRITURA heading	"CLUB DE ESCRITURA"	"SELECCIONAR UN GÉNERO"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T219	Writing Club heading	"Writing Club heading"	"SELECT A GENRE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T225	Student Edition reduction, page 328	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T242	First Read ,Generate questions , THINK ALOUD headings	"First Read ,Generate questions, THINK ALOUD"	"First Read, Generate Questions"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T242	Primera lectura , Generar preguntas , PENSAR EN VOZ ALTA headings	Primera lectura , Generar preguntas , PENSAR EN VOZ ALTA	"Primera lectura, Generar preguntas"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T262	Between Hacer conexiones and Objetivo	Insert mini cover and title	insert Ciudad verde mini cover and the title, "Ciudad verde", in italics

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T269	Club del LIBRO, second row and bullets	"para: • Hallar ideas para las sesiones semanales del Club del libro. • Hallar textos sugeridos para apoyar el tema de la unidad y el género de enfoque. • Hallar apoyo para la colaboración de los grupos. • Facilitar el uso del libro Sonia Sotomayor: <i>Jueza de la Corte Suprema.</i> "	"para hallar: • El resumen del maestro de los capítulos de Sonia Sotomayor. • Temas de conversación para comentar con los estudiantes • Instrucciones de colaboración y comienzos de conversaciones • Sugerencias para incorporar a la tabla de apuntes • Textos alternativos para apoyar el tema de la unidad y el enfoque en el género"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T269	BOOK CLUB, bullets	"• Ideas for weekly Book Club sessions. • Suggested texts to support the unit theme and Spotlight Genre. • Support for groups' collaboration. • Facilitating use of the trade book Sonia Sotomayor: <i>Jueza de la Corte Suprema.</i> "	"• Teacher's summary of chapters in Sonia Sotomayor. • Talking points to share with students. • Collaboration prompts and conversation starters. • Suggestions for incorporating the Discussion Chart. • Alternate texts to support the unit theme and Spotlight Genre."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T270	Analogies heading	"Analogies"	"Figurative Language"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T270	Las analogías heading	"Las analogías"	"El lenguaje figurado"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T273	TODA LA CLASE heading	"TODA LA CLASE"	Delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T275	TODA LA CLASE heading	"TODA LA CLASE"	Delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T278	SPANISH LANGUAGE DEVELOPMENT, second paragraph, second row	"saltó. Add salto."	"salto. Add saltó."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T278	DESARROLLO DEL LENGUAJE EN ESPAÑOL, second paragraph, third row	"saltó. Agregue salto."	"salto. Agregue saltó."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T279	TODA LA CLASE heading	"TODA LA CLASE"	Delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T281	TODA LA CLASE heading	"TODA LA CLASE"	Delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T282	DESARROLLAR LA ESTRUCTURA heading	"DESARROLLAR LA ESTRUCTURA"	"LA TÉCNICA DEL AUTOR"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T285	Bottom, after REVISAR BORRADORES Y AGREGAR PALABRAS DE TRANSICIÓN	Insert new text	"Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a Dual Language Educators' Implementation Guide."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T285	DESARROLLO DEL LENGUAJE EN ESPAÑOL: APOYO PARA LA MINILECCIÓN, Semana 3: Introducción e inmersión heading	"Semana 3: Introducción e inmersión"	"Semana 4: Técnica del escritor"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T285	SPANISH LANGUAGE DEVELOPMENT: MINILESSON SUPPORT Week 3: Introduction and Immersion heading	"Week 3: Introduction and Immersion"	"Author's Craft"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T285	Right column, first SPANISH LANGUAGE DEVELOPMENT heading and row below	"SPANISH LANGUAGE DEVELOPMENT REVISE BY ADDING LINKING WORDS"	delete "SPANISH LANGUAGE DEVELOPMENT" REVISE DRAFTS AND ADD LINKING WORDS"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T285	Right column, second SPANISH LANGUAGE DEVELOPMENT heading and row below	"SPANISH LANGUAGE DEVELOPMENT REVISE BY ADDING DETAILS"	delete "SPANISH LANGUAGE DEVELOPMENT" REVISE DRAFTS AND ADD LINKING WORDS"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T285	Right column at the very bottom	Insert new text	See the online Dual Language Educators' Implementation Guide for additional writing support.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T29	Libros Por Nivel, IDENTIFICAR UNA BIOGRAFIA, second sentence	"Vea también las actividades de ampliación en las pp. 170–174 del Centro de recursos para descargar.	delete "Vea también las actividades de ampliación en las pp. 170–174 del Centro de recursos para descargar.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T29	Club del LIBRO, pages	"pp. T386-T387"	"pp. T382-T387,"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T29	BOOK CLUB, pages	"pp. T386-T387"	"pp. T382-T387,"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T290	TÉCNICA DEL ESCRITOR heading	"TÉCNICA DEL ESCRITOR"	"LA TÉCNICA DEL AUTOR"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T297	Student Edition reduction, page 369	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T305	Club del LIBRO, second row and bullets	"para: • hallar ideas para las sesiones semanales del Club del Libro. • hallar textos sugeridos para apoyar el tema de la unidad y el Enfoque en el género. • hallar apoyo para la colaboración en grupos. • facilitar el uso del libro Sonia Sotomayor."	"para hallar: • El resumen del maestro de los capítulos de Sonia Sotomayor. • Temas de conversación para comentar con los estudiantes • Instrucciones de colaboración y comienzos de conversaciones • Sugerencias para incorporar a la tabla de apuntes • Textos alternativos para apoyar el tema de la unidad y el enfoque en el género"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T305	BOOK CLUB, bullets	"• write about their reading in a reading notebook. • read to a partner. • play the myView games. • work on an activity in the Centro de recursos para descargar."	" • Teacher's summary of chapters in Sonia Sotomayor. • Talking points to share with students. • Collaboration prompts and conversation starters. • Suggestions for incorporating the Discussion Chart. • Alternate texts to support the unit theme and Spotlight Genre."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T306	ESTRATEGIAS PARA LA PRIMERA LECTURA, last two rows	"HABLAR Diga a los estudiantes que hablen con un compañero sobre cómo este texto responde a la pregunta de la semana."	"RESPONDER Diga a los estudiantes que hablen con un compañero sobre cómo este texto responde a la Pregunta de la semana."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T330	VOCABULARIO ACADÉMICO, blue text, second bullet, first row	"aconsejarías"	"consejo</underline> darías"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T337	Club del LIBRO, first row and bullets	"Vea las pp. T394-395 del Club del libro para: • hallar ideas para las sesiones semanales del Club del Libro. • hallar textos sugeridos que apoyen el tema de la unidad y el Enfoque en el género. • hallar apoyo para la colaboración grupal. • facilitar el uso del libro Sonia Sotomayor."	"Fíjese en las pp.T394-395 del Club del libro para hallar: • El resumen para el maestro de los capítulos de El gran libro de los mitos riegos. • Temas de conversación para comentar con los estudiantes. • Instrucciones para la colaboración y textos para conversar. • Un uso más simple del libro El coyote tonto. • Sugerencias para agregar en la Tabla de apuntes. • Textos sugeridos para apoyar el tema de la unidad y el enfoque en el género."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T337	BOOK CLUB, bullets	<ul style="list-style-type: none"> • ideas for weekly Book Club sessions. • suggested texts to support the unit theme and Spotlight Genre. • support for groups' collaboration. • facilitating use of the trade book Sonia Sotomayor: Jueza de la Corte Suprema." 	<ul style="list-style-type: none"> • Teacher's summary of chapters in Sonia Sotomayor. • Talking points to share with students. • Collaboration prompts and conversation starters. • Suggestions for incorporating the Discussion Chart. • Alternate texts to support the unit theme and Spotlight Genre."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T341	LECCIÓN 4, entire column	<p>"Repaso en espiral: Homógrafos ENFOQUE EN LAS ESTRATEGIAS Repase las estrategias de la semana anterior sobre la identificación de homógrafos. DEMOSTRAR Y PRACTICAR Escriba en el pizarrón las siguientes oraciones: Quiero un té. ¿Te gustaría ir al cine? Pida a la clase que identifique cuáles son los homógrafos en las oraciones. Pida un voluntario para que diga cómo se pronuncian los homógrafos en cada oración. APLICAR Pida a los estudiantes que trabajen solos y escriban cuatro oraciones que contengan los homógrafos té y te, más y mas. Asegúrese de pedirles que usen ambos significados. Pida que intercambien sus oraciones con un compañero y las lean correctamente. Pida a los compañeros que identifiquen la pronunciación y el significado del homógrafo en</p>	<p>"Repaso en espiral: La acentuación de los verbos conjugados ENFOQUE EN LAS ESTRATEGIAS Repase las estrategias de la semana anterior sobre la acentuación de los verbos conjugados. DEMOSTRAR Y PRACTICAR Escriba en el pizarrón las siguientes oraciones:La carta llegó/llego el martes. Siempre llego/llegó temprano a mis clases de baile.</ital> Pida a los estudiantes que identifiquen cuál es el verbo correcto en cada oración, teniendo en cuenta la acentuación que define la conjugación adecuada. APLICAR Pida a los estudiantes que trabajen solos y escriban cuatro oraciones que contengan los verbos soñaran/soñarán y cantaran/cantarán. Luego, pídale que intercambien sus oraciones con un compañero, las lean en voz alta y determinen si los verbos están correctamente usados."</p>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T341	LECCIÓN 5, entire column	<p>"Para evaluar la comprensión de los estudiantes sobre las palabras homófonas, indíquele las siguientes palabras.</p> <ul style="list-style-type: none"> • Tuvo • Hubo • Tubo <p>Léalas en voz alta. Señale que tuvo y tubo tienen la misma pronunciación, por lo tanto son homófonos."</p>	<p>"Para evaluar la comprensión de los estudiantes sobre el acento diacrítico y las palabras homófonas, muéstreles las siguientes palabras.</p> <ol style="list-style-type: none"> 1. ves/vez 2. bello/vello 3. se/sé 4. dé/de <p>Lea las palabras en voz alta y comenten los significados de cada una. Señale que cada par tiene la misma pronunciación, pero significados diferentes, por eso son homófonos. Recuerde a los estudiantes que, en el caso de las palabras de una sílaba, se usa el acento diacrítico para diferenciarlas."</p>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T346	First column, Lesson 2, FOCUS ON STRATEGIES	<p>"When the spelling is also the same, they are called homographs."</p>	<p>delete "When the spelling is also the same, they are called homographs."</p>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T346	First column, Lesson 2, MODEL AND PRACTICE	<p>"MODEL AND PRACTICE Write or display the words sí, si, mí, mi, como, cómo. Have volunteers pair the homophones and homographs, then spell each word aloud. Explain that the word como is used in comparisons and the word cómo is commonly used in exclamatory questions and sentences."</p>	<p>"MODEL AND PRACTICE Write or display the words sí, si, mí, mi, como, cómo. Have volunteers pair the homophones and tell the different meanings."</p>

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T346	PALABRAS DE ORTOGRAFÍA box, middle column	"el qué que él"	"el él sí si mí mi qué que como cómo "
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T346	LECCIÓN 2, Enseñar, ENFOQUE EN LAS ESTRATEGIAS, first sentence	"Explique que los homófonos son palabras que tienen la misma pronunciación, pero diferente significado; cuando la ortografía también es igual, se llaman homógrafos."	"Explique que los homófonos son palabras que tienen la misma pronunciación, pero diferente significado."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T346	LECCIÓN 2, Enseñar, DEMOSTRAR Y PRACTICAR, second and third sentences	"Pida a voluntarios que armen los pares de homófonos y homógrafos, y que luego deletreen cada palabra en voz alta. Explique la palabra como se usa en comparaciones y que la palabra cómo es comúnmente usada en preguntas y oraciones exclamativas."	"Pida a voluntarios que armen los pares de homófonos y diferencien sus significados."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T347	LECCIÓN 3, Más práctica ENFOQUE EN LAS ESTRATEGIAS, second sentence	" Los homógrafos tienen la misma pronunciación y la misma ortografía, pero diferente significado."	delete "Los homógrafos tienen la misma pronunciación y la misma ortografía, pero diferente significado."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T347	LECCIÓN 3, Más práctica DEMOSTRAR Y PRACTICAR, second sentence	"Pida voluntarios para que escriban un homófono y un homógrafo de cada una."	"Pida voluntarios para que escriban un homófono de cada una."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T347	LECCIÓN 4, Repaso en espiral: Homógrafos	"Repaso en espiral: Homógrafos ENFOQUE EN LAS ESTRATEGIAS Revise el concepto de homógrafo. Recuerde a los estudiantes que los homógrafos son palabras que se escriben igual, pero tienen diferente significado. DEMOSTRAR Y PRACTICAR Muestre los siguientes homógrafos: tú y cuándo. Pida voluntarios para que digan las palabras en voz alta. Recuerde a los estudiantes que los homógrafos se pronuncian diferente de acuerdo a su uso. Asegúrese de decir ambas palabras con su pronunciación. APLICAR Pida a los estudiantes que hagan tarjetas con las palabras de ortografía de la semana pasada. En la parte de atrás, que escriban todas las definiciones de cada palabra. Pida a los estudiantes que usen las tarjetas para preguntarse entre sí sobre la ortografía de los homógrafos. Luego pídeles que comenten y comparen las definiciones de cada	"Repaso en espiral: La acentuación de verbos conjugados ENFOQUE EN LAS ESTRATEGIAS Recuerde a los estudiantes que para escribir correctamente los verbos conjugados es necesario usar la acentuación de manera apropiada. DEMOSTRAR Y PRACTICAR Muestre los siguientes verbos conjugados: golpeo y golpeó. Pida a un voluntario que diga los verbos en voz alta. Recuerde a los estudiantes que la acentuación de los verbos conjugados sigue las mismas reglas que el resto de las palabras y que muchas formas de pretérito y futuro son palabras agudas terminadas en vocal, por lo que llevan tilde. APLICAR Pida a los estudiantes que hagan oraciones con las Palabras de ortografía de la semana pasada. Luego, pida a voluntarios que las lean en voz alta y determine, junto con la clase, si los verbos están bien conjugados.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T347	LECCIÓN 4, Taller de escritura	"Mientras los estudiantes corrigen su propia escritura, recuérdelos que revisen su uso de homógrafos. Indíqueles que se aseguren de estar usando y escribiendo los homógrafos correctamente."	"Mientras los estudiantes corrigen su propia escritura, recuérdelos que revisen la acentuación de los verbos conjugados. Indíqueles que deben asegurarse de usar correctamente los acentos para que el texto se entienda."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T347	TODA LA CLASE heading	"TODA LA CLASE"	delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T36	First Read, Respond heading	"Respond"	"Notice"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T36	Primera lectura, Responder heading	"Responder"	"Notar"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T362	SEMANA 6 PROYECTO DE INDAGACIÓN, heading	"PROYECTO DE INDAGACIÓN"	"PRESENTACIÓN DE LA SEMANA"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T368	Conduct Research, Royal Spanish Academy heading	"Royal Spanish Academy"	"Searching the Web"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T368	La Real Academia Española heading	"La Real Academia Española"	"Buscar en Internet"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T63	Club del LIBRO, mini	Mini	Delete mini
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T66	Student Edition reduction, page 248	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T74	Flexible Option, Lesson 2, heading below	"Oral Language: Possessive Pronouns and Adjectives"	"Oral Language: Possessive Words"

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Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T75	TODA LA CLASE heading	"TODA LA CLASE"	delete "TODA LA CLASE"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T83	Libro INFORMATIVO heading	"Libro INFORMATIVO"	"EL ENSAYO DE OPINIÓN"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T91	Student Edition reduction, page 258	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T95	Student Edition reduction, page 261	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T99	BOOK CLUB, bullets	<ul style="list-style-type: none"> • write about their reading in a reading notebook. • read to a partner. • play the myView games. • work on an activity in the Centro de recursos para descargar." 	<ul style="list-style-type: none"> • Write about their reading in a reading notebook. • Read to a partner. • Play the myView games. • Work on an activity in the Centro de recursos para descargar."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T13	LECTOESCRITURA BILINGÜE: ESTRATEGIAS DE DESARROLLO Y ENRIQUECIMIENTO	<p>"Video Explique a los estudiantes que un video es como un texto multimodal, porque combina imágenes y sonidos. Diga a los estudiantes que mirar el video de la unidad los ayudará a sumergirse en el tema.</p> <p>Después de mirar el video, pida a algunos voluntarios que expliquen qué es lo que vieron. Anímelos a relacionar el contenido del video con el tema de la unidad, Soluciones. Pregunte a los estudiantes qué tipo de desastres naturales o dificultades tuvieron que enfrentar las personas del video, y pídale que traten de explicar qué efectos hubo después y cómo se ayudaron unos a otros. Aproveche para activar conocimientos previos y fomentar una conversación sobre protocolos para reaccionar ante situaciones de emergencia y desastres naturales."</p>	<p>"<insert> <bf, green caps>ANÁLISIS CONTRASTIVO <rom, black>Escoja palabras de los murales para agregarlas a los carteles de referencia en español/inglés. Use estos carteles durante el tiempo de conexión entre los idiomas o en las actividades de los centros bilingües para comparar y contrastar palabras y patrones lingüísticos entre el español y el inglés. <break> <smaller size, rom>Para hallar estrategias adicionales que apoyen a los estudiantes bilingües, consulte la</rom> <ital>Dual Language Educators' Implementation Guide. "</p>
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T13	BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES	<p>"Video Explain students that a video is like a multimodal text because it combines images and sounds. Tell them that watching the unit video will help them immerse in the topic.</p> <p>After watching the video, have volunteers explain what they have watched. Encourage them to relate the content of the video with the theme of the unit, Solutions. Ask students what kind of natural disasters or difficulties the people on the video had to face and have them try to explain the following effects and how they helped each other. Take this opportunity to activate background knowledge and encourage discussion about protocols on how to react before emergency and natural disaster situations."</p>	<p>"<bf, grey>Word Walls</bf> <rom>Set up a word wall at the beginning of this unit or each week. As you move through reading and writing lessons, elicit from students and record on the wall words that are key to content understanding, or that focus on spelling patterns. Encourage students to use new words and recycle learned ones in their daily speaking or writing activities.</rom> <break> <bf, green caps>CONTRASTIVE ANALYSIS</bf, green caps> <rom>Select words from the walls to add to Spanish/English anchor charts. Use the charts during your language-bridging or bilingual-center activity time to compare and contrast Spanish and English words and language patterns. <break> For additional strategies to support biliterate learners, see the <ital>Dual Language Educators' Implementation Guide. "</p>
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T14	Left side, under WORD WALL	insert icon, red heading and text	<p>"Insert icon and red heading>SUPPORT BILITERATE LEARNERS <break> <black font, bold>Bilingual Paired/Group Activities</bold> <roman>Pair students of differing academic proficiency and language-dominance levels at the start of the unit. Reinforce the value of paired learning during your Small Group instructional time. Have bilingual pairs or groups (two pairs) complete the suggested Literacy Activities."</p>

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Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T14	Middle, under MURAL DE PALABRAS	insert icon, red heading and text	"insert icon and red heading>APOYO PARA ESTUDIANTES BILINGÜES <black font, bold>Actividades bilingües en parejas o grupos</bold> <roman>Forme parejas de estudiantes que tengan diferentes niveles de competencia académica y dominio del lenguaje al comienzo de la unidad. Refuerce el valor del aprendizaje en parejas durante la enseñanza en grupos pequeños. Pida a las parejas o grupos (dos parejas) bilingües que completen las actividades de lectoescritura sugeridas."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T15	SPANISH LANGUAGE DEVELOPMENT	"Academic vocabulary Use this activity to support comprehension of the academic vocabulary words. Display the word wall for academic vocabulary words. Review with the students the meaning of each of the five words. Have students identify which ones are nouns and which one is a verb. Make sure that students clearly understand the words, and if necessary, explain them more than once. Then, have students work in pairs. Explain that they will make a new oral vocabulary routine of questions and answers. Model how to do it: a classmate asks a question with one of the vocabulary words and the other has to answer it using that word. Use the necessary time, so that each group works with all the words and guide students if they need support."	"Academic Vocabulary Use this activity to support comprehension of the Academic Vocabulary words. Show the Word Wall with the Academic Vocabulary. Review the meaning of each of the five words with students. Have students identify which ones are nouns and which one is a verb. Make sure that students clearly understand the words and explain more than once as needed. Then tell students they will work in pairs. Explain that they will make an oral routine with questions and answers. Model how to do it: a partner asks a question with one of the vocabulary words, and the other partner must answer it using that same word. Allow enough time for each group to work with every word and guide students in case they need support."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T159	DESARROLLO DEL LENGUAJE EN ESPAÑOL	"DESARROLLO DEL LENGUAJE EN ESPAÑOL Desarrollar la fluidez Pida a los estudiantes que escojan un párrafo para leer en voz alta. Pídales que antes lo lean en silencio y subrayen las palabras que no sepan cómo pronunciar. Ayúdelos con la pronunciación de esas palabras. Luego, pídale que lean el párrafo en voz alta con la prosodia apropiada."	Delete "DESARROLLO DEL LENGUAJE EN ESPAÑOL Desarrollar la fluidez Pida a los estudiantes que escojan un párrafo para leer en voz alta. Pídales que antes lo lean en silencio y subrayen las palabras que no sepan cómo pronunciar. Ayúdelos con la pronunciación de esas palabras. Luego, pídale que lean el párrafo en voz alta con la prosodia apropiada."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T159	SPANISH LANGUAGE DEVELOPMENT	"SPANISH LANGUAGE DEVELOPMENT Develop fluency Have students choose a paragraph to read aloud. Have them first read it in silence and underline the words they cannot pronounce. Help them with the pronunciation of those words. Then, have them read the paragraph aloud with proper prosody."	Delete "SPANISH LANGUAGE DEVELOPMENT Develop fluency Have students choose a paragraph to read aloud. Have them first read it in silence and underline the words they cannot pronounce. Help them with the pronunciation of those words. Then, have them read the paragraph aloud with proper prosody."

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Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T165	CLUB DEL LIBRO	"Fijese en las pp. T388–T389 del Club del libro para: <ul style="list-style-type: none"> • Hallar ideas para las sesiones semanales del Club del libro. • Hallar textos sugeridos para apoyar el tema de la unidad y el género de enfoque. • Hallar apoyo para la colaboración en grupos. • Facilitar el uso del libro Viaje dentro de un tornado." 	"Fijese en el Club del libro, pp. T386-T387, para hallar: <ul style="list-style-type: none"> • El resumen para el maestro de los capítulos de Viaje dentro de un tornado. • Temas de conversación para comentar con los estudiantes. • Instrucciones para la colaboración y textos para conversar. • Sugerencias para agregar en la tabla de apuntes. • Sugerencias de textos que apoyan el tema de la unidad y el enfoque en el género."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T165	BOOK CLUB	"See Book Club, pp. T388–T389 for: <ul style="list-style-type: none"> • Ideas for weekly Book Club sessions. • Suggested texts to support the unit theme and Spotlight Genre. • Support for groups' collaborations. • Facilitating use of the trade book Viaje dentro de un tornado." 	"See Book Club, pp. T386–T387 for: <ul style="list-style-type: none"> • teacher's summary of chapters in Viaje dentro de un tornado. • talking points to share with students. • collaboration prompts and conversation starters. • suggestions for incorporating the Discussion Chart. • alternate texts to support the unit theme and Spotlight Genre.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T193	Student Edition reduction, page 522	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T195	CLUB DEL LIBRO	"Fijese en las pp. T388–T389 del Club del libro para: <ul style="list-style-type: none"> • Hallar ideas para las sesiones semanales del Club del libro. • Hallar textos sugeridos para apoyar el tema de la unidad y el género de enfoque. • Hallar apoyo para la colaboración en grupos. • Facilitar el uso del libro Viaje dentro de un tornado." 	"Fijese en el Club del libro, pp. T386-T387, para hallar: <ul style="list-style-type: none"> • El resumen para el maestro de los capítulos de Viaje dentro de un tornado. • Temas de conversación para comentar con los estudiantes. • Instrucciones para la colaboración y textos para conversar. • Sugerencias para agregar en la tabla de apuntes. • Sugerencias de textos que apoyan el tema de la unidad y el enfoque en el género.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T195	BOOK CLUB	"See Book Club, pp. T388–T389 for: <ul style="list-style-type: none"> • Ideas for weekly Book Club sessions. • Suggested texts to support the unit theme and Spotlight Genre. • Support for groups' collaborations. • Facilitating use of the trade book Viaje dentro de un tornado." 	"See Book Club, pp. T386–T387 for: <ul style="list-style-type: none"> • teacher's summary of chapters in Viaje dentro de un tornado. • talking points to share with students. • collaboration prompts and conversation starters. • suggestions for incorporating the Discussion Chart. • alternate texts to support the unit theme and Spotlight Genre.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T212	Usar saltos de línea y estrofas heading	"Usar saltos de línea y estrofas"	"Usar saltos de versos y estrofas"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T213	Seleccionar el género heading	"Seleccionar el género"	"Seleccionar un género"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T216	Student Edition reduction, page 533	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T223	Student Edition reduction, page 535	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	T248	Student Edition reduction, page 554	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T249	Student Edition reduction, page 555	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T269	CLUB DEL LIBRO	<p>"Fijese en las pp. T390–T391del Club del libro para:</p> <ul style="list-style-type: none"> • Ver ideas para las sesiones semanales del Club del libro • Encontrar textos sugeridos para apoyar el tema de la unidad y el género de enfoque • Hallar apoyo para la colaboración en grupo • Facilitar el uso del libro Viaje dentro de un tornado" 	<p>"Fijese en las pp. T388–T389del Club del libro para hallar:</p> <ul style="list-style-type: none"> • El resumen para el maestro de los capítulos de Viaje dentro de un tornado. • Temas de conversación para comentar con los estudiantes. • Instrucciones para la colaboración y textos para conversar. • Sugerencias para agregar en la tabla de apuntes. • Sugerencias de textos que apoyan el tema de la unidad y el enfoque en el género."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T269	BOOK CLUB	<p>"See Book Club, pp. T390–T391, for:</p> <ul style="list-style-type: none"> • ideas for weekly Book Club sessions. • suggested texts to support the unit theme and Spotlight Genre. • support for groups' collaboration. • facilitating use of the trade book Viaje dentro de un tornado" 	<p>"See Book Club, pp. T388–T389 for:</p> <ul style="list-style-type: none"> • teacher's summary of chapters in Viaje dentro de un tornado. • talking points to share with students. • collaboration prompts and conversation starters. • suggestions for incorporating the Discussion Chart. • alternate texts to support the unit theme and Spotlight Genre.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T271	Student Edition reduction, page 565	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T279	Revisar la claridad heading	"Revisar la claridad"	"Revisar para combinar ideas y mejorar la claridad"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T279	Revise for Clarity heading	"Revise for Clarity"	"Revise to Combine Ideas and Improve Clarity"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T285	FICCIÓN REALISTA heading	"FICCIÓN REALISTA"	" LA POESÍA"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T285	SPANISH LANGUAGE DEVELOPMENT: MINILESSON SUPPORT Week 4: Writer's Craft	<p>"These language development activities will help students improve the structure and level of detail of their texts. Whenever possible, form pairs of students who have different levels of language proficiency. When working in pairs, classmates can help each other mutually express their thoughts aloud and develop writing. The activities that are suggested start with simple linguistic tasks and increase their complexity."</p>	<p>"These targeted language development activities will help students improve both the structure of as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency levels work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks."</p>
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T286	Student Edition reduction, page 571	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T300	ENFOQUE EN EL GÉNERO, Fábulas heading	"ENFOQUE EN EL GÉNERO, Fábulas"	delete "ENFOQUE EN EL GÉNERO change "Fábulas" to "Cuentos tradicionales"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T301	Student Edition reduction, page 579	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T31	Student Edition reduction, page 433	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T335	CLUB DEL LIBRO	<p>"Fijese en las pp. T392–T393 del Club del libro para:</p> <ul style="list-style-type: none"> • Ver ideas para las sesiones semanales del Club del libro • Encontrar textos sugeridos para apoyar el tema de la unidad y el género de enfoque • Hallar apoyo para la colaboración en grupo • Facilitar el uso del libro Viaje dentro de un tornado" 	<p>"Fijese en las pp. T390–T391 del Club del libro para hallar:</p> <ul style="list-style-type: none"> • El resumen para el maestro de los capítulos de Viaje dentro de un tornado. • Temas de conversación para comentar con los estudiantes. • Instrucciones para la colaboración y textos para conversar. • Sugerencias para agregar en la tabla de apuntes. • Sugerencias de textos que apoyan el tema de la unidad y el enfoque en el género.

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Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T335	BOOK CLUB	"See Book Club, pp. T392–T393, for: • ideas for weekly Book Club sessions. • suggested texts to support the unit theme and Spotlight Genre. • support for groups' collaboration. • facilitating use of the trade book <i>Viaje dentro de un tornado</i> "	"See Book Club, pp. T390–T391 for: • Teacher's summary of chapters in <i>Viaje dentro de un tornado</i> . • Talking points to share with students. • Collaboration prompts and conversation starters. • Suggestions for incorporating the Discussion Chart. • Alternate texts to support the unit theme and Spotlight Genre.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T35	Student Edition reduction, page 437	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T351	SPANISH LANGUAGE DEVELOPMENT: MINILESSON SUPPORT	" These Spanish Language Development activities will help students improve the structure and detail in their writings. Every time possible, have students with advanced knowledge of Spanish work with students with lower knowledge. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below increase the linguistic difficulty as they go on." "	"These targeted language development activities will help students improve both the structure of as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency levels work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T36	Student Edition reduction, page 438	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T364	Escritura argumentativa heading	"Escritura argumentativa"	"Texto argumentativo"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T366	Marcar páginas web heading	"Marcar páginas web"	"Buscar en Internet: Usar marcadores"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T370	Crear una página de obras citadas heading	"Crear una página de obras citadas"	"Citar las fuentes"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T371	Student Edition reduction, page 620	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T376	¡Celebrar! heading	"¡Celebrar!"	"¡A celebrar!"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T40	Student Edition reduction, page 442	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T47	Student Edition reduction, page 449	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T58	Correct or Confirm Predictions heading	"Correct or Confirm Predictions"	"Confirm or Correct"
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T58	Corregir o confirmar las predicciones heading	"Corregir o confirmar las predicciones"	"Confirmar o corregir"

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Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T81	SPANISH LANGUAGE DEVELOPMENT WEEK 1, right column	"SPANISH LANGUAGE DEVELOPMENT WEEK 1: Introduction and immersion These Spanish Language Development activities will help students improve the structures and details in their writings. When possible, have students with advanced knowledge of Spanish to pair up with students with lower level. The advanced students can acts as models for their partners, in order to express their thoughts aloud and develop their writings. The activities suggested below start with simple tasks and increase the linguistic difficulty as they go on. Use this note for the minilesson on p. T82"	"These targeted language development activities will help students improve both the structure as well as the level of detail in their writing. Whenever possible, have students of mixed language-proficiency levels work in pairs. Partners can serve as language models for each other as they work together to orally express their thoughts and develop their writing. The activities suggested below progress from simple to linguistically more demanding tasks. Use this note for the minilesson on p. T82."
Publisher	New Content	9781418268701	Teacher	Unit 4, page T308	Left column, replacing CROSS-CURRICULAR PERSPECTIVES	Insert new text	"<blue head>Possible Teaching Point <blue head>Word Study<dash><black bf>Diacritic Accent Mark and Homophones Use the Word Study lesson on pp. T340–T341 in the Reading-Writing Workshop Bridge to explain the homophones are words that are pronounced the same, but have different meanings. Point out that many homophones can be differentiated by the use of a diacritic accent mark. Have students read paragraph 2 and identify three one-syllable words which are differentiated from their homophones by a diacritic accent mark (sí, te, tú)."
Publisher	New Content	9781418268701	Teacher	Unit 4, page T308	Bottom of right column, replacing PERSPECTIVAS INTERCURRICULARES Estudios Sociales	Insert new text	"<blue head>Posible tema de enseñanza<icon> <blue head>Estudio de palabras<dash><black bf>El acento diacrítico y las palabras homófonas Use la lección de Estudio de palabras de las pp. T340–T341 del Puente entre los talleres de lectura y escritura para explicar que los homófonos son palabras que tienen la misma pronunciación pero significados diferentes. Señale que muchas palabras homófonas se diferencian por un acento diacrítico. Pida a los estudiantes que lean el párrafo 2 y que identifiquen las tres palabras de una sílaba que se diferencian de sus homófonos por un acento diacrítico (sí, te, tú)."
Spanish Language Arts and Reading, Grade 4 <i>Texas miVisión Lectura - Print + Online, Grade 4</i> (ISBN 9780134920559) and <i>Texas miVisión Lectura - Online, Grade 4</i> (ISBN 9780134914985)							
State Review Panel	New Content	9780328992300	Student	Unit 1, page 151	First sentence, second row	"Un pronombre puede ser:"	"Hay varios tipos de pronombres, como:"
State Review Panel	New Content	9780328992300	Student	Unit 1, page 151	First box	<ul style="list-style-type: none"> • Personal: funciona, por ejemplo, como un sujeto. Ellos estudian. • Posesivo: se usa como reemplazo de algo que pertenece a alguien. Tus ojos son azules. Los míos son negros. • Demostrativo: sirve para señalar algo que está cerca: este; algo más alejado: ese; algo que está lejos: aquel (y todas las formas femeninas y plurales). Esta mesa es pequeña. Esa es grande. Aquella es enorme. • Interrogativo o exclamativo: reemplaza un sustantivo en preguntas o enunciados exclamativos. ¿Quiénes son ellos? ¡Cuántos vinieron a la fiesta!" 	<ul style="list-style-type: none"> • Personal: funciona, por ejemplo, como un sujeto. Ellos estudian. • Posesivo: se usa como reemplazo de algo que pertenece a alguien. Tus ojos son azules. Los míos son negros. • Demostrativo: sirve para señalar algo que está cerca: este; algo alejado: ese; algo que está más lejos: aquel (y todas las formas femeninas y plurales). Esta mesa es pequeña. Esa es grande. Aquella es enorme. • Interrogativo o exclamativo: reemplaza un sustantivo en preguntas o enunciados exclamativos. ¿Quiénes son ellos? ¡Cuántos vinieron! • Preposicional: <end bf> cuando reemplaza a un sustantivo que sigue a una preposición, como: Esta carta es para mí; Llévame contigo; ¿Estás de acuerdo conmigo?"
State Review Panel	New Content	9780328992300	Student	Unit 1, page 151	Sentence between two boxes	"Usa estas normas del español estándar sobre los pronombres personales y posesivos al corregir borradores."	"Usa estas normas del español estándar sobre los pronombres personales, posesivos, interrogativos, exclamativos y preposicionales al corregir borradores."
State Review Panel	New Content	9780328992300	Student	Unit 1, page 151	Chart	Insert new column with text on the right	"Pronombres preposicionales mi, ti, él, ella, Ud., nosotros, ustedes, ellos Nunca uses: de mí, de tí, con tí, con mí"

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State Review Panel	New Content	9780328992300	Student	Unit 1, page 151	first Mi Turno	"Completa las oraciones con pronombres demostrativos e interrogativos."	"Usa los pronombres correctos para corregir el texto subrayado del siguiente párrafo usando las convenciones del español."
State Review Panel	New Content	9780328992300	Student	Unit 1, page 151	Text below first Mi Turno	"Respuesta posible: ¿Quién es tu actor favorito? ¿Qué hay en esa caja? ¿Quiénes viven en aquella casa? ¿Cuánto cuesta este libro?"	<set the following paragraph within a textbox made to look like a piece of paper> "Mi hermana me regaló una bicicleta, porque la de mí mía estaba rota. Fuimos juntas a la tienda y me ayudó a escoger una parecida a la suya. Le pregunté cuanto cuánto quería gastar en yo mí. Se rió y no contestó."
State Review Panel	New Content	9780328992300	Student	Unit 1, page 151	second Mi Turno	"Corrige uno de tus propios borradores usando las normas del español estándar para comprobar que no haya errores en el uso de los pronombres personales y posesivos."	"Corrige uno de tus propios borradores usando las normas del español estándar para comprobar que no haya errores en el uso de los pronombres personales, posesivos, demostrativos y preposicionales."
State Review Panel	New Content	9780328992317	Student	Unit 3, page 165	Mi Turno	"Corrige las partes subrayadas reemplazándolas por un pronombre personal o demostrativo para evitar las repeticiones. La casa de Mario está en una calle arbolada. Mario vive allí con sus padres. Mario y sus padres suelen ir juntos al parque del vecindario. El parque del vecindario es el parque más grande de la ciudad."	"Encierra en un círculo el pronombre que completa la oración correctamente. Mario es mi vecino. La casa de Mario está en una calle arbolada. (Él <ans>/ Ella) vive allí con sus padres. (Él / Ellos <ans>) suelen ir juntos al parque del vecindario. (Estos / Este <ans>) parque es el parque más grande de la ciudad. A Mario le gusta jugar (con mí / conmigo <ans>) allí."
State Review Panel	New Content	9781418268725	Teacher	Unit 1, page T280	Student Edition reduction, page 151	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268749	Teacher	Unit 3, page T292	Student Edition reduction, page 165	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 102	First paragraph, last sentence	"En "Gemelos en el espacio", Rebecca Boyle usa una estructura de comparación y contraste como estructura general del texto para describir el estudio que realiza la NASA con los hermanos Kelly."	"En "Gemelos en el espacio", Rebecca Boyle usa una estructura de comparación y contraste como estructura general del texto para describir el estudio de la NASA sobre los hermanos Kelly."
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 102	Table: bottom box on the right	"central"	"principal"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 142	First Mi Turno paragraph	Escribe una palabra con cada uno de los siguientes hiatos con acentos. Luego, divide las palabras según las reglas ortográficas. Si es posible, incluye palabras de "La vida en la cima."	Escribe una palabra con cada uno de los siguientes hiatos. Luego, divide las palabras según las reglas ortográficas. Si es posible, incluye palabras de "La vida en la cima".
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 148	Mi Turno edited paragraph, fifth row	"Esas páginas mostraban"	delete strikethrough
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 150	Bold headings below table	"Cláusula 1"	"Cláusula 1"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 183	First paragraph, last row	"decodifcar"	"decodificar"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 183	First Mi Turno paragraph, last row	"ayuda"	"ayuda a"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 184	Table: middle column, third box	"verbo"	"predicado"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 184	Mi Turno sentence	"oraciones sean"	delete "oraciones sean"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 185	Meta de aprendizaje, first row	"Puedo usar"	"Puedo usar los"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 185	Mi Turno, first row	"verbos"	delete "verbos"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 186	First paragraph, third row	"y. A veces"	"y predicado). A veces"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 186	Table: middle bold heading	"Coma y conjunción"	"Unión" (reduce column in chart and adjust for fit)
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 186	Second paragraph, third row	"y"	", para intercalar una explicación en una oración México D.F., la capital del país, es una ciudad muy bella y"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 186	Mi Turno boxed text	anno layer is set on	set anno layer off
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 188	Mi Turno sentence	"Sigue un plan cuando te preparas que escribir una narración personal en respuesta a instrucciones."	"Sigue un plan mientras te preparas para escribir una narración personal en respuesta a instrucciones."
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 19	Top heading	"Biografía"	"Autobiografía"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 192	Colaborar sentence	"Después de leer "Sitios de interés histórico", genera tres preguntas sobre lugares importantes."	"Después de leer "Sitios de interés histórico", genera tres preguntas sobre lugares importantes."
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 194	Colaborar y Comentar heading	"COLABORAR Y COMENTAR"	"EXPLORAR Y PLANIFICAR"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 41	First paragraph, third row	"mejor puntos"	"mejor los puntos"
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 41	¡Demuéstralo! first sentence	"El canto de las palomas."	"El canto de las palomas".
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 46	First paragraph, second sentence	"Los autores desarrollan la voz del narrador a través de la selección de palabras, y cuando deciden qué información van a y cuál no no van a incluir, en el texto."	"Los autores desarrollan la voz del narrador a través de la selección de palabras, y cuando deciden qué información van a incluir en el texto y qué información van a dejar afuera."
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 46	Blue box, first bold text	"¿Cómo suena el narrador? Describe la voz del narrador de la manera que describirías cómo habla un amigo tuyo."	"¿Cómo suena el narrador? Describe la voz del narrador tal como describirías cómo habla un amigo tuyo."
Publisher	Editorial Change	9780328992300	Student	Unit 1, page 84	First paragraph, second sentence	"Muchos objetos que usamos TODOS LOS DÍAS EN LA TIERRA FUERON INVENTADOS por científicos de la Administración Nacional de la Aeronáutica y del Espacio, más conocida como NASA, por sus siglas en inglés."	"Muchos objetos que usamos todos los días en la Tierra fueron inventados por científicos de la Administración Nacional de la Aeronáutica y del Espacio, más conocida como NASA, por sus siglas en inglés."
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 283	First paragraph, second sentence	"En la no ficción los elementos del texto como los títulos y los elementos visuales pueden ayudarte a hacer y confirmar."	"En la no ficción los elementos del texto como los títulos y los elementos visuales, pueden ayudarte a confirmar o corregir predicciones."
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 289	Table: first column, first word	"aire"	"caimán"
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 289	Table: fourth column, third word	"reunión"	"Grecia"
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 294	Escritura De Ficción Realista heading	"ESCRITURA DE FICCIÓN REALISTA"	"ARTÍCULO DE VIAJE"
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 298	First paragraph, second row	", o historias imaginarias,"	delete ", o historias imaginarias,"
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 343	Lectura Atenta bold heading below	"Explica"	"Explicar"
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 351	First paragraph, third row	"de comparaciones"	"del lenguaje figurado"
Publisher	Editorial Change	9780328992300	Student	Unit 2, page 351	¡Demuéstralo! Item 2	"Preguntar ¿Qué me ayuda a sentir y ver esta imagen?"	"Cuál es el propósito que se consigue con esta imagen"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 104	Item 2 table, middle boxes	Insert "Evidencia del texto" centered on top of each box	"Evidencia del texto"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 163	Table: right column, second box	"El grupo de preposiciones"	"La frase preposicional"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 163	Table: right column, fourth box	"El grupo de preposiciones"	"La frase preposicional"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 163	Mi Turno: first row	"grupo de preposiciones"	"frases preposicionales"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 164	Third paragraph, second row	"sujeto en una oración con"	"sujeto, formando una oración con"

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Publisher	Editorial Change	9780328992317	Student	Unit 3, page 182	First paragraph	" En tus palabras En la colección de poesía, los personajes describen qué les interesa y qué les gusta hacer. ¿Sobre qué otros pasatiempos, intereses o actividades leíste esta semana? En un grupo pequeño, comenta y describe cómo animarías a alguien a probar algo nuevo. Usa ejemplos de los textos para apoyar tu respuesta."	" En tus palabras En la colección de poesía, los personajes describen qué les interesa. ¿Sobre qué otros pasatiempos, intereses o actividades leíste esta semana? En una conversación, describe cómo animarías a alguien a probar algo nuevo. Usa evidencia de los textos para apoyar tu respuesta."
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 187	Palabras de ortografía box: third column, fifth word	"ahuecar"	"sahumerio"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 189	Meta de aprendizaje box: fourth row	"ficción"	"ficción realista."
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 193	Table: middle column, last box, first and second rows	"el pretérito perfecto cuando corresponde."	"los verbos irregulares."
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 195	Pregunta esencial, Mi Turno: third, fourth, and fifth rows	"logramos nuevos conocimientos mediante la exploración de"	"podemos alcanzar nuevos entendimientos al explorar"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 197	Table: Ejemplos relacionados column, third box	"películas"	"argumento"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 198	First bullet	"afirmación"	"afirmación, o postura"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 199	Colaborar paragraph	"Antes de comenzar a averiguar sobre áreas de juego inclusivas, necesitarás crear un plan de investigación. Usa esta actividad como ayuda para escribir una afirmación y planificar cómo buscar evidencia."	"Antes de comenzar a investigar, necesitarás crear un plan de investigación. El plan te ayudará a decidir dónde enfocar tu investigación."
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 199	Table: first column, second box, list of bullet items	Insert fifth bullet after "Ejemplos"	<ul style="list-style-type: none"> • "Con tu compañero, planifica los tipos de investigación que buscarás."
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 199	Table: text at bottom	"Con tu compañero, enumera algunas opciones posibles para hallar evidencia para tu proyecto de investigación sobre el área de juego."	"Con tu compañero, enumera algunas palabras clave para hallar evidencia para tu proyecto de investigación sobre el área de juego. Con tu plan en mente, comienza a investigar."
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 200	Food image on the right	[Replace image]	[New image]
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 200	Box, Paso 2, third row	"superior"	"superior o inferior"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 203	First paragraph, fourth row	"maní"	"al maní, por eso comen su almuerzo en el salón de clases."
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 203	Second paragraph, third row	"tienen"	"tiene"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 204	Title	"nuestras"	"tus"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 209	Blue box, first two check boxes	"Ortografía y puntuación" "Uso de pronombres"	"Ortografía" "Puntuación"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 55	Fifth paragraph, first row	"Wilson"	"Williams"
Publisher	Editorial Change	9780328992317	Student	Unit 3, page 71	Palabras de ortografía box: second column, fourth word	"fácil"	"fútbol"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 248	Escribir para un lector paragraph, third row	"persona."	"persona omnisciente."
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 276	Table: first column, second box	"¡Me siento muy complacida con ustedes dos por esta oportunidad de llegar al mundo!"	"Recuerdo muy claramente la noche en que llegó a este mundo."

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Publisher	Editorial Change	9780328992317	Student	Unit 4, page 316	Second Mi Turno: second row	"usas los acentos"	"usar las tildes"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 335	Second paragraph, first row	"Hombre"	"Hombres"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 335	Second paragraph, second-to-last row	"caballo"	"caballos"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 348	Fluidez paragraph on the left, fifth row	"peudas"	"puedas"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 359	Mi Turno: second row	"corresponda."	"corresponda. Es posible que una palabra pertenezca a más de una columna."
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 359	Palabras de Ortografía box: third column, third word	"fonética"	"gramófono"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 365	First paragraph, third row	"unos libros"	"unos libros"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 365	Second paragraph, third row	"tiene"	"tienen"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 393	First paragraph, first row	"puede"	"pueden"
Publisher	Editorial Change	9780328992317	Student	Unit 4, page 397	Mi Turno: item 2	"revela de la autora"	"de la autora revela"
Publisher	Editorial Change	9780328992317	Student	Unit 5, page 600	Bottom text after bullets	Insert new text	"Debate tu opinión con tu pequeño grupo. Apoya tu opinión con información precisa."
Publisher	Editorial Change	9780328992317	Student	Unit 5, page 605	Palabras de Ortografía box, first column, third word	"biografía"	"biopsia"
Publisher	Editorial Change	9780328992317	Student	Unit 5, page 618	Bullet below "Encuentra una dirección de contacto" paragraph	"• Aclara tus preguntas para asegurarte de que tengan sentido."	Move down to make it the third bullet below "Escribe tu correo electrónico" paragraph: "• Aclara tus preguntas para asegurarte de que tengan sentido."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T108	First Read, Notice	"THINK ALOUD"	Delete.
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T108	Close Read, paragraph 1	"Have students determine the meaning of the word aguda in paragraph 28. Ask: (See Spanish.) Have students underline the words that compare what Mary's eyes saw with what other people's eyes saw. Help them use the context within the sentence to determine that aguda here means that Mary's vision is well developed and precise. Ask students how using the word aguda to describe Mary supports a central idea of the text."	"Explain to students that they can use context clues to determine the meaning of unfamiliar or multiple-meaning words in the text. Have students determine the meaning of the word aguda in paragraph 28. Ask: (See Spanish.) Have students underline the words that compare what Mary's eyes saw with what other people's eyes saw. See student page for possible responses. Ask students how using the word aguda to describe Mary supports a central idea of the text."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T108	Primera lectura, Notar	"<icon> PENSAR EN VOZ ALTA"	Delete.
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T108	Lectura atenta, Vocabulario en contexto	"Pida a los estudiantes que determinen el significado de la palabra aguda en el párrafo 28."	"Explique a los estudiantes que pueden usar claves del contexto para determinar el significado de palabras desconocidas con varios significados. Pídales que determinen el significado de la palabra aguda en el párrafo 28."

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Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T108	Lectura atenta, Vocabulario en contexto	"Ayúdelos a usar el contexto dentro de la oración para determinar que aguda aquí significa que la visión de Mary es muy desarrollada y precisa. Pregunte a los estudiantes de qué manera usar la palabra aguda para describir a Mary apoya la idea principal del texto."	"Fíjese en la página del estudiante para hallar las respuestas posibles. Pregunte a los estudiantes cómo usar la palabra aguda para describir a Mary apoya una idea central del texto." "
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T12	Objetivos, TEKS	Update TEKS	"GLOBAL SLAR TEKS updates: All TEKS wording changed on affected pages, starting on p. T12 of Unit 1, to show the final SLAR TEKS translations released by the TEA in late Spring 2018."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	Word Study	"Suffixes -ancia, -dor, -dora, -ero, -era, -eza, -ura"	"Suffixes -dor, -dora, -ero, -era, -ura"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	Word Study, LESSON 1	"Teach Suffixes -ancia, -dor, -dora, -ero, -era, -eza, -ura"	"Teach Suffixes -dor, -dora, -ero, -era, -ura"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	Word Study, LESSON 1, FOCUS ON STRATEGIES	"With suffix -eza you can form abstract nouns such as alteza o belleza. The suffix -ancia forms nouns from adjectives like importante/importancia."	Delete.
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	Word Study, LESSON 1, MODEL AND PRACTICE	"Guide students to determine the relationship between another pair of words: hermoso and hermosura, real and realeza, abundante and abundancia."	"Guide students to determine the relationship between another pair of words: hermoso and hermosura, camión and camionero and conocer and concedora."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	Word Study, LESSON 2	"Apply Suffixes -ancia, -dor, -dora, -ero, -era, -eza, -ura"	"Apply Suffixes -dor, -dora, -ero, -era, -ura"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	Estudio de palabras	"Los sufijos -ancia, -dor, -dora, -ero, -era, -eza, -ura"	"Los sufijos -dor, -dora, -ero, -era, -ura"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	LECCIÓN 1	"Enseñar los sufijos -ancia, -dor, -dora, -ero, -era, -eza, -ura"	"Enseñar los sufijos -dor, -dora, -ero, -era, -ura"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	LECCIÓN 1, ENFOQUE EN LAS ESTRATEGIAS	"Con la terminación -eza, se forman sustantivos abstractos como alteza o belleza. El sufijo -ancia forma sustantivos a partir de adjetivos como importante/importancia."	Delete.
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	LECCIÓN 1, ENFOQUE EN LAS ESTRATEGIAS	"Guíe a los estudiantes para determinar la relación entre pares de palabras como: hermoso y hermosura, real y realeza y abundante y abundancia."	"Guíe a los estudiantes para determinar la relación entre pares de palabras como: hermoso y hermosura, camión y camionero y conocer y concedora."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T130	LECCIÓN 2	"Aplicar los sufijos -ancia, -dor, -dora, -ero, -era, -eza, -ura"	"Aplicar los sufijos -dor, -dora, -ero, -era, -ura"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T131	FLEXIBLE OPTION, LESSON 4, APPLY	"Have students think of adjectives that describe objects in the classroom and form a noun that denotes the quality of the object using the suffix -ura."	"Have students think of verbs that describe actions. Have them make gerunds by adding the suffixes -ando, -iendo or -yendo, and use those verbs to make sentences."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T131	FLEXIBLE OPTION, LESSON 5, Assess Understanding	"To assess students' understanding of verbs that describe actions. Have them add suffixes -ando, -iendo, or -yendo to make a gerund and use the words in sentences."	"To assess students' understanding of suffixes -dor, -dora, -ero, -era, and -ura, provide them with the following pair of sentences."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T136	Spelling, LESSON 2, FOCUS ON STRATEGIES	"Explain how to form words with -eza, -ancia, such as belleza, abundancia."	"Explain how to form words with -ero and -era, like panadero and panadera."

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Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T136	Spelling, LESSON 2, MODEL AND PRACTICE	"Display consejo, consejero, hermoso, hermosura, importante, importancia. Say and spell each word. Underline the endings -o, -ero, -ura, -ante, -ancia."	"Display consejo, consejero, hermoso, hermosura. Say and spell each word. Underline the endings -o, -ero, -ura."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T136	Ortografía, LECCIÓN 2, ENFOQUE EN LAS ESTRATEGIAS	"Explique cómo se forman palabras con -eza, -ancia, como belleza, abundancia."	"Explique cómo se forman palabras con -ero y -era, como panadero y panadera."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T136	Ortografía, LECCIÓN 2, DEMOSTRAR Y PRACTICAR	"Escriba o muestre las palabras consejo, consejero, hermoso, hermosura, importante, importancia. Diga y deletree cada palabra. Subraye las terminaciones -o, -ero, -ura, -ante, -ancia."	"Escriba o muestre las palabras consejo, consejero, hermoso, hermosura. Diga y deletree cada palabra. Subraye las terminaciones -o, -ero, -ura."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T180	Analyze Text Structure, MODEL AND PRACTICE	"p. 93"	"p. 91"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T180	Anlizar la estructura del texto, DEMOSTRAR Y PRACTICAR	"p. 93"	"p. 91"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T192	Academic Vocabulary, Minilesson, FOCUS ON STRATEGIES	"Context clues are hints an author provides to help readers infer the meaning of an unfamiliar word."	"Using context clues can help readers understand unfamiliar words or phrases in a text. Context clues are hints an author provides to help readers infer the meaning of an unfamiliar word."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T192	Vocabulario académico, Minilección, ENFOQUE EN LAS ESTRATEGIAS	"Las claves del contexto son pistas que el autor brinda para ayudar a los lectores a inferir el significado de una palabra poco común."	"Usar claves del contexto puede ayudar a los lectores a entender palabras o frases desconocidas de un texto. Las claves del contexto son pistas que el autor brinda para ayudar a los lectores a inferir el significado de una palabra poco común."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T195	FLEXIBLE OPTION, LESSON 4, APPLY	"Revision of a Hiatus: combination of different strong vowels a, e, o" "Review the strategies of the week regarding how to separate words into syllables with a hiatus of different strong vowels."	"Spiral review: Suffixes -dor, -dora, -ero, -era, -ura" "Review the strategies of last week to make words with suffixes."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T200	Spelling	"Write Words that Contain Hiatus"	"Write Words with Strong Vowels Hiatus"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T200	Spelling	"Write Words with Hiatus"	"Write Words with Strong Vowels Hiatus"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T200	Ortografía	"Escribir palabras con hiato"	"Escribir palabras con hiato de vocales fuertes"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T200	Ortografía, DESARROLLO DEL LENGUAJE EN ESPAÑOL	"Escribir palabras con hiato"	"Escribir palabras con hiato de vocales fuertes"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T243	TEKS listing at bottom, left of page	"Estudios Sociales: TEKS 113.15.8"	"Estudios Sociales: TEKS 4.8"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T263	OPCIÓN FLEXIBLE, LECCIÓN 4	"Repaso en espiral: El hiato de combinación de vocales fuertes distintas a, e, o"	"Repaso en espiral: El hiato de vocales fuertes"
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T263	OPCIÓN FLEXIBLE, LECCIÓN 4, APLICAR	"Pida a los estudiantes que completen la p. 000 del Centro de recursos para descargar."	"Muestre las siguientes palabras que contienen hiatos de vocales fuertes y pida a los estudiantes que los identifiquen. canoa, maestra, oeste, paseo."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T263	FLEXIBLE OPTION, LESSON 4	"Spiral Review: Hiatus with a Combination of Different Strong Vowels a, e, o"	"Spiral Review: Strong Vowels Hiatus"

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Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T263	FLEXIBLE OPTION, LESSON 4, APPLY	"Ask students to complete p. 000 from the Centro de recursos para descargar."	"Display the following words containing strong vowels hiatus and have students identify those hiatus. canoa, maestra, oeste, paseo."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T280	Apoyo para la escritura	"Demostrar Piense en voz alta para demostrar cómo usar los pronombres personales y los pronombres objeto correctamente." "Guiar Pida a los estudiantes que practiquen cómo usar los pronombres relativos correctamente para conectar ejemplos de oraciones de textos mentores."	" Demostrar Piense en voz alta para demostrar cómo usar los pronombres demostrativos y los pronombres preposicionales correctamente." " Guiar Pida a los estudiantes que practiquen cómo usar los pronombres interrogativos y exclamativos correctamente para conectar ejemplos de oraciones de textos mentores."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T280	Minilección	"Los escritores usan diferentes tipos de pronombres según: • La función del pronombre en una oración, como sujeto u objeto. • Si el pronombre indica posesión o que una acción vuelve al sujeto. DEMOSTRAR Y PRACTICAR Pida a los estudiantes que transcriban la siguiente oración a medida que usted la dice varias veces: Yo espero que Darnell me enseñe cómo usar la computadora porque debo saber cómo usar lo que es mío . Pida a los estudiantes que subrayen los pronombres y que luego expliquen la función de cada uno en la oración. Diga: Yo es un pronombre personal; el sujeto de la oración es Yo espero. En Damell me enseñe, me es un pronombre objeto porque recibe la acción de ayudar. Mío es un pronombre posesivo. Dirija la atención de los estudiantes a la tabla de la p. 151 del Libro interactivo del estudiante . Pida a los estudiantes que digan oraciones para cada hilera de pronombres. Anime a los estudiantes a que se sientan con confianza para crear oraciones usando correctamente los pronombres personales y los pronombres objeto que refieran a la misma persona: yo y me , él y lo /le , ella y la/le, nosotros/nosotras y nos, y ellos/ ellas y los/las/les . Pida a los estudiantes que escriban los pronombres relativos que, cual, donde, quien y cuyo . Recuérdelos la definición de cláusula. Dé algunos ejemplos y explique que, cuando los escritores quieren mostrar cómo se relacionan los temas de las cláusulas, pueden usar un pronombre relativo en lugar de un sustantivo para comenzar la segunda cláusula. COMENTEMOS Pida a un estudiante que explique cómo se da cuenta de la diferencia entre un pronombre personal y un pronombre objeto."	"Los escritores usan diferentes tipos de pronombres dependiendo de: •si el pronombre funciona como un sujeto, •si el pronombre se usa para señalar que algo le pertenece a alguien, •si el pronombre sirve para indicar que algo está cerca, •si el pronombre indica una pregunta o una exclamación, •si el pronombre se usa después de una preposición. DEMOSTRAR Y PRACTICAR Pida a los estudiantes que transcriban la siguiente oración a medida que usted la dice varias veces: Siempre soñé con viajar a la luna. ¡No saben cuántas veces lo soñé! Me imagino que está llena de pozos. Una vez, mi hermana me dijo que, en su imaginación, la luna tiene muchos bosques luminosos. Ayer mis padres me regalaron un telescopio. Ellos me dieron una gran sorpresa. Gracias a este telescopio voy saber si hay o no bosques luminosos. ¡Para mí la luna es un misterio! Pida a los estudiantes que subrayen los pronombres. Diga: <i>Cuántas</i> es un pronombre exclamativo; <i>su</i> es un pronombre posesivo; <i>ellos</i> es un pronombre personal; <i>este</i> es un pronombre demostrativo y <i>mi</i> es un pronombre preposicional. Dirija la atención de los estudiantes a la tabla de la p. 151 del Libro interactivo del estudiante . Pida a los estudiantes que digan oraciones para cada hilera de pronombres. Anime a los estudiantes a que se sientan con confianza para crear oraciones usando correctamente los distintos pronombres. COMENTEMOS Pida a un estudiante que explique cómo se da cuenta de la diferencia entre un pronombre personal y un pronombre posesivo."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T318	SPANISH LANGUAGE DEVELOPMENT	"Learners of Spanish as a Second Language"	Delete.
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T318	DESARROLLO DEL LENGUAJE EN ESPAÑOL	"Estudiantes de español como segunda lengua"	Delete.
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T338	Student Edition reduction, page 183	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T342	Student Edition reduction, page 184	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T346	Student Edition reduction, page 185	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T347	Student Edition reduction, page 186	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T349	Student Edition reduction, page 188	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T357	Student Edition reduction, page 192	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T358	OBJETIVOS	"<Texas icon> TEKS 4.9.E"	Delete.

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Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T358	OBJETIVOS	"TEKS 4.9.E.i explicar cómo el autor ha usado hechos en su argumento."	"TEKS 4.9.E.i Reconocer las características y estructuras del texto argumentativo al: explicar cómo el autor ha usado hechos en su argumento."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T358	OBJETIVOS	"TEKS 4.9.E.ii identificar el público o lector al que va dirigido."	"TEKS 4.9.E.ii Reconocer las características y estructuras del texto argumentativo al: identificar el público o lector al que va dirigido."
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T359	Student Edition reduction, page 194	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268725	Teacher	Unit 1, page T90	Objetivos heading, second entry	"Desarrollar y mantener las destrezas fundamentales de las artes del lenguaje: escuchar, hablar, leer, escribir y pensar; fluidez. El estudiante lee textos al nivel del grado con fluidez y comprensión. Se espera que el estudiante use la fluidez apropiada (ritmo, precisión y prosodia) al leer al nivel del grado."	"Usar la fluidez apropiada (ritmo, precisión y prosodia) al leer al nivel del grado."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T133	Student Edition reduction, page 283	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T148	Student Edition reduction, page 289	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T159	Student Edition reduction, page 294	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T177	Student Edition reduction, page 298	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T192	Minilección, DEMOSTRAR Y PRACTICAR (line 1, page reference)	"p. 314"	"p. 302"
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T192	Minilección, before Spanish Language Development	"Guide students as they identify and analyze plot elements, including the rising action, climax, falling action, and resolution. On the board, display a plot diagram to demonstrate the order in which each element takes place. Prompt them with questions: (See Spanish.)"	Insert new text
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T192	Minilección, before Desarrollo del lenguaje en español	"Guíe a los estudiantes mientras identifican y analizan elementos del argumento, como la complicación, el clímax, el desenlace y la solución. En el pizarrón, haga un diagrama del argumento para mostrar el orden en que se ubica cada elemento. Haga las siguientes preguntas: La complicación es la serie de sucesos que conducen al clímax. ¿Cuál es la complicación en Minn del Mississippi?"	Insert new text
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T196	Minilección, Model and Practice (line 2, page reference)	"p. 315"	"p. 306"
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T196	Minilección, Demostrar y practicar (line 7, page reference)	"p. 315"	"p. 306"
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T251	Student Edition reduction, page 343	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T273	Student Edition reduction, page 351	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T276	Palabras de ortografía	"biología"	"biodiversidad"
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T287	Minilección, Demostrar y practicar (par. 3)	"Luego, explique que cantidad es otra palabra para indicar grado o intensidad."	"Luego, explique que los adverbios de grado indican cantidad o intensidad."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T324	title	"Resumir la información"	"Sintetizar información"

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Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T324	Minlesson, Focus on Strategies	"Readers can deepen their understanding of a topic or new concept by combining or summarizing information across multiple texts. Explain to students that reader s should:"	"Before reading, readers may think one way about a topic. As they read, they combine, or synthesize, information and ideas from one or multiple texts. This can change their thinking and create new understandings."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T324	Minilección, Enfoque en las estrategias	"Los lectores pueden profundizar la comprensión de un tema o concepto nuevo combinando o resumiendo información de múltiples textos. Explique a los estudiantes que los lectores deben:"	"Antes de leer, los lectores tienen una manera de pensar sobre un tema. Mientras leen, combinan o sintetizan la información de uno o varios textos. Eso puede hacer que cambien su modo de pensar y crear nuevos entendimientos."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T325	Aplicar	"Pida a los estudiantes que apliquen las estrategias para resumir información de varios textos y así comprender un concepto nuevo."	"Pida a los estudiantes que apliquen las estrategias para sintetizar información de varios textos."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T325	Aplicar, Opción 1, Mi turno	"Pida a los estudiantes que anoten el texto usando las notas de Lectura atenta para Resumir la información y que luego usen la evidencia del texto proveniente de sus anotaciones para completar la tabla de la p. 382."	"Pida a los estudiantes que anoten el texto usando las notas de Lectura atenta para sintetizar la información y que luego usen la evidencia del texto proveniente de sus anotaciones para completar la tabla de la p. 382."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T325	Aplicar, Opción 2	"Pida a los estudiantes que tomen notas de dos o más textos que traten el mismo tema. Luego, diríjalos para que resuman información y escriban en su cuaderno cómo el uso de varias fuentes los ayudó a confirmar los hechos y mejorar la comprensión del tema."	"Pida a los estudiantes que tomen notas de dos o más textos que traten el mismo tema. Luego, diríjalos para que sinteticen información y escriban en su cuaderno cómo el uso de varias fuentes los ayudó a confirmar los hechos y a crear nuevos entendimientos o profundizarlos."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T325	Comprobación rápida	"¿Pueden los estudiantes resumir información de varias fuentes?"	"¿Pueden los estudiantes sintetizar información de varias fuentes?"
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T325	Comprobación rápida	"Si los estudiantes tienen dificultades, repase la enseñanza sobre cómo resumir información en Grupos pequeños de la p. T326."	"Si los estudiantes tienen dificultades, repase la enseñanza sobre cómo sintetizar información en Grupos pequeños de la p. T326."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T325	Comprobación rápida	"Si los estudiantes demuestran que comprenden, amplíe la enseñanza sobre cómo resumir información en Grupos pequeños de la p. T327."	"Si los estudiantes demuestran que comprenden, amplíe la enseñanza sobre cómo sintetizar información en Grupos pequeños de la p. T327."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T346	Flexible Option, Lesson 2	"Introduce subject-verb agreement. Simple sentences are formed by a subject and a verb, for instance, El niño va a la escuela. Compound sentences are formed by more than one verb, for example, María estudia y trabaja mucho. Direct the students to recognize subject-verb agreement."	"Introduce subject-verb agreement in complete simple sentences by giving oral examples of disagreement, such as They goes to school. Ask what is wrong with each sentence. Guide students to recognize that verbs and subjects should agree in number."
Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T346	Opción flexible, Lección 2	"Presente el tema de la concordancia entre el sujeto y el verbo. Las oraciones simples poseen un sujeto y un verbo; por ejemplo, El niño va a la escuela. En las oraciones compuestas hay más de un verbo; por ejemplo, María estudia y trabaja mucho. Guíe a los estudiantes para que reconozcan que el sujeto y el verbo deben concordar."	"Presente el tema de la concordancia entre el sujeto y el verbo en oraciones simples completas dando ejemplos orales de oraciones en las que no hay concordancia, como Ellos va a la escuela. Guíe a los estudiantes para que reconozcan que los verbos y sus sujetos deben concordar en número."

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Publisher	Editorial Change	9781418268732	Teacher	Unit 2, page T374	Revise and Edit, Teaching Point	"In this case, it's important that students use standard English conventions, but they do not need to be overly formal in their sentence structure or word choice."	"In this case, it's important that students use standard Spanish conventions, but they do not need to be overly formal in their sentence structure or word choice."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T108	Minilesson, Model and Practice	<p>"Ask students to identify the setting of the story and discuss how it affects the characters, including historical and cultural settings.</p> <p>Ask students to find parts of the story that give them analyze the plot and the setting. Use the Close Read note on p. 50 of the Libro interactivo del estudiante to model how to identify the story's conflict. (See Spanish.)</p> <p>Help students find parts of the text that give them insight into the conflict Sugar feels with the setting, with other people, and inside himself."</p>	<p>"Read aloud paragraphs 15 –17 on p. 95 in the Student Interactive. Model analyzing the influence of historical or cultural settings on the plot. (See Spanish.)</p> <p>Help students find parts of the text that give them insight into the influence of a historical or cultural setting on the plot."</p>
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T108	Minilección, Demostrar y practicar	<p>"Pida a los estudiantes que identifiquen el ambiente del cuento y comenten cómo influye sobre los personajes, considerando el contexto histórico y cultural.</p> <p>Pida a los estudiantes que encuentren partes del cuento que los ayuden a analizar el argumento y el ambiente. Use la nota para Lectura atenta de la p. 50 del Libro interactivo del estudiante para demostrar cómo identificar el conflicto.</p> <p>Sugar vive con el tío Free en una cabaña a orillas del pantano. Está enojado con su tío y furioso con la gente de la iglesia. Se pone triste cuando piensa en su madre. También parece estar enojado consigo mismo. Parece que el conflicto del cuento se relaciona con el hecho de que Sugar está en un lugar nuevo que no le gusta.</p> <p>Ayude a los estudiantes a encontrar partes del texto que los ayuden a entender el conflicto que tiene Sugar con el ambiente, con otras personas y con él mismo."</p>	<p>"Lea en voz alta los párrafos 15–17 de la p. 95 en el Libro interactivo del estudiante. Demuestre cómo analizar la influencia del contexto histórico y cultural en el argumento. Sugar vive con el tío Free en una cabaña a orillas del pantano. Está enojado con su tío y furioso con la gente de la iglesia. Se pone triste cuando piensa en su madre. También parece estar enojado consigo mismo. Parece que el conflicto del cuento se relaciona con el hecho de que Sugar está en un lugar nuevo que no le gusta.</p> <p>Un cuento con un contexto histórico sucedió en el pasado. Un contexto cultural incluye detalles propios de un grupo de personas o una comunidad. La iglesia es un contexto cultural importante en este cuento. Las descripciones de la vestimenta formal de los miembros de la iglesia y la manera en que caminaban con orgullo demuestra que la iglesia era una parte significativa de su comunidad.</p> <p>Ayude a los estudiantes a encontrar partes del texto que los ayuden a entender la influencia del contexto histórico y cultural en el argumento."</p>
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T116	Minilección, Demostrar y practicar	<p>"Use las instrucciones de la p. 66 del Libro interactivo del estudiante para demostrar cómo recopilar detalles y usarlos para comparar y contrastar ambientes.</p> <p>Cuando comparo textos, pienso en qué se parecen y en qué se diferencian. Para esta tarea, voy a elegir un texto con un ambiente vívido para comparar con el ambiente de La ventana de mamá. Lynn Rubright describe dónde vive Sugar. Al principio, pasa mucho tiempo en la cabaña. Puedo ver las imágenes en el libro también. Además de las palabras, estas me dan una idea clara sobre el lugar en el que vive Sugar. Él parece triste en ese lugar."</p>	<p>"Use las instrucciones de la p. 66 del Libro interactivo del estudiante para demostrar cómo recopilar detalles y usarlos para comparar y contrastar ambientes.</p> <p>Pida a los estudiantes que conecten las ideas dentro de las categorías usando palabras y frases tales como otro/a, por ejemplo, también y porque.</p> <p>Cuando comparo textos, pienso en qué se parecen y en qué se diferencian. Para esta tarea, voy a elegir un texto con un ambiente vívido para comparar con el ambiente de La ventana de mamá. Lynn Rubright describe dónde vive Sugar. Al principio, pasa mucho tiempo en la cabaña. Miro las imágenes, y junto con las palabras, me dan una idea clara de dónde vive Sugar. Él parece triste en ese lugar."</p>
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T122	Word Study, Model and Practice	"Use a print or digital dictionary to confirm pronunciation of phrases or to clarify the precise meaning of key words."	Insert new text
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T122	Estudio de palabras	"Use un diccionario impreso o digital para confirmar la pronunciación de ciertas frases o para hallar el significado preciso de palabras clave. "	Insert new text

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Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T123	Opción flexible, Lección 3, Demostrar y practicar	"Use un diccionario impreso o digital para confirmar la pronunciación de ciertas frases o para hallar el significado preciso de palabras clave."	Insert new text
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T123	Flexible Option, Lesson 3, Model and Practice	"Use un diccionario impreso o digital para confirmar la pronunciación de ciertas frases o para hallar el significado preciso de palabras clave."	Insert new text
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T128	Student Edition reduction, page 71	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T128	Palabras de ortografía (column 2)	"fácil"	"fútbol"
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T181	Student Edition reduction, page 104	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T185	Aplicar, Opción 2	"Luego, pídeles que expliquen cómo se relacionan sus conexiones personales con el mensaje del autor en el texto."	Insert new text
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T185	Apply, Option 2	"Then have them explain how their personal connection relates to the author's message in the text."	Insert new text
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T290	Student Edition reduction, page 163	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T291	Student Edition reduction, page 164	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T320	Minilesson, Focus on Strategies (line 4)	added text	"This type of language often adds an extra layer of meaning to the theme, or message, of the poem."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T320	Minilesson, Focus on Strategies, bullet 3	added text	"Use these details to identify the theme, or message, that the poet has communicated."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T320	Minilección, Enfoque en las estrategias (line 3)	added text	"Este tipo de lenguaje usualmente agrega significados al tema, o al mensaje, del poema."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T320	Minilección, Enfoque en las estrategias, bullet 3	added text	"Usar estos detalles para identificar el tema, o el mensaje, que comunica el poeta."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T321	Aplicar, Opción 1, Mi turno, line 3	added text	"Pregunte a los estudiantes cómo el autor usa el lenguaje figurado y los recursos sonoros para mejorar el texto y revelar el tema del poema."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T321	Apply, Option 1, My Turn, line 3	"Have students annotate the text using the other Close Read notes for Examine Poetic Elements and then use text evidence from their annotations to complete the graphic organizer on p. 180 of the <i>Libro interactivo del estudiante</i> ."	"Have students annotate the text using the other Close Read notes for Examine Poetic Elements. Ask students how the author's use of figurative language and sound devices enhances the text and reveals the theme of the poem. Then use text evidence from their annotations to complete the graphic organizer on p. 180 of the <i>Libro interactivo del estudiante</i> ."
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T329	Student Edition reduction, page 182	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T340	Student Edition reduction, page 187	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T348	Student Edition reduction, page 189	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T352	Student Edition reduction, page 193	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T357	Student Edition reduction, page 195	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T359	Student Edition reduction, page 197	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T361	Student Edition reduction, page 198	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T361	Student Edition reduction, page 199	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T363	Student Edition reduction, page 200	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T365	Student Edition reduction, page 203	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T367	Student Edition reduction, page 204	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T371	Student Edition reduction, page 209	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268749	Teacher	Unit 3, page T97	Student Edition reduction, page 55	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T117	Student Edition reduction, page 276	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page Unit 4, page T13	BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES heading	"BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES"	"SPANISH LANGUAGE DEVELOPMENT"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T136	Spanish Language Development	"Help students find and analyze another exaggeration in the text."	Insert new text as last line
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T136	DESARROLLO DEL LENGUAJE EN ESPAÑOL	"Ayuda a los estudiantes a hallar y analizar otra exageración en el texto."	Insert new text as last line
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T159	TODA CLASE heading	"TODA CLASE"	delete "TODA CLASE"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T20	Left column, ANNOTATE heading	"ANNOTATE"	"TURN, TALK, AND SHARE"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T20	Right column, ESCRITURA RÁPIDA	"ESCRITURA RÁPIDA"	"INTERCAMBIAR IDEAS Y COMENTAR"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T201	Opción flexible, Lección 4	"Repaso en espiral: Los sufijos -oso/a, -able, -ible"	"Repaso en espiral: Los sufijos derivados del latín"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T201	Opción flexible, Lección 4, ENFOQUE EN LAS ESTRATEGIAS	"Repase las palabras con los sufijos -oso/a, -able, -ible."	"Repase las palabras con los sufijos derivados del latín -ancia, -encia, -oso/a, -able, -ible."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T201	Opción flexible, Lección 4, DEMOSTRAR Y PRACTICAR	"Pida a algunos voluntarios que añadan los sufijos -oso/a, -able, -ible a las palabras que se dan a continuación, y que definan la palabra final:"	"Pida a algunos voluntarios que añadan uno de los sufijos a las palabras que se dan a continuación, y que definan la palabra final:"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T201	Opción flexible, Lección 4, DEMOSTRAR Y PRACTICAR	"3. ostentar (ostentoso)" "6. romper (rompible)"	"3. importar (importancia)" "6. presidir (presidencia)"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T201	Flexible Option, Lesson 4	"Spiral Review: Suffixes -oso/a, -able, -ible FOCUS ON STRATEGIES Review words with suffixes -oso/a, -able, -ible. MODEL AND PRACTICE Ask volunteers to attach the suffixes -osa or -osa, -able or -ible to each base word and define the word that results."	"Spiral Review: Suffixes Derived from Latin -ancia, -encia FOCUS ON STRATEGIES Review words with the Latin suffixes -oso/a, -able, -ible. MODEL AND PRACTICE Ask volunteers to attach one of the suffixes -osa or -osa, -able or -ible to each base word and define the word that results."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T239	Student Edition reduction, page 335	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T252	Student Edition reduction, page 348	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T258	Spanish Language Development	"Making Inferences Help students use their own experiences to help infer the theme. Display a simple chart with the headings "Lo que sé", "Lo que el texto cuenta" and "Inferencias del tema." Call on student volunteers to share experiences related to story events. Ask them how they can use the information to infer theme. Transcribe students' responses in the chart."	"Make Inferences To help students draw inferences, elicit what they already know about cooperating to solve problems. Review the meaning of the words cooperar and resolver. Have students work in pairs to recount experiences of solving problems cooperatively with other people. Ask partners to choose one of their stories and use it to complete a plot diagram. Explain that they may compare this plot diagram to events in El secreto del calendario indígena to infer a theme."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T258	DESARROLLO DEL LENGUAJE EN ESPAÑOL	"Ayude a los estudiantes a usar sus propias experiencias para inferir el tema. Muestre una tabla simple con los encabezados "Lo que sé", "Lo que el texto cuenta" e "Inferencias del tema". Pida voluntarios para comentar sus experiencias relacionadas con sucesos del cuento. Pregunte cómo pueden usar esa información para inferir el tema. Transcriba en la tabla las respuestas de los estudiantes."	"Para ayudar a los estudiantes a inferir, evalúe lo que ellos ya conocen sobre la cooperación para resolver problemas. Repase los significados de las palabras cooperar y resolver. Pida a parejas de estudiantes cuenten sus propias experiencias sobre las veces que debieron cooperar con otros para resolver problemas. Pida a las parejas de estudiantes que elijan una de esas experiencias para completar un diagrama de argumento. Luego, pida que comparen el diagrama de argumento que crearon con los sucesos de El secreto del calendario indígena para inferir un tema."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T267	Aplicar	"Pida a los estudiantes que interactúen con las fuentes para hacer comparaciones entre los textos."	"Pida a los estudiantes que usen las estrategias para hacer comparaciones entre los textos."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T267	Apply	"Have students interact with the sources for making comparisons between texts."	"Have students use the strategies for making comparisons between texts."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T280	Lesson title for English	"Comparative Adjectives"	"Comparative Adjectives and Adverbs"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T280	Flexible Option, Lesson 2	"Language: Comparative Adjectives FOCUS ON STRATEGIES Adjectives that compare two items are called comparative adjectives."	"Oral Language: Comparative Adjectives and Adverbs FOCUS ON STRATEGIES Adjectives that compare two nouns and adverbs that compare two verbs show a comparative degree."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T280	Lesson title	"El grado comparativo de los adjetivos"	"El grado comparativo de los adjetivos y los adverbios"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T280	Opción flexible, Lección 2	"Lenguaje oral: El grado comparativo de los adjetivos" ENFOQUE EN LAS ESTRATEGIAS Los adjetivos que comparan dos objetos se llaman adjetivos en grado comparativo."	"Lenguaje oral: El grado comparativo de los adjetivos y los adverbios ENFOQUE EN LAS ESTRATEGIAS Los adjetivos que comparan dos sustantivos o los adverbios que comparan dos verbos están en grado comparativo."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T281	Lección 3	"Enseñar el grado comparativo de los adjetivos ENFOQUE EN LAS ESTRATEGIAS Explique a los estudiantes que, para lograr comparaciones eficaces, el adjetivo debe ir acompañado de construcciones como más... que, menos... que o tan... como."	"Enseñar el grado comparativo de los adjetivos y los adverbios" ENFOQUE EN LAS ESTRATEGIAS Explique a los estudiantes que, para lograr comparaciones eficaces, el adjetivo o el adverbio deben ir acompañados de construcciones como más... que, menos... que o tan... como."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T281	Lección 4	"Practicar el grado comparativo de los adjetivos"	"Practicar el grado comparativo de los adjetivos y los adverbios"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T281	Lesson 3	"Teach Comparative Adjectives FOCUS ON STRATEGIES Tell students that to make effective comparisons, adjectives must be included in constructions, such as más... que, menos... que or tan... como"	"Teach Comparative Adjectives and Adverbs FOCUS ON STRATEGIES Tell students that to make effective comparisons, adjectives and adverbs must be included in constructions, such as más... que, menos... que or tan... como."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T281	Lesson 4	"Practice Comparative Adjectives"	"Practice Comparative Adjectives and Adverbs"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T289	title	"Corregir el uso de las oraciones completas"	"Corregir el uso de las oraciones compuestas"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T289	Escritura independiente	"Si lo estudiantes tienen dificultades para corregir el uso de las oraciones completas, brinde comentarios individuales durante la conferencia."	"Si los estudiantes tienen dificultades para corregir el uso de las oraciones compuestas, brinde comentarios individuales durante la conferencia."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T289	title for English	"Edit for Complete Sentences"	"Edit for Compound Sentences"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T289	Independent Writing	"If students have difficulty editing for complete sentences, provide individual feedback in conference."	"If students have difficulty editing for compound sentences, provide individual feedback in conference."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T290	Student Edition reduction, page 365	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T335	Student Edition reduction, page 393	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T338	Vocabulario académico	"• ¿Qué estrategias pueden usar para interpretar el tema de un mito?"	Delete (bullet 3)
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T344	Lesson 2	"Apply Homophones and Homographs"	"Apply Homophones"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T344	title	"Los homófonos y los homógrafos"	"Los homófonos"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T344	Lección 1	"Enseñar los homófonos y los homógrafos"	"Enseñar los homófonos"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T344	Lección 2	"Aplicar los homófonos y los homógrafos"	"Aplicar los homófonos"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T347	Student Edition reduction, page 397	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T350	Spelling (title)	"Homophones and Homographs"	"Homophones"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T350	Lesson 2	"Teach Homophones and Homographs"	"Teach Homophones"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T350	Ortografía (title)	"Los homófonos y los homógrafos"	"Los homófonos"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T350	Lección 2	"Enseñar los homófonos y los homógrafos"	"Enseñar los homófonos"
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T63	BOOK CLUB, bullets	<ul style="list-style-type: none"> • Ideas for weekly Book Club sessions. • Suggested texts to support the unit theme and Spotlight Genre. • Support for groups' collaboration. • Facilitating use of the trade book César Chávez. 	<ul style="list-style-type: none"> • Teacher's summary of chapters in Sonia Sotomayor. • Talking points to share with students. • Collaboration prompts and conversation starters. • Suggestions for incorporating the Discussion Chart. • Alternate texts to support the unit theme and Spotlight Genre."
Publisher	Editorial Change	9781418268756	Teacher	Unit 4, page T71	Student Edition reduction, page 248	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T12	under Features heading	added text	"SUPPORT BILITERATE LEARNERS Bilingual Paired/Group Activities Pair students of differing academic proficiency and language-dominance levels at the start of the unit. Reinforce the value of paired learning during your Small Group instructional time. Have bilingual pairs or groups (two pairs) complete the suggested Literacy Activities."
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T12	under Objetivos heading, new last entry	added text	"APOYO PARA ESTUDIANTES BILINGÜES Actividades bilingües en parejas o grupos Forme parejas de estudiantes que tengan diferentes niveles de competencia académica y dominio del lenguaje al comienzo de la unidad. Refuerce el valor del aprendizaje en parejas durante la enseñanza en grupos pequeños. Pida a las parejas o grupos (dos parejas) bilingües que completen las actividades de lectoescritura sugeridas."

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Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T13	Lectura independiente	"DESARROLLO DEL LENGUAJE EN ESPAÑOL Conocimientos previos Para ayudar a los estudiantes a que entiendan el video, use los apoyos que se dan a continuación para que hagan uso de sus conocimientos previos. Proporcione marcos de oración para que comenten los estudiantes en grupos sobre el video. Antes de ver el video, sabía _____. Después de ver el video, aprendí que _____. Quiero aprender más sobre _____."	"LECTOESCRITURA BILINGÜE: ESTRATEGIAS DE DESARROLLO Y ENRIQUECIMIENTO Murales de palabras Prepare un mural de palabras al comienzo de esta unidad o cada semana. A medida que avanza en las lecciones de lectura y escritura, pida a los estudiantes que digan palabras que sean importantes para comprender el contenido o que sigan ciertos patrones ortográficos, y anótelas en el mural. Anímelos a usar las palabras nuevas y a reciclar las que ya han aprendido en las actividades diarias de lectura y escritura. ANÁLISIS CONTRASTIVO Escoja palabras de los murales para agregarlas a los carteles de referencia en español/inglés. Use estos carteles durante el tiempo de conexión entre los idiomas o en las actividades de los centros bilingües para comparar y contrastar palabras y patrones lingüísticos entre el español y el inglés. Para hallar estrategias adicionales que apoyen a los estudiantes bilingües, consulte la Dual Language Educators' Implementation Guide."
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T13	Independent Reading	"SPANISH LANGUAGE DEVELOPMENT Prior Knowledge To help students understand the video, use the supports below to tap into their prior knowledge. Provide sentence frames for student groups to discuss the video. Before watching the video, I knew _____. After watching the video, I know _____. I want to learn more about _____."	"BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES Word Walls Set up a word wall at the beginning of this unit or each week. As you move through reading and writing lessons, elicit from students and record on the wall words that are key to content understanding, or that focus on spelling patterns. Encourage students to use new words and recycle learned ones in their daily speaking or writing activities. CONTRASTIVE ANALYSIS Select words from the walls to add to Spanish/English anchor charts. Use the charts during your language-bridging or bilingual-center activity time to compare and contrast Spanish and English words and language patterns. For additional strategies to support biliterate learners, see the Dual Language Educators' Implementation Guide."
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T333	Student Edition reduction, page 600	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T338	Word Study	"Spell Words with Latin and Greek prefixes trans-, tele- and Greek affix -grafo; Greek roots (foto-, bio-, metro-, -metro)"	"Latin and Greek Affixes and Roots"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T338	Flexible Option, Lesson 1	"Teach Greek and Latin roots and affixes"	"Teach Latin and Greek Affixes and Roots"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T338	Estudio de palabras	"Los prefijos latinos y griegos trans-, tele y el afijo griego -grafo; las raíces griegas (foto-, bio-, metro-, -metro)"	Las raíces y los afijos latinos y griegos"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T338	Lección 1	"Enseñar afijos y raíces griegos y latinos"	"Enseñar raíces y afijos latinos y griegos"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T338	Lección 2	"Aplicar afijos y raíces griegos y latinos"	"Aplicar raíces y afijos latinos y griegos"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T344	Student Edition reduction, page 605	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T344	Spelling	"Spell Words with Latin and Greek prefixes trans-, tele- and Greek affix -grafo; Greek roots (foto-, bio-, metro-, -metro)"	"Spell Words with Latin and Greek Affixes and Roots"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T344	Ortografía	"Escribir palabras con los prefijos latinos y griegos trans-, tele- y el afijo griego -grafo; las raíces griegas (foto-, bio-, metro-, -metro)"	"Escribir palabras con raíces y afijos latinos y griegos"

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Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T367	Student Edition reduction, page 618	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T379	Grupos pequeños bookmark, Escoger un libro	"Un río de piedras de lava rojas y calientes"	"Los fósiles y las rocas"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T380	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T381	Grupos pequeños bookmark, Escoger un libro	"Un río de piedras de lava rojas y calientes"	"Los fósiles y las rocas"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T390	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T391	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T68	Spelling (title)	"Spell Latin Roots port-, gene-, dur-, -yecto"	"Spell Words with Latin Roots"
Publisher	Editorial Change	9781418268763	Teacher	Unit 5, page T68	Spelling (title for Spanish)	"Escribir las raíces latinas port-, gene-, dur-, -yecto"	"Escribir las palabras con raíces latinas"
Publisher	New Content	9781418268763	Teacher	Unit 5, page T382	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268763	Teacher	Unit 5, page T383	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268763	Teacher	Unit 5, page T384	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268763	Teacher	Unit 5, page T385	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268763	Teacher	Unit 5, page T386	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268763	Teacher	Unit 5, page T387	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268763	Teacher	Unit 5, page T388	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.

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Publisher	New Content	9781418268763	Teacher	Unit 5, page T389	Affects whole page	Un río de piedras de lava rojas y calientes instruction	Book Club instruction for original Trade Book (Un río de piedras de lava rojas y calientes) was rewritten to teach the content of the replacement Trade Book (Los fósiles y las rocas), which was replaced because the publisher was unable to obtain digital rights to the title.
Spanish Language Arts and Reading, Grade 5 <i>Texas miVisión Lectura - Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura - Online, Grade 5 (ISBN 9780134915005)</i>							
State Review Panel	Editorial Change	9780328992324	Student	Unit 2, page 311	Fluidez paragraph	"Lee los párrafos 58 a 71 en voz alta con un compañero para practicar la lectura con expresión. Presta atención a las palabras introducidas con rayas de diálogo."	"Lee los párrafos 58 a 71 en voz alta con un compañero para practicar la lectura con expresión. Asegúrense de leer los párrafos con precisión y prosodia (buena pronunciación). Presten atención a las palabras introducidas con rayas de diálogo, o guion largo."
State Review Panel	New Content	9780328992324	Student	Unit 1, page 187	Publicar y celebrar paragraph	"Cuando un escritor termina de escribir, publica su texto para que otros puedan leerlo. Para publicar tu trabajo, compártelo públicamente con tus compañeros."	"Cuando un escritor termina de escribir, publica su texto para que otros puedan leerlo. Una de las maneras de publicar tu texto es escribiendo en letra cursiva. Al escribir, asegúrate de formar y unir correctamente las letras y añadir los acentos necesarios. Tu texto debe ser fácil de leer, o legible. Para publicar tu trabajo, compártelo públicamente con tus compañeros."
State Review Panel	New Content	9780328992324	Student	Unit 1, page 187	Mi Turno paragraph	"Completa las oraciones sobre tu experiencia de escritura. Escribe en cursiva con letra clara y legible para que otros puedan leer con facilidad lo que escribiste."	"Completa las oraciones siguientes que reflejan cuál fue tu experiencia como escritor. Escribe en cursiva con letra clara y legible para que otros puedan leer con facilidad lo que escribiste."
State Review Panel	New Content	9780328992324	Student	Unit 2, page 395	Publicar y celebrar paragraph	"Los escritores publican su trabajo después de revisarlo y corregirlo. Algunos escritores prefieren imprimir su trabajo y distribuir copias entre sus lectores. Otros publican lo que escriben en un blog u otra plataforma digital."	"Los escritores publican su trabajo después de revisarlo y corregirlo. Algunos escritores prefieren imprimir su trabajo y distribuir copias entre sus lectores. Otros publican lo que escriben en un blog u otra plataforma digital. También hay escritores que prefieren escribir el texto a mano, en letra cursiva. Si escribes de esta manera, es importante formar y unir correctamente las letras y añadir los acentos necesarios. Asegúrate de que tu letra sea legible."
State Review Panel	New Content	9780328992324	Student	Unit 2, page 395	Mi Turno paragraph	"Responde a las preguntas sobre tu experiencia de escritura. Escribe en cursiva con letra clara, o legible. Asegúrate de que otros puedan leer con facilidad lo que escribiste."	"Responde a las preguntas sobre cómo fue tu experiencia como escritor. Escribe en cursiva con letra clara, o legible, para asegurarte de que otros puedan leer con facilidad lo que escribiste."
State Review Panel	New Content	9780328992331	Student	Unit 3, page 185	Mi Turno paragraph	"Completa las oraciones sobre tu experiencia de escritura. Resume tu escrito con letra cursiva legible."	"Completa las oraciones sobre tu experiencia de escritura. Escribe tus respuestas con letra cursiva legible asegurándote de formar y unir las letras correctamente, y añadir los acentos necesarios."
State Review Panel	New Content	9780328992331	Student	Unit 5, page 590	Fluidez paragraph	"Lee los párrafos 34 a 38 en voz alta con un compañero. Cuando llegues a una palabra poco común, pronuncia las sílabas de la palabra. Usa las claves del contexto para ayudarte a determinar el significado de la palabra."	"Lee los párrafos 34 a 38 en voz alta con un compañero. Asegúrense de leerlos con precisión y prosodia (buena pronunciación). Cuando lleguen a una palabra desconocida, pronuncien las sílabas de la palabra. Usen claves del contexto para determinar el significado de la palabra."
State Review Panel	New Content	9781418268770	Teacher	Unit 1, page T348	Student Edition reduction, page 187	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268787	Teacher	Unit 2, page T187	Student Edition reduction, page 311	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268787	Teacher	Unit 2, page T356	Student Edition reduction, page 395	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268794	Teacher	Unit 3, page T344	Student Edition reduction, page 185	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
State Review Panel	New Content	9781418268817	Teacher	Unit 5, page T318	Student Edition reduction, page 590	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 105	Anno layer is on in entire page	Anno layer is set on	Set anno layer off
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 119	Bullet points at the top	<ul style="list-style-type: none"> • Tiene un enunciado de "enganche", interesante y atractivo, que hace que los lectores quieran seguir leyendo • Establece la situación o el problema que pone los sucesos en marcha • Presenta al narrador y las otras personas importantes que participan en la experiencia. En una narración personal, el narrador es el escritor 	<ul style="list-style-type: none"> • Tiene un enunciado de "enganche", interesante y atractivo, que hace que los lectores quieran seguir leyendo. • Establece la situación o el problema que pone los sucesos en marcha. • Presenta al narrador y a las otras personas importantes que participan en la experiencia. En una narración personal, el narrador es el escritor.
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 13	Table: middle column, second box	"entendimiento o saber sobre una cosa o situación"	"entendimiento sobre una cosa o situación"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 13	Table: middle column, third box	"caminar lentamente sin rumbo fijo"	"andar, caminar sin dirección determinada"
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 169	Map of Nuevo México: city heading	"• Santa Fé •"	"• Santa Fe"
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 169	Map of the U.S. at the right	"Abiquiú •"	"• Abiquiú"
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 185	Mi Turno, item 1	"Reordena las ideas del párrafo para que el orden tenga sea coherente."	"Reordena las ideas del párrafo para que el orden tenga sentido."
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 34	First paragraph, second to last row	"ten"	"teniendo"
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 53	Map of Antártida gray bottom section above Monte Erebus	Insert new heading in the middle of gray section	"Barrera de hielo Ross"
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 53	Boxed text at the bottom	"A lo largo de las orillas de la Antártida encontramos enormes barreras de hielo (gruesas plataformas de hielo flotante). La barrera de hielo de Ross, cercana a la base McMurdo, tiene el tamaño de Francia. Los Valles secos también se encuentran cerca."	"A lo largo de las orillas de la Antártida encontramos enormes barreras de hielo (gruesas plataformas de hielo flotante). La Barrera de hielo de Ross, cercana a la base McMurdo, tiene el tamaño de Francia. Los Valles secos también se encuentran cerca."
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 74	Mi Turno paragraph	"Coloca las siguientes palabras en letra negrita según su raíz. Luego, piensa en una definición para cada una de las palabras. En una hoja aparte, escribe oraciones usando tres de las palabras con raíces griegas. <i>termómetro, fotografía, biografía, geografía, neonato</i> "	"Completa la tabla con una palabra que tenga cada raíz griega. Luego, escribe una definición para cada palabra nueva. En una hoja aparte, escribe oraciones usando tres de las palabras con raíces griegas."
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 77	Table: last word in the second column	"biología"	"biografía"
Publisher	Editorial Change	9780328992324	Student	Unit 1, page 94	Anno layer is on in entire page	Anno layer is set on	Set anno layer off
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 212	Table: below numbers appearing in four rows	Missing checkbox circles below numbers in four rows	Insert checkbox circles below numbers in four rows
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 213	Table: second column, first definition	"persona que tiene conocimientos o destrezas especiales adquiridas mediante el estudio o la experiencia"	"especialista"
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 213	Table: second column, first definition	"hacer foco con una lente o una cámara fotográfica; dirigir la atención o el interés hacia algo"	"acción de dirigir la atención hacia algo"
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 213	Table: second column, fourth definition	"mostrar una conexión entre dos cosas; mantener trato social"	"establecer un vínculo entre personas u objetos"
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 250	Escribir Para Un Público red checkmarks	Three red checkmarks annos are on	Turn off anno layer
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 283	Escribir palabras con diptongos e hiatos heading	"Escribir palabras con diptongos e hiatos"	"Escribir palabras con diptongos y hiatos"
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 289	LOS ELEMENTOS VISUALES Y DE MULTIMEDIA DEBEN red checkmarks	Three red checkmarks annos are on	Turn off anno layer
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 332	Lectura paragraph, third row	"349."	"siguiente a la selección."
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 339	Hembra No 291 heading	"No"	"nro."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 346	Table: second column, words in third, fourth, and fifth boxes	"diccionario diccionario diccionario de sinónimos"	set in anno: "diccionario diccionario diccionario de sinónimos"
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 363	First Intercambiar Ideas heading	"Intercambiar Ideas"	remove first "Intercambiar Ideas" heading
Publisher	Editorial Change	9780328992324	Student	Unit 2, page 363	Second Intercambiar Ideas paragraph	"Comenta lo que sabes sobre cómo los animales sobreviven en la naturaleza. Toma notas de lo que piensas del video, las fotos y las leyendas. Comenta las características propias de cada tipo de medio y explica cómo te ayuda cada una a entender mejor el tema que si usaras solo el texto. "	"Resume lo que aprendiste de ver el video. Comenta lo que sabes sobre cómo los animales sobreviven en los hábitats naturales. Toma notas de lo que piensas del video, las fotos y las leyendas. Comenta las características propias de cada tipo de medio y explica cómo te ayuda cada uno a entender mejor el tema que si usaras solo el texto."
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 119	Palabras de Ortografía box: second column, last word	"sabía"	"escribía"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 148	Chart: first column, middle box, third row	"ustedes"	"usted(es)"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 148	Chart: bottom box, first row	"nostros, ustedes"	"nosotros, usted(es)"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 148	Chart: bottom box, third and fourth rows	"Con la preposición <i>entre</i> , se deben emplear las formas personales de <i>mí</i> y <i>ti</i> , por ejemplo, entre tú y yo, creo que Pedro miente."	"Con la preposición <i>entre</i> se deben emplear las formas personales de <i>mí</i> y <i>ti</i> , por ejemplo: <i>Entre tú y yo, creo que Pedro miente.</i> "
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 148	Mi Turno paragraph: second row	"reflexicos"	"reflexivos"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 15	Intercambiar ideas: second to last row, "atractivo"	"capacidad de atraer por su belleza o su interés"	"que atrae"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 15	Intercambiar ideas: last row, "confiar"	"poner en manos de alguien los bienes, un secreto o cualquier otra cosa"	"depositar fe en alguien"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 152	Title: Revisar la claridad	"la claridad"	"para combinar ideas y mejorar la claridad"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 40	Pregunta de la semana	"¿Qué podemos aprender de las experiencias de las generaciones más grandes?"	"¿Qué recuerdos tienes de experiencias y momentos especiales compartidos con tus seres queridos?"
Publisher	Editorial Change	9780328992331	Student	43Unit 3, page 43	Leer como un escritor: First paragraph	"Los autores usan imágenes literarias para ayudar al lector a imaginar cómo ve o suena algo, su aroma o su sabor, o cómo se siente al tacto."	"Los autores usan imágenes literarias, o lenguaje sensorial, para ayudar al lector a imaginar cómo se ve o suena algo, su aroma o su sabor, o cómo se siente al tacto."
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 88	Second set of bullet points, second bullet, first row	"que"	"o direcciones escénicas, que"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 208	First paragraph, third and fourth rows	"lapsos un período de tiempo sostenido."	"períodos de tiempo sostenidos."
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 240	Mi Turno: content inside box	Anno layer is on	Set anno layer off
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 248	Intercambiar ideas paragraph: fifth row	"context"	"contexto"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 270	Mi Turno: item 1, second and third rows	Insert quotation marks to Salvemos al Sr. John Holton	"Salvemos al Sr. John Holton"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 270	Mi Turno: item 2 table: third heading in green box	"Mi inferencia sobre la convicción en una causa"	"El tema que inferí"

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Publisher	Editorial Change	9780328992331	Student	Unit 4, page 278	Mi Turno: content inside box	Anno layer is on	Set anno layer off
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 279	First Mi Turno: sixth row	"en el año 2250."	"dentro de 250 años."
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 279	Second Mi Turno: second row	"tu propio robot"	"los personajes de tu cuento "
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 357	Mi Turno sentence	"Corrige el artículo para que las comas y las comillas estén bien usadas."	"Corrige el artículo agregando las comas y las comillas que faltan."
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 377	Vocabulario en contexto: second paragraph	"opinión."	"definición."
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 393	Leer como un escritor: First paragraph, first row	"dichos,"	"dichos"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 393	Leer como un escritor: First paragraph, second row	"dice"	"significa"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 393	Mi Turno: item 1	"Ben"	"Joe"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 394	Mi Turno paragraph	"Piensa en cómo te afecta como lector el uso de dichos son frases en un texto. Luego, identifica cómo puedes usar dichos son frases para entretener y relacionarte con tus propios lectores."	"Piensa en cómo te afecta como lector el uso de dichos. Luego, identifica cómo puedes usar dichos para entretener y relacionarte con tus propios lectores."
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 397	First box, third row	caret in the wrong location	Move the caret between "verano" and the period
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 397	Fourth box, first sentence	"won"	"Won"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 410	Blue box at bottom left, first row	"el discurso:"	"tu proyecto:"
Publisher	Editorial Change	9780328992331	Student	Unit 4, page 419	Third bold heading	"lectura"	"escritura"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 432	Identificar la idea principal y los detalles: first paragraph	"Subraya un elemento del texto que te ayude a determinar cómo está organizada la información."	"Subraya una oración que te ayude a determinar la idea principal del texto. Luego, subraya detalles que apoyen la idea principal."
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 451	Middle image, bottom caption	"Falla inversa"	"Falla inversa/de cabalgamiento"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 451	Paragraph below the three images, second to last row	"Una falla oblicua ocurre"	"Se llama <i>falla de cabalgamiento</i> "
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 464	Cómo suena la poesía; second paragraph, second and third rows	"vocálicos o consonánticos y vocálicos, a partir de la vocal acentuada. La rima se produce entre las últimas palabras de los versos."	delete "vocálicos o consonánticos y vocálicos, a partir de la vocal acentuada. La rima se produce entre las últimas palabras de los versos"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 464	Cómo suena la poesía: poem, second row	"e" in "caer"	Insert stressed mark over "e" in "caer"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 464	Mi Turno: second and third rows	"en la última palabra de cada verso la vocal acentuada."	"las rimas."
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 464	Mi Turno: third row	"irregular."	"irregular. El primer verso ya está hecho para ti."
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 464	Mi Turno: poem inside box, first row	Unstressed/stressed marks are set as magenta anno	Set unstressed/stressed marks in black
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 469	Intercambiar ideas paragraph, second and third rows	"para los distintos ciclos"	"para estar preparado ante las diferentes condiciones climáticas relacionadas con el ciclo"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 485	El ciclo del agua diagram, missing caption between "Nubes" and the purple arrow next to the sun	Missing caption	Insert "Transpiración"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 495	Mi Turno: item 1, second row	"como" is set as magenta anno	Set "como" in black and delete WOL below
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 503	Usar interjecciones: second, third, and fourth rows	"Casi siempre se escriben entre signos de exclamación. [new paragraph, indent] ¡Puaj! Puse sal en vez de azúcar. [new paragraph] A veces, la interjección forma parte de una oración más larga. En ese caso,"	"Casi siempre se escriben entre signos de exclamación. [new paragraph, indent] ¡Puaj! Puse sal en vez de azúcar. [new paragraph] Cuando una interjección no expresa una emoción fuerte,"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 503	Two items below Banco de Palabras box	"¡Me lastimé! [new item] ¿Cómo estás?"	"Finalmente terminé mi tarea [new item] mañana habrá otra oportunidad para lograr lo que no pude hacer hoy."
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 533	Mi Turno: item 2	"Analizar"	"Preguntar"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 534	Mi Turno: item 1	"descriibir"	"describir"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 537	First paragraph, first, second, and third rows	"En los poemas con métrica libre, los versos no tienen la misma cantidad de sílabas. La longitud de los versos influye en el ritmo del poema, y se aprecia"	"Los poetas escogen la longitud de los versos de los poemas. La longitud de los versos influye en el ritmo y la cadencia, que se aprecian"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 548	Vertical text next to money images, first row	"cada"	"cada grupo"
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 549	Green circle on the right	Missing image	Insert image
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 569	Mi Turno sentence	"Corrige la puntuación de las oraciones complejas en el borrador para unir cláusulas subordinadas con cláusulas independientes."	"Corrige este borrador para conectar las cláusulas subordinadas con las cláusulas independientes y formar oraciones complejas. Agrega comas cuando sea necesario."
Publisher	Editorial Change	9780328992331	Student	Unit 5, page 610	Actividad paragraph: fifth row from the bottom	"medioambiente"	"medioambiente. Asegúrate de"
Publisher	Editorial Change	9781418268770	Teacher	EM, page T388	Student Edition reduction, page 419	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T12	Objetivos, TEKS	Update TEKS	GLOBAL SLAR TEKS updates: All TEKS wording changed on affected pages, starting on p. T12 of Unit 1, to show the final SLAR TEKS translations released by the TEA in late Spring 2018.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T130	Student Edition reduction, page 74	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T136	Student Edition reduction, page 77	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T15	Student Edition reduction, page 13	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T170	Student Edition reduction, page 94	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T181	Student Edition reduction, page 105	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T200	Model and Practice in left column, second row	"conocimiento"	"conocimientos"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T200	SPANISH LANGUAGE DEVELOPMENT, Academic Vocabulary, first paragraph	"Academic Vocabulary Spanish learners may have trouble spelling and pronouncing words from Academic Vocabulary that have diphthongs and hiatus correctly."	"Academic Vocabulary Spanish learners may have trouble spelling and pronouncing correctly words from Academic Vocabulary that have diphthongs and hiatus."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T200	DESARROLLO DEL LENGUAJE EN ESPAÑOL box, second paragraph, last sentence	"Asegúrese de que los estudiantes escriben y pronuncian las palabras correctamente."	"Asegúrese de que los estudiantes escriban y pronuncien las palabras correctamente."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T202	MODEL AND PRACTICE, first sentence	"MODEL AND PRACTICE To demonstrate and apply phonetic knowledge and ortographic rules to segment syllables by decoding formal hiatus, diphthongs and triphthongs write on the board the words <i>aire, poema, boina, leal and Paraguay.</i> "	"Write on the board the words <i>aire, poema, boina, leal and Paraguay.</i> "
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T202	Lección 1: DEMOSTRAR Y PRACTICAR, first sentence	"DEMOSTRAR Y PRACTICAR Para demostrar y aplicar el conocimiento de la fonética y de las reglas ortográficas para dividir las sílabas al decodificar los hiatos simples, diptongos y triptongos, escriba en el pizarrón las palabras <i>aire, poema, boina, leal y Paraguay.</i> "	"Escriba en el pizarrón las palabras <i>aire, poema, boina, leal y Paraguay.</i> "
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T202	Lección 2: second paragraph, third row	"dividir"	"separar, o segmentar,"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T208	Lesson 2: APPLY MY TURN paragraph	"APPLY MY TURN Have students independently complete the activity on p. 117 of the Libro interactivo del estudiante, demonstrating phonetic knowledge and the spelling rules by segmenting and combining syllables to write the words in the correct column."	"APPLY MY TURN Have students independently complete the activity on p. 117 of the Libro interactivo del estudiante."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T208	Lección 1: bottom of the column	Insert mini	Insert mini p. 117
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T208	Lección 2: Aplicar Mi Turno paragraph	"Pida a los estudiantes que completen individualmente la actividad de la p. 177 del Libro interactivo del estudiante, demostrando el conocimiento de la fonética y las reglas de ortografía al separar y combinar sílabas para escribir las palabras en la columna correcta."	"Pida a los estudiantes que completen individualmente la actividad de la p. 117 del Libro interactivo del estudiante."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T216	Student Edition reduction, page 119	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T218	Minilección, TEMA DE ENSEÑANZA, second row	"transición"	"transición, o palabras de enlace,"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T230	After Model and Practice paragraph	Insert text in minilesson box	"FLUENCY Have students build fluency by reading aloud a stanza from a poem in your classroom library. Emphasize reading expressively, accurately, and with an appropriate rate. (See Spanish.) Display a stanza or a short poem and have the class echo-read with you. Then have students read individually. Check their fluency, focusing on accuracy and appropriate rate."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T230	After Minilección	Insert text after minilesson	<p>FLUIDEZ</p> <p>Pida a los estudiantes que desarrollen la fluidez leyendo en voz alta una estrofa de un poema de la biblioteca de la clase. Enfátice que lean con expresión, exactitud y con la velocidad apropiada.</p> <ul style="list-style-type: none"> • Cuando lean con expresión, el fraseo, o la manera en que agrupan las palabras, y el tono de voz trabajan en conjunto para reflejar el contenido emocional del texto. • Cuando lean con exactitud, lean cada palabra de forma completa y correcta, sin agregar otras palabras. • Cuando lean con la velocidad apropiada, lean a un ritmo natural, ni muy lento ni muy rápido. Lean para que sus oyentes puedan entenderlos. <p>Muestre una estrofa o poema corto a la clase y pídale que lean después de usted, imitando su entonación. Luego, pídale que lean individualmente. Compruebe su fluidez, enfocándose en la exactitud y en el ritmo adecuados.</p>
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T244	Close Read, Explain Sound Devices and Figurative Language, first Possible Response sentence	"Rhyme creates rhythm. It also has the effect of making a poem sound lyrical, like a song."	"Repetition gives more importance to the first and the last line, since it opens and closes the poem."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T244	Close Read, Explain Sound Devices and Figurative Language, second Possible Response sentence	"Possible Response: it compares maps and the sea because it says that inside the conch "there" is "un mar de mapas". It also says that "his heart "se llena de agua," with water", an example of figurative language. He is also comparing his heart with the sea or the conch."	"Possible Response: it compares maps and the sea because it says that inside the conch there is "un mar de mapa". It also says that "his heart "se llena de agua," an example of figurative language. He is also comparing his heart with the sea or the conch."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T244	Possible Teaching Point Read Like a Writer, below	Insert text below Possible Teaching Point Read Like a Writer	"Fluency Have students read "Caracola" aloud with a partner to practice fluency. Suggest that students scan the text before reading orally to familiarize themselves with all of the words. Students should focus on reading accurately and expressively at an appropriate rate."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T244	Posible tema de enseñanza box, below	Insert text below Posible tema de enseñanza box	"Fluidez Pida a los estudiantes que lean "Caracola" en voz alta para practicar la fluidez. Sugérelas escanear el texto antes de leerlo oralmente para familiarizarse con todas las palabras. Los estudiantes deberían enfocarse en leer con exactitud y con expresión a un ritmo adecuado. "
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T247	Yellow banner, Interactividad icon	Interactividad icon and text	Delete Interactividad icon and text
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T247	Interactividad icon above mini	Interactividad icon	Delete Interactividad icon
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T254	Minilección, DEMOSTRAR Y PRACTICAR, second sentence	"Veamos el poema "Andando, andando".	"En "Andando, andando" el poeta agrupa imágenes para crear líneas, que se acoplan en estrofas."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T255	Aplicar, Opcion 1, Mi Turno	"Pida a los estudiantes que anoten el texto usando las notas de Lectura atenta para explicar el lenguaje figurado y que luego usen sus anotaciones para completar la tabla de la p. 141."	"Pida a los estudiantes que anoten el texto usando las notas de Lectura atenta para la visualización y que luego usen sus anotaciones para completar la tabla de la p. 141."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T255	Apply, Option 1, My Turn	"Pida a los estudiantes que anoten el texto usando las notas de Lectura atenta para explicar el lenguaje figurado y que luego usen sus anotaciones para completar la tabla de la p. 141."	"Have students annotate the text using the Close Read notes for Visualize and then use their annotations to complete the chart on p. 141."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T265	Below Lesson 5, right column	Insert footer	"Colección de poesía T265"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T272	Lección 1, fourth paragraph, sixth row	"conjunción las"	"conjunción. Las"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T298	Minilección, DEMOSTRAR Y PRACTICAR, third bullet	"• ¿Hace una comparación? Si es así, ¿compara dos cosas, tres cosas o tres o más cosas? más?"	"• ¿Hace una comparación? Si es así, ¿compara dos cosas, tres cosas o más?"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T292	FLEXIBLE OPTION ANCHOR CHARTS, second bullet, second row	"work."	"to work."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T292	OPCIÓN FLEXIBLE CARTELES DE REFERENCIA, second and third bullets	"• Pida a los estudiantes que sugieran encabezados y gráficos. • Pida que los estudiantes agreguen títulos específicos a medida que lean nuevos textos."	"• Pida a los estudiantes que sugieran encabezados y gráficas. • Pídale que agreguen títulos específicos a medida que lean nuevos textos."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T292	DESARROLLO DEL LENGUAJE EN ESPAÑOL, ANÁLISIS CONTRASTIVO, last row	"el final"	"la terminación de la palabra."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T294	Matching Texts to Learning, Level T, second bullet	"• Words from languages other than English"	"• Words from other languages "
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T294	Desarrollar el vocabulario, second bullet, last word	"texto"	"texto?"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T295	Level V, second bullet	"• Words from languages other than English"	"• Words from other languages"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T295	Level W, first bullet	"• Words from languages other than English"	"• Words from other languages"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T295	DESARROLLO DEL LENGUAJE EN ESPAÑOL, third paragraph	"Pídale que hagan una lista de las transiciones que encuentren."	"Pídale que, en parejas, identifiquen palabras o frases de transiciones mientras dan un vistazo previo a [set italic] Travesías pintorescas. [end italic] Pídale que hagan una lista de las palabras o frases de transición que encontraron."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T299	SPANISH LANGUAGE DEVELOPMENT, next to the gray boxes	"LIBRO INTERACTIVO DEL ESTUDIANTE, pp. 156–157"	"LIBRO INTERACTIVO DEL ESTUDIANTE, pp. 158–159"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T301	Primera lectura, head	"Hacer preguntas"	"Generar preguntas"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T309	Student Edition reduction, page 169	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T318'	Minilección, first word in all three bullets	<ul style="list-style-type: none"> • Pensar • Identificar • Determinar 	<ul style="list-style-type: none"> • Piensen • Identifiquen • Determinen
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T318	VOCABULARIO ACADÉMICO paragraph	"Integrar Ofrecer a los estudiantes prácticas orales usando palabras del vocabulario académico de la unidad para conversar sobre el arte. Dar a los estudiantes marcos de oraciones, por ejemplo:"	"Integrar Ofrezca a los estudiantes prácticas orales usando palabras del vocabulario académico de la unidad para conversar sobre el arte. Dé a los estudiantes marcos de oraciones, por ejemplo:"

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Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T318	DESARROLLO DEL LENGUAJE EN ESPAÑOL, second paragraph, last row	"y o"	"O"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T322	SPANISH LANGUAGE DEVELOPMENT second paragraph	"After reading, have students work in pairs to make predictions based on the text and their prior knowledge. Have them (See Spanish.)"	"Ask them to use the following sentence frames:"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T322	VOCABULARIO ACADÉMICO paragraph	"Integrar Ofrecer a los estudiantes prácticas orales usando palabras del vocabulario académico de la unidad para conversar sobre el arte. Dar a los estudiantes marcos de oraciones, por ejemplo"	"Integrar Ofrezca a los estudiantes prácticas orales usando palabras del vocabulario académico de la unidad para conversar sobre el arte. Dé a los estudiantes marcos de oraciones, por ejemplo"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T322	Minilección, DEMOSTRAR Y PRACTICAR paragraph, last word	"estructura"	"estructura del texto."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T322	DESARROLLO DEL LENGUAJE EN ESPAÑOL, second paragraph, last row	"que"	"que usen"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T346	Student Edition reduction, page 185	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T348	Left column, Share Back	"After students have identified their best personal narrative, invite several volunteers to share their narratives with the class."	"After students have identified their best personal narrative, invite several volunteers to share with the class how their experience as writers was."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T357	Usar las palabras del vocabulario académico heading	"Usar las palabras del vocabulario académico"	"Aplicar el vocabulario académico"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T357	Use Academic Vocabulary Words heading	"Use Academic Vocabulary Words"	"Apply Academic Vocabulary"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T358	Argumentative Writing paragraph	"Use the travelogue "Todos a bordo" and the Plan Your Research chart to help students recognize argumentative texts features –a statement, facts for and against it, and a well-defined audience– and structure."	"Use the travelogue "Todos a bordo" and the Plan Your Research chart to help students recognize argumentative texts features –a statement, facts for and against it, and a well-defined audience– and structure."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T358	LECTOESCRITURA CRÍTICA, Colaborar, last two bullets	<ul style="list-style-type: none"> • ¿Qué ofrecen los trenes que los aviones no? • ¿Qué hace que los trenes sean una forma de viaje más amigable con el medio ambiente? 	<ul style="list-style-type: none"> • ¿Qué ofrecen los trenes que los aviones no ofrecen? • ¿Qué hace que los trenes sean una forma de viaje menos dañina para el medio ambiente?
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T366	Extend Research, Write Business correspondence heading	"Write Business correspondence"	"Write Business Letter"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T366	Escribir una correspondencia formal heading	"Escribir una correspondencia formal"	"Escribir una carta formal"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T368	Collaborate and Discuss, Revise and Edit paragraph	"Revise and Edit TEACHING POINT Writers analyze their own writing to see how they make their ideas more convincing and interesting to their audience. Remind students that they should organize their information in a creative and engaging way to convince their audience to visit the country they chose to research."	"Revise and Edit: Add Details TEACHING POINT Writers analyze their own writing to see how they can make their ideas more convincing and interesting to their audience. Remind students that they should organize their information in a creative and engaging way to convince their audience to visit the country they chose to research."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T368	Collaborate and Discuss, Model and Practice paragraph	"MODEL AND PRACTICE On p. 204 of the Libro interactivo del estudiante model how writers add details to strengthen their evidence, referring back to the Student Model on p. 199 as needed."	"MODEL AND PRACTICE Use the model on p. 204 of the Libro interactivo del estudiante to show writers add details to strengthen their evidence, referring back to the Student Model on p. 199 as needed."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T368	Revisar y corregir heading	"Revisar y corregir"	"Revisar y corregir: Agregar detalles"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T368	Revisar y corregir, Demostrar y Practicar, first sentence, second row	"la"	"el modelo de la"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T40	Lectura atenta, Analizar la evidencia del texto, first paragraph	"Explique que usar el contexto fuera de una oración sirve para determinar el significado relevante de las palabras poco comunes o con significados múltiples."	Delete "Explique que usar el contexto fuera de una oración sirve para determinar el significado relevante de las palabras poco comunes o con significados múltiples."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T43	Yellow banner, Interactividad icon	Interactividad icon and text	Delete Interactividad icon and text
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T43	Interactividad icon above mini	Interactividad icon	Delete Interactividad icon
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T55	Student Edition reduction, page 34	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T68	Lección 1: DESARROLLO DEL LENGUAJE EN ESPAÑOL box, third paragraph, first sentence	"Pida a los estudiantes que trabajen en parejas y escriban oraciones que no tengan el sujeto escrito respetando las normas del español y evitando las yuxtaposiciones. "	"Pida a los estudiantes que trabajen en parejas y escriban oraciones que no tengan el sujeto escrito respetando las normas del español y evitando oraciones con puntuación incorrecta."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T68	Lección 2: DEMOSTRAR Y PRACTICAR, first sentence	"Guíe a los estudiantes para que escriban oraciones simples declarativas, interrogativas, exclamativas e imperativas en el pizarrón evitando las yuxtaposiciones."	"Guíe a los estudiantes para que escriban oraciones simples declarativas, interrogativas, exclamativas e imperativas en el pizarrón evitando oraciones con puntuación incorrecta."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T97	Student Edition reduction, page 53	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T132	Sentence above Teacher-Led Options	"Use the QUICK CHECK on p. T131 to determine differentiated instruction."	"Use the QUICK CHECK on p. T131 to determine small group instruction."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T132	Sentence above Opciones guiadas por el maestro	"Use la COMPROBACIÓN RÁPIDA de la p. T131 para determinar la enseñanza diferenciada."	"Use la COMPROBACIÓN RÁPIDA de la p. T131 para determinar la enseñanza para grupos pequeños."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T133	Actividades de lectoescritura, first bullet	Replace icon	Replace Realize Reader icon with Researcher icon
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T133	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T15	Student Edition reduction, page 212	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T15	Student Edition reduction, page 213	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T150	Independent Writing, Mentor STACK image	"Mentor STACK"	Delete "Mentor STACK"
Publisher	Editorial Change	9781418268787	Teacher	T150Unit 2, page T150	Escritura independiente, Textos Mentores image	"Textos Mentores"	Delete "Textos Mentores"
Publisher	Editorial Change	9781418268787	Teacher	T198Unit 2, page T198	Teacher-Led Options, ORAL READING RATE AND ACCURACY, first row	"Lectura atenta"	"Lecturas independientes"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T198	Fluidez, RITMO Y PRECISIÓN DE LA LECTURA ORAL, first row	"Lectura atenta"	"Lecturas independientes"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T224	Independent Writing, Mentor STACK image	"Mentor STACK"	Delete "Mentor STACK"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T224	Escritura independiente, Textos Mentores image	"Textos Mentores"	Delete "Textos Mentores"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T241	Student Edition reduction, page 332	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T247	Student Edition reduction, page 339	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T255	Student Edition reduction, page 346	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T297	Student Edition reduction, page 363	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T300	Argumentative Text, Spotlight On Genre above	"Spotlight On Genre"	Delete "Spotlight On Genre"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T300	Texto argumentativo, icon on the left	Blue and yellow icon	Delete icon
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T300	Texto argumentativo, Enfoque en el Género above	"Enfoque en el Género above"	Delete "Enfoque en el Género above"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T321	Possible tema de enseñanza box, Estudio de Palabras	"Estudio de palabras Las palabras esdrújulas y sobresdrújulas Señale la palabra rápidamente que aparece en el párrafo 20. Pida a los estudiantes que separen la palabra en sílabas y determinen si se trata de una palabra esdrújula o sobresdrújula. Cuando los estudiantes digan que es una palabra sobresdrújula, pídeles que usen lo que saben sobre las palabras relacionadas para formar una palabra esdrújula a partir de rápidamente. Para ampliar la enseñanza sobre las palabras esdrújulas y sobresdrújulas, consulte las pp. T340-T341."	"Estudio de palabras Las palabras esdrújulas y sobresdrújulas Señale la palabra rápidamente que aparece en el párrafo 20. Pida a los estudiantes que separen la palabra en sílabas y determinen si se trata de una palabra esdrújula o sobresdrújula. Cuando los estudiantes digan que es una palabra sobresdrújula, pídeles que usen lo que saben sobre las palabras relacionadas para formar una palabra esdrújula a partir de rápidamente. Para ampliar la enseñanza sobre las palabras esdrújulas y sobresdrújulas, consulte las pp. T340-T341."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T321	Possible Teaching Point Word Study Words with Stress on the Third-to-Last and Fourth-to-Last Syllable paragraph	"Point out the word rápidamente in paragraph 20. Have the students separate this word into syllables and tell if it is a esdrújula or sobresdrújula. When students say its esdrújula, ask them to use all their knowledge to form another one from rápidamente. For more instruction on these types of words, see pp. T340-341."	"Point out the word rápidamente in paragraph 20. Have the students separate this word into syllables and tell if it is a esdrújula or sobresdrújula. When students say its sobresdrújula, ask them to use all their knowledge to form an sobresdrújula word from rápidamente. For more instruction on these types of words, see pp. T340-341."

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Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T326	LECTURA COMPARTIDA heading	"LECTURA COMPARTIDA"	"LECTURA ATENTA"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T330	LECTURA COMPARTIDA heading	"LECTURA COMPARTIDA"	"LECTURA ATENTA"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T331	Grupos Pequeños heading	"GRUPOS PEQUEÑOS"	"TODA LA CLASE"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T340	[Spanish] Lesson title	"Las palabras esdrújulas y sobresdrújulas"	"Las palabras esdrújulas y sobreesdrújulas"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T340	LECCIÓN 1, bold text below, second row	"sobresdrújulas"	"sobreesdrújulas"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T340	LECCIÓN 1, ENFOQUE EN LAS ESTRATEGIAS, tenth and fourteenth rows	"sobresdrújulas" "escribir"	"sobreesdrújulas" "deletrear"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T340	LECCIÓN 1, DEMOSTRAR Y PRACTICAR, third and thirteenth rows	"sobresdrújulas" "sobresdrújula"	"sobreesdrújulas" "sobreesdrújula"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T340	LECCIÓN 2, bold text below, second row	"sobresdrújulas"	"sobreesdrújulas"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T340	LECCIÓN 2, Aplicar Mi Turno, first paragraph, fifth row	"sobresdrújulas"	"sobreesdrújulas"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T340	LECCIÓN 2, Aplicar Mi Turno, second paragraph, fourth row	"sobresdrújulas"	"sobreesdrújulas"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T341	LECCIÓN 3, Más práctica , ENFOQUE EN LAS ESTRATEGIAS, third row	"sobresdrújulas"	"sobreesdrújulas"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T341	LECCIÓN 5, Evaluar la comprensión, third and last row	"sobresdrújulas" "sobresdrújulas"	"sobreesdrújulas" "sobreesdrújulas"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T341	LECCIÓN 5: item 3, item 4, item 5	"sobresdrújula" "sobresdrújula" "sobresdrújula"	"sobreesdrújula" "sobreesdrújula" "sobreesdrújula"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T370	Analyze Student Model, paragraph below	"Use the example on p. 404 of the Libro interactivo del estudiante to model evaluating the credibility of search engine results."	Delete "Use the example on p. 404 of the Libro interactivo del estudiante to model evaluating the credibility of search engine results."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T370	Analizar el modelo de un estudiante, paragraph below	"Use el ejemplo de la p. 404 del Libro interactivo del estudiante para determinar la credibilidad de los resultados de los motores de búsqueda."	Delete "Use el ejemplo de la p. 404 del Libro interactivo del estudiante para determinar la credibilidad de los resultados de los motores de búsqueda."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T62	Grupo para la estrategia icon	book icon	replace with notebook icon
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T63	Lectura independiente, next to Interactividad icon	Insert missing icon	insert RR and AUDIO icons
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T63	Actividades de lectoescritura, next to juego icon	Insert missing icon	insert RR, VIDEO and RESEARCH icons

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T63	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T74	Lección 2: Enfoque en las estrategias paragraph	" ENFOQUE EN LAS ESTRATEGIAS Explique que un sujeto y un verbo deben concordar en número (singular o plural)."	" ENFOQUE EN LAS ESTRATEGIAS Explique que un sujeto y un verbo deben concordar en número (singular o plural). Por ejemplo, en El científico <i>están en el laboratorio</i> hay un error de concordancia. La forma correcta de esa oración podría ser <i>El científico está en el laboratorio o Los científicos están en el laboratorio</i> . En algunos casos, el pronombre en función de sujeto se integra al verbo y solo podemos deducirlo si este concuerda correctamente con el sujeto: en <i>Hablaba con mamá</i> entendemos que el sujeto es yo.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T74	Lesson 2: Focus on Strategies paragraph	"FOCUS ON STRATEGIES Explain that a subject and verb must agree in number (singular or plural)."	"FOCUS ON STRATEGIES Explain that a subject and verb must agree in number (singular or plural). For example, in El científico están en el laboratorio, there is an agreement mistake. The correct sentence could be El científico está en el laboratorio, or Los científicos están en el laboratorio. Sometimes, the verb form itself usually include the subject, so subject pronoun may be omitted but deductible from the verb form. In <i>Hablaba con mamá</i> , we should deduce that the subject is yo."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T74	Lección 2: DEMOSTRAR Y PRACTICAR paragraph	"DEMOSTRAR Y PRACTICAR Muestre estas oraciones: El doctor trabajan en el hospital. Addison y Sarah llama a la enfermera. Muestre a los estudiantes cómo corregir las oraciones para que los sujetos y los verbos concuerden en número. Luego, escriba más oraciones incorrectas y pida a los estudiantes que las corrijan."	"DEMOSTRAR Y PRACTICAR Muestre esta oración: El científico están en el laboratorio. Guíe a los estudiantes para que corrijan la oración para que el sujeto y el verbo concuerden en número. Luego, escriba más oraciones incorrectas y pida a los estudiantes que las corrijan."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T77	Escritura independiente paragraph, fifth row	"lectura"	"Escritura"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T79	DESARROLLO DEL LENGUAJE EN ESPAÑOL: APOYO PARA LA MINILECCIÓN , Semana 1: Introducción e inmersión	"Estas actividades de desarrollo del español ayudarán a los estudiantes a mejorar la estructura y el nivel de detalle de sus escritos. Cuando sea posible, pida a los estudiantes con nivel más avanzado de español que trabajen con estudiantes de niveles menores. Entre las parejas, los estudiantes avanzados pueden ser modelos a seguir para el compañero con el que trabajan para expresar en voz alta sus pensamientos y desarrollar sus escritos. Las actividades sugeridas a continuación aumentan de dificultad lingüística a medida que avanzan."	"Estas actividades de desarrollo del lenguaje ayudarán a los estudiantes a mejorar la estructura y el nivel de detalle de sus textos. Siempre que sea posible, forme parejas de estudiantes que tengan diferentes niveles de dominio del idioma. Cuando trabajan en parejas, los compañeros pueden ayudarse mutuamente a expresar sus pensamientos en voz alta y a desarrollar la escritura. Las actividades que se sugieren a continuación comienzan con tareas lingüísticas simples y van aumentando su complejidad."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T79	Below ANALIZAR UN ARTÍCULO INFORMATIVO and ANALIZAR UN PÁRRAFO DE INTRODUCCIÓN content	Insert text in Minilección box	DESARROLLO DEL LENGUAJE EN ESPAÑOL: APOYO PARA LA MINILECCIÓN box and insert the following text inside: "Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a Dual Language Educators' Implementation Guide."
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T79	Below ANALYZE A LEAD PARAGRAPH	Insert text in English column	For additional support, see <i>Dual-language Educators' Implementation Guide</i> .
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T83	Student Edition reduction, page 250	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T90	Expert's View, bottom of left column	<p>EXPERT'S VIEW Richard Gómez, Jr. Ph.D., Gómez & Gómez Dual Language Consultants "Shelter the entire lesson cycle for students including direct instruction. Limit direct instruction to approximately 20 minutes and having students support each other's learning by having them work together in pairs. Structure and hands-on activities so that they encourage peerto-peer discussion that is mutually beneficial." See PearsonRealize.com for more professional development on research-based best practices."</p>	Delete "EXPERT'S VIEW Richard Gómez, Jr. Ph.D., Gómez & Gómez Dual Language Consultants "Shelter the entire lesson cycle for students including direct instruction. Limit direct instruction to approximately 20 minutes and having students support each other's learning by having them work together in pairs. Structure and hands-on activities so that they encourage peer-to-peer discussion that is mutually beneficial." See PearsonRealize.com for more professional development on research-based best practices."
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T116	Blue heading on the left	"Analyze Text Structure"	"Analyze Plot Elements"
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T136	Heading under Lección 2	"Enseñar"	"Enseñar palabras con acento diacrítico"
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T136	Heading under Lesson 2	"Teach"	"Teach Words with Diacritical Accent"
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T15	Student Edition reduction, page 15	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T159	Student Edition reduction, page 88	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T189	Aplicar: first sentence	"Pida a los estudiantes que usen estrategias para comprender el punto de vista."	"Pida a los estudiantes que usen estrategias para analizar la estructura del texto."
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T208	Student Edition reduction, page 119	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T271	Student Edition reduction, page 148	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T279	Bold heading on the left	"Revisar la claridad"	"Revisar para combinar ideas y mejorar la claridad"
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T279	Bold heading on the right	"Revise for clarity"	"Revise to Combine Ideas and Improve Clarity"
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T279	Student Edition reduction, page 152	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T54	Heading	"Hacer inferencias"	"Hacer conexiones"
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T59	Student Edition reduction, page 40	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T64	Student Edition reduction, page 42	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268794	Teacher	Unit 3, page T67	Student Edition reduction, page 43	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T119	Student Edition reduction, page 270	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T13	Student Edition reduction, page 208	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T141	Student Edition reduction, page 278	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T146	Student Edition reduction, page 279	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T160	First blue heading	"SPOTLIGHT ON GENRE"	Delete "SPOTLIGHT ON GENRE"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T160	Blue and yellow icon on top	Blue and yellow icon	Delete blue and yellow icon
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T160	First blue heading on the right	"Enfoque en el Género"	Delete "Enfoque en el Género"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T160	Blue heading on the right	"Comparar géneros"	Delete "Comparar géneros"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T160	Blue heading on the right	"Compare Genres"	Delete "Comparing Genres"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T181	Primera lectura box, second heading	"Hacer preguntas"	"Generar preguntas"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T181	Objetivo heading and paragraph	"OBJETIVO Volver a contar, parafrasear o resumir textos de manera que se mantenga el significado y el orden lógico. TEKS 5.7.D"	Delete "OBJETIVO Volver a contar, parafrasear o resumir textos de manera que se mantenga el significado y el orden lógico. TEKS 5.7.D"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T181	Fluidez paragraph, fourth row	"palabras académicas."	"vocabulario de dominio específico."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T234	Read paragraph on the left	"Discuss the First Read Strategies. Prompt students to make predictions using text structure, as the use of transition words. Encourage them to confirm or correct predictions as they read. Finally, have them use First Read Strategies for their first reading."	"Discuss the First Read Strategies. Prompt students to generate questions about the text as they establish that the purpose for reading this selection is to understand who and what the text is about."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T234	Leer paragraph on the right	"Comente las Estrategias para la Primera lectura. Incentive a los estudiantes a hacer predicciones usando la estructura del texto, como el uso de las palabras de transición. Anímelos a confirmar o corregir las predicciones mientras leen. Por último, indíqueles usar las Estrategias para la Primera lectura."	"Comente las Estrategias para la Primera lectura. Incentive a los estudiantes a hacer preguntas sobre el texto a medida que establecen que el propósito de leer esta selección es comprender sobre quién y qué trata el texto."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T234	ESTRATEGIAS PARA LA PRIMERA LECTURA box	<p>"NOTAR Recuerde a los estudiantes que se concentren en el sujeto sobre quien trata principalmente el texto, y en cómo sus relaciones con otras personas influenciaron su vida.</p> <p>GENERAR PREGUNTAS Diga a los estudiantes que escriban las preguntas que surgieron antes, durante y después de la lectura y que puedan ayudarlos a entender mejor el texto.</p> <p>CONECTAR Pregunte a los estudiantes cómo se conecta la información del texto con lo que ya sabían acerca de los derechos civiles.</p> <p>RESPONDER Incentive a los estudiantes a hablar sobre sus reacciones usando evidencia del texto."</p>	<p>"NOTAR Recuerde a los estudiantes que se concentren en el sujeto sobre quien trata principalmente la biografía, y en cómo sus relaciones con otras personas influenciaron su vida.</p> <p>GENERAR PREGUNTAS Diga a los estudiantes que escriban las preguntas que surgieron antes, durante y después de la lectura y que puedan ayudarlos a entender mejor el texto.</p> <p>CONECTAR Pregunte a los estudiantes cómo se conecta la información del texto con lo que ya sabían acerca de los derechos civiles.</p> <p>RESPONDER Incentive a los estudiantes a hablar sobre sus reacciones a partes del texto usando evidencia del texto."</p>
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T287	Objetivo paragraph	"OBJETIVO Corregir borradores usando las normas del español estándar, incluyendo el tiempo pretérito y los verbos irregulares. TEKS 5.11.D.ii"	"OBJETIVO Corregir borradores usando conjunciones subordinantes para formar oraciones complejas. <Texas icon> 5.11.D.viii"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T288	Student Edition reduction, page 357	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T319	Student Edition reduction, page 377	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T341	Aplicar: Opción 1	"Usar la lectura compartida Pida a los estudiantes que usen la evidencia de los textos de esta semana para describir cómo se conecta la experiencia de Ezequiel con sus propias experiencias."	"Usar la lectura compartida Pida a los estudiantes que usen la evidencia de los textos de esta semana para completar la actividad de En tus palabras de la p. 390 del Libro interactivo del estudiante y para describir cómo se conecta la experiencia del personaje principal y para con sus propias experiencias."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T341	Pregunta de la Semana: third row	"o que la comenten en grupos pequeños."	Delete "o que la comenten en grupos pequeños."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T341	Apply: Option 1, second row	"describe"	"to complete the Talk About It on Libro interactivo del estudiante p. 390 by describing"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T346	Estudio de las palabras heading	"Estudio de las palabras"	"Estudio de palabras"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T346	Heading above Lesson 2	"FLEXIBLE OPTION" and icon	Delete "FLEXIBLE OPTION" and icon
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T349	Student Edition reduction, page 393	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T351	Student Edition reduction, page 394	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T352	Lesson 2: Model and Practice, second row	"espectador,"	"inspección,"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T352	Palabras de Ortografía box: set of words on the right, first and second-to-last word	"escribir" "espectador"	"reescribir" "erupción"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T352	Lección 2, Demostrar y Practicar, second row	"espectador"	"inspección"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T353	Lección 3 column: item 2	"2. No pude tocar en el concierto por mi pie roto, entonces fui como _____, (espectador)"	"2. La orquesta brindó un magnífico _____. (espectáculo)"
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T353	Lección 5 column: item 2	"Mi abuela manuscibe porque no sabe escribir con la computadora."	"Cada vez que manuscibe debemos reescribir todo el texto porque no se entiende."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T353	Lección 5 column: item 7	"7. Pablo es un espectador exigente: se quejó porque la voz de los actores era inaudible desde la platea."	"La erupción ocurrió tan lejos que fue inaudible para nosotros."
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T360	Student Edition reduction, page 397	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T377	Student Edition reduction, page 410	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T385	Student Edition reduction, page 419	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T71	Student Edition reduction, page 240	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268800	Teacher	Unit 4, page T91	Student Edition reduction, page 248	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T117	Student Edition reduction, page 485	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T141	Student Edition reduction, page 495	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T156	Student Edition reduction, page 503	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T166	Spanish column, under Lenguaje del género paragraph	added text	<i>Explique que el término escenario también se usa para describir o hablar de ambiente.</i>

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Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T166	English column, under LANGUAGE OF THE GENRE paragraph	added text	" <i>Explain that the term escenario is also used to describe or talk about ambiente (setting).</i> "
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T211	Student Edition reduction, page 533	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T213	Student Edition reduction, page 534	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T222	Student Edition reduction, page 537	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T232	Explore the Time Line heading	"Explore the Time Line"	"Explore the Diagram"
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T232	Explorar la línea cronológica heading	"Explorar la línea cronológica"	"Explorar el diagrama"
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T244	Student Edition reduction, page 548	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T245	Student Edition reduction, page 549	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T286	Student Edition reduction, page 569	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T306	Student Edition reduction, page 578	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T32	Student Edition reduction, page 432	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T363	Student Edition reduction, page 610	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T379	Green bookmark along edge of page, Escoger un libro ribbon	"El abecé visual de mares, océanos, lagos y ríos"	"El suelo y el clima"
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T380	Affects whole page	"El abecé visual de mares, océanos, lagos y ríos"	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T381	Green bookmark along edge of page, Escoger un libro ribbon	"El abecé visual de mares, océanos, lagos y ríos"	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T382	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T383	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T384	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T385	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T386	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T387	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T388	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T389	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T390	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T391	Affects whole page	El abecé visual de mares, océanos, lagos y ríos instruction	Book Club instruction for original Trade Book (El abecé visual de mares, océano, lagos y ríos) was rewritten to teach the content of the replacement Trade Book (El suelo y el clima), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T51	Student Edition reduction, page 451	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T85	Student Edition reduction, page 464	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	Editorial Change	9781418268817	Teacher	Unit 5, page T95	Student Edition reduction, page 469	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction that reflects edits described in this document.
Publisher	New Content	9781418268770	Teacher	Unit 1, page T355	New content above mini	Place new content above mini	"DESARROLLO DEL LENGUAJE EN ESPAÑOL Comparar y comentar Explique que una manera de fortalecer la comprensión es comparar y comentar textos diferentes que hayan leído. Vuelva a leer las preguntas en comparar textos. Defina comparary comentar. Luego lea en voz alta estas oraciones, haciendo una ppausa antes de cada sección subrayada para incentivar a los estudiantes a proporcionar las palabras. Ambas están relacionadas con emprender un viaje/excursión a través del océano/mar. Ambas están escritas en primera persona. El diario de Pedro es un texto de ficción histórica. Lea en voz alta un párrafo de uno de los textos de la unidad y ayude a los estudiantes a recordar el texto. Luego, lea estos marcos de oración y ayude a los estudiantes a completarlos. El género de este texto es _____. El tema de este texto es _____. Pida a los estudiantes que, en parejas, vuelvan a leer partes de dos textos de su elección. Pídale que se turnen para nombrar similitudes y diferencias entre los textos. Proporcione un banco de palabras: ficción histórica, viajes, océano/mar, punto de vista de la primera persona, punto de vista de la tercera persona, ficción, ensayo. Pida a los estudiantes que, en grupos pequeños, nombren similitudes entre dos textos familiares. Ayude a otros miembros del grupo a parafrasear las afirmaciones de sus compañeros."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781418268770	Teacher	Unit 1, page T355	New content in right column	Place new content in right column	"SPANISH LANGUAGE DEVELOPMENT Compare and Discuss Explain that one way to strengthen understanding is to compare and discuss different texts students have read. Reread the questions in Compare Across Texts. Define comparar and comentar. Then read aloud these sentences, pausing before each underlined section to encourage students to supply the words. (See Spanish.) Read aloud a paragraph from one unit text, and help students recall the text. Then read each of these sentence starters, and help students complete them. (See Spanish.) Have partners reread parts of two texts of their choosing. Have students take turns naming similarities and differences between the texts. Provide a word bank: (See Spanish.) Have students in small groups name a similarity between two familiar texts. Help other group members paraphrase each student's statement. "
Publisher	New Content	9781418268787	Teacher	Unit 2, page T381	Green bookmark along edge of page, Escoger un libro ribbon	"El abecé visual de la Tierra"	"Uso de instrumentos científicos"
Publisher	New Content	9781418268787	Teacher	Unit 2, page T382	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T383	Green bookmark along edge of page, Escoger un libro ribbon	"El abecé visual de la Tierra"	"Uso de instrumentos científicos"
Publisher	New Content	9781418268787	Teacher	Unit 2, page T384	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T384	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T385	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T386	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T387	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781418268787	Teacher	Unit 2, page T388	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T388	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T389	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T390	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T390	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T391	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T392	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.
Publisher	New Content	9781418268787	Teacher	Unit 2, page T393	Affects whole page	El abecé visual de la Tierra instruction	Book Club instruction for original Trade Book (El abecé visual de la Tierra) was rewritten to teach the content of the replacement Trade Book (Uso de instrumentos científicos), which was replaced because the publisher was unable to obtain digital rights to the title.

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Perfection Learning Corporation

English Language Arts and Reading, Grade 7
Texas Connections, Grade 7 (ISBN 9781531125837)

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781531127183	Student	104	Connections Student Book: First paragraph	Inserted new 3rd sentence.	Inserted new 3rd sentence: In order to write a strong claim, synthesize the ideas from your research by drawing a conclusion based on the facts and evidence presented by all the sources.
State Review Panel	New Content	9781531127183	Student	104	Connections Student Book: Introductory sentence to "My Claim" blank box.	Changed introductory sentence.	Changed sentence to: Now synthesize the information from your sources and write your own claim with two strong reasons below.
State Review Panel	New Content	9781531129071	Student	229	The Essential Guide to Writing & Language Grade 7 Skillbook	Revision to items 4 and 5.	4. Even though we have two mascots for our team, neither one attend our games. 5. Even though the pitcher's mound have big holes in it, Randy were able to strike out every batter.
State Review Panel	New Content	9781531127183	Student	281	Connections Student Edition: Revision to item 1 of first set of 5 items.	Revision to item 1 of first set of 5 items.	1. The car full of teenagers (pulse, pulses) with music even though two police cars (follow, follows) behind.
State Review Panel	New Content	9781531127183	Student	283	Connections Student Book: On Your Own: Integrating Ideas #2	Revision to last sentence at end of paragraph.	Revised final sentence to paragraph: Select and read some of Asimov's stories or select and read another text about intelligent robots.
State Review Panel	New Content	9781531126025	Student	294	The Essential Guide to Writing & Language Student Edition: new content added to end of "As You Edit" box.	New final sentence added to the last paragraph in the "As You Edit" box.	Remember, the subject and verb in each clause of a complex sentence must agree with each other.
State Review Panel	New Content	9781531126025	Student	340	The Essential Guide to Writing & Language Student Edition: New 24 B.6 rule at top of page.	New 24 B.6 rule at top of page. All following codes for rules changed numbers accordingly.	24 B.6 Complex Sentences A complex sentence contains one independent clause and at least one dependent clause. The subject and verb of each clause of a complex sentence must agree with each other. Although she was nervous, Alice hit a home run. (the verb was agrees with the subject pronoun she in the dependent clause; the verb hit agrees with the subject Alice in the independent clause.)
State Review Panel	New Content	9781531127183	Student	280 & 281	Connections Student Edition: last full paragraph on page 280 and top paragraph on page 281	Added new sentence to end of last full paragraph on the page and continued at top of page 281.	Remember, in a complex sentence like this one, the subject and verb in the dependent clause must agree and the subject and verb in the independent clause must agree.
State Review Panel	New Content	9781531127220	Teacher	104	Connections Teacher Wraparound Edition: Inset student page, First paragraph	Inserted new 3rd sentence.	Inserted new 3rd sentence: In order to write a strong claim, synthesize the ideas from your research by drawing a conclusion based on the facts and evidence presented by all the sources.
State Review Panel	New Content	9781531127220	Teacher	104	Connections Teacher Wraparound Edition: Inset student page, Introductory sentence to "My Claim" blank box.	Changed introductory sentence.	Changed sentence to: Now synthesize the information from your sources and write your own claim with two strong reasons below.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781531127220	Teacher	281	Connections Teacher Wraparound Edition: Inset Student Page, revision to item 1 of first set of 5 items.	Revision to item 1 of first set of 5 items.	1. The car full of teenagers (pulse, pulses) with music even though two police cars (follow, follows) behind.
State Review Panel	New Content	9781531127220	Teacher	283	Connections Teacher Wraparound Edition: Inset student page, On Your Own: Integrating Ideas #2	Revision to last sentence at end of paragraph.	Revised final sentence to paragraph: Select and read some of Asimov's stories or select and read another text about intelligent robots.
State Review Panel	New Content	9781531127220	Teacher	280 & 281	Connections Teacher Wraparound Edition: Inset Student page, last full paragraph on page 280 and top paragraph on page 281	Added new sentence to end of last full paragraph on the page and continued at top of page 281.	Remember, in a complex sentence like this one, the subject and verb in the dependent clause must agree and the subject and verb in the independent clause must agree.
Publisher	Editorial Change	9781531127183	Student	2 (copyright page)	Connections Student Edition, copyright line	New copyright line	Updated copyright line to "@2019 by Perfection Learning"
Publisher	New Content	9781531127183	Student	91	Connections Student Book: Text under the header, Focus on Comparing and Contrasting Arguments.	Added three additional sentences to the end of the first paragraph under the header, Focus on Comparing and Contrating Arguments.	In order to compare and contrast the two texts, you must bring together, or synthesize, the ideas found in both. Which ideas are similar? Which are different?
Publisher	New Content	9781531127183	Student	92	Connections Student Book: New "Write" Activity added at bottom of page.	New "Write" Activity added at bottom of page.	Write Synthesize the ideas from both texts to write a few paragraphs analyzing the arguments presented by the two authors.
Publisher	New Content	9781531126025	Student	440	The Essential Guide to Writing & Language Student Edition: Try It Out box, top of page	Changed title of Try It Out Activity and changed last sentence of Try It Out Activity description.	Title of Try It Out Activity changed to "Asking Questions and Synthesizing After Reading" and changed last sentence of Try It Out Activity description to "Connect and synthesize what you read with your own experiences, other texts, and society."
Publisher	New Content	9781531127220	Teacher	91	Connections Teacher Wraparound Edition: Inset student text, text under the header, Focus on Comparing and Contrasting Arguments.	Added three additional sentences to the end of the first paragraph under the header, Focus on Comparing and Contrating Arguments.	In order to compare and contrast the two texts, you must bring together, or synthesize, the ideas found in both. Which ideas are similar? Which are different?
Publisher	New Content	9781531127220	Teacher	92	Connections Teacher Wraparound Edition: Student inset page, new "Write" Activity added at bottom of page.	New "Write" Activity added at bottom of page.	Write Synthesize the ideas from both texts to write a few paragraphs analyzing the arguments presented by the two authors.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 8 <i>Texas Connections, Grade 8</i> (ISBN 9781531125868)							
State Review Panel	New Content	9781531127244	Student	243	Connections Student Edition: Top of page	New Section "Make a Plan" added before "Brainstorm"	Make a Plan Start the new writing process by making a plan. Ask yourself, what steps do I need to take to write a well-developed, effective comparative essay? Write a list of steps below. (blank area to complete exercise) As you work through these steps (and the suggested steps on the following pages), evaluate and revise your plan as needed. You may need to return to a previous step or change the order as you go.
State Review Panel	New Content	9781531127282	Teacher	243	Connections Teacher Wraparound Edition: Student Inset page, top of page	New Section "Make a Plan" added before "Brainstorm"	Make a Plan Start the new writing process by making a plan. Ask yourself, what steps do I need to take to write a well-developed, effective comparative essay? Write a list of steps below. (blank area to complete exercise) As you work through these steps (and the suggested steps on the following pages), evaluate and revise your plan as needed. You may need to return to a previous step or change the order as you go.
Publisher	New Content	9781531127244	Student	247	Connections Student Edition: New sixth paragraph.	New sixth paragraph	At this point in the writing process, revisit your initial plan for writing on page 243. Revise the order of the steps or repeat steps as needed.
Publisher	New Content	9781531127244	Student	251	Connections Student Edition: new last sentence added to first paragraph.	New last sentence added to first paragraph.	Again, return to your plan for writing on page 243 and revise it as needed.
Publisher	New Content	9781531127244	Student	463	Connections Student Edition: New first paragraph added	New first paragraph added.	The following steps provide a plan for writing. As you work through each one, consider how each moves you toward your goal. Adapt, revise, and revisit them as needed to make the process your own.
Publisher	New Content	9781531127244	Student	464	Connections Student Edition: new last paragraph	New last paragraph.	At this point, revisit your writing plan and revise it as needed. If you can't find sufficient and accurate sources, you may need to change your topic or your focus.
Publisher	New Content	9781531127282	Teacher	247	Connections Teacher Wraparound Edition: Student Inset Page, new sixth paragraph.	New sixth paragraph	At this point in the writing process, revisit your initial plan for writing on page 243. Revise the order of the steps or repeat steps as needed.
Publisher	New Content	9781531127282	Teacher	251	Connections Teacher Wraparound Edition: Inset Student Page, new last sentence added to first paragraph.	New last sentence added to first paragraph.	Again, return to your plan for writing on page 243 and revise it as needed.
Publisher	New Content	9781531127282	Teacher	463	Connections Teacher Wraparound Edition: Inset Student page, new first paragraph added	New first paragraph added.	The following steps provide a plan for writing. As you work through each one, consider how each moves you toward your goal. Adapt, revise, and revisit them as needed to make the process your own.
Publisher	New Content	9781531127282	Teacher	464	Connections Teacher Wraparound Edition: Inset Student Page, new last paragraph	New last paragraph.	At this point, revisit your writing plan and revise it as needed. If you can't find sufficient and accurate sources, you may need to change your topic or your focus.

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StrongMind							
English Language Arts and Reading, Grade 6 6th Grade Language Arts (ISBN 9781948544009)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 01	Lesson 01 Reading Skill: Understanding Reading Comprehension Skills; Reading Fluency	TEA review stated more content needed in Narrative about Reading Fluency	Added information in the content to explain the purpose of reading fluency and how to adjust it based on reading purpose.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 02	Lesson 02 Reading Skill: Using Reading Response Skills; Click continue 4 times; Click button "Understand and Respond to a Text PDF"; While Reading; Make Predictions	TEA review stated more content needed in Activity about correcting or confirming predictions using text features.	Added information in the Activity that specifically asks students to correct or confirm predictions using text features.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 02	Lesson 02 Reading Skill: Using Reading Response Skills; Click continue 4 times; Click button "Understand and Respond to a Text PDF"; While Reading; Make Predictions	TEA review stated more content needed in Activity about correcting or confirming predictions using characteristics of the genre.	Added information in the Activity that specifically asks students to correct or confirm predictions using characteristics of the genre.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 02	Lesson 02 Reading Skill: Using Reading Response Skills; Click continue 4 times; Click button "Understand and Respond to a Text PDF"; While Reading; Make Predictions	TEA review stated more content needed in Activity about correcting or confirming predictions using structures.	Added information in the Activity that specifically asks students to correct or confirm predictions using structures.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12 Writing Activity; Click Lesson 12 tab	TEA review stated more content needed in Activity about synthesizing information from a variety of sources.	Added information in the Activity that specifically asks students to synthesize information from a variety of sources while they write their body paragraphs of a research essay.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for sentence variety.	Added link to revision checklist that specifically asks students to revise drafts for sentence variety.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts using complete complex sentences with subject-verb agreement.	Added link to revision checklist that specifically asks students to revise drafts using complete complex sentences with subject-verb agreement.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for consistent, appropriate use of verb tenses. TEA also stated "Panel accepts content if you make this specific change. The words "singular" and "Plural" need to be switched around in order for the breakout to be addressed." However, making this change would make the content incorrect.	Added link to revision checklist that specifically asks students to revise drafts for consistent, appropriate use of verb tenses.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for capitalization of proper nouns, including abbreviations.	Added link to revision checklist that specifically asks students to revise drafts for capitalization of proper nouns, including abbreviations.
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for capitalization of proper nouns, including initials.	Added link to revision checklist that specifically asks students to revise drafts for capitalization of proper nouns, including initials.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for capitalization of proper nouns, including acronyms.	Added link to revision checklist that specifically asks students to revise drafts for capitalization of proper nouns, including acronyms.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 01	Lesson 01 Reading Skill: Central Ideas and Key Details, Part 2: Reading Skill, Recognizing Central Ideas and Key Details, "Continue to Part 2 of 3" button	Incorrect Design for Purpose box used.	Changed Design for Purpose box from "Before Moving On" to "Helpful Hint"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 01	01 Reading Skill: Central Ideas and Key Details, Part 2: Reading Skill, Recognizing Central Ideas and Key Details, What Is an Informational Text, The Central Ideas	Simplified the discussion of "idea" in the first paragraph under the subhead, "The Central Ideas": The word idea has several different meanings. Sometimes an idea is a suggestion. Another definition of idea is "aim or purpose." When we talk about an author's central idea, this is the definition we are talking about. The author's central idea is related to the aim or purpose for writing. In any type of text, the author wants to communicate a central idea or message that is specific to his or her text.	The word idea has several different meanings. Sometimes an idea is a suggestion. That's what your friend means when he says, "I've got an idea about where we can go for lunch!" Another definition of idea is a thought or opinion. An author's central idea is his thought or opinion on a particular topic. In any type of writing, the author wants to provide a central idea or message about the topic.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 01	01 Reading Skill: Central Ideas and Key Details, Part 2: Reading Skill, Recognizing Central Ideas and Key Details, What Is an Informational Text, The Central Ideas, Multiple Central Ideas	No heading was included after the Design For Purpose box	Added "Multiple Central Ideas" as a heading to improve text chunking
Publisher	Editorial Change	9781948544009	Teacher	Lesson 01	01 Reading Skill: Central Ideas and Key Details, Part 2: Reading Skill, Recognizing Central Ideas and Key Details, What Is an Informational Text, The Central Ideas, Multiple Central Ideas, Example of Central Idea	Example was too long	Included background in the paragraph that introduced the example and shortened the example itself to the focus paragraph
Publisher	Editorial Change	9781948544009	Teacher	Lesson 01	01 Reading Skill: Central Ideas and Key Details, Part 2: Reading Skill, Recognizing Central Ideas and Key Details, What Is an Informational Text, The Central Ideas, Multiple Central Ideas, Example of Central Idea, The Key Details, Example of Key Details	"Conclusion" subhead missing	Added "Conclusion" as a subhead

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 01	01 Reading Skill: Central Ideas and Key Details, Part 2: Reading Skill, Recognizing Central Ideas and Key Details, What Is an Informational Text, The Central Ideas, Multiple Central Ideas, Example of Central Idea, The Key Details, Example of Key Details, Conclusion	Wordiness in Conclusion paragraph: You should now have a better understanding of how to determine central ideas and key details in an informational text. Some central ideas are very easy to determine because they are clearly stated in the text. However, if a central idea is implied, it may take a little work to figure out what it is, and that task involves closely reading and analyzing the key details that support that central idea. Stopping to check that you can identify the central idea will help you ensure that you understand clearly the information you are reading.	Corrected wordiness: You should now have a better understanding of how to determine central ideas and key details in an informational text. Some central ideas are clearly stated. However, if a central idea is suggested or implied, it may take a little work to figure out what it is. That task involves closely reading and analyzing the key details that support that central idea. Identifying the central idea will help you clearly understand what you are reading.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts; Key Individuals; "Continue to Part 2 of 3" button; Key Ideas; "Continue to Part 3 of 3" button; Key Events; Analyzing Key Individuals, Ideas, and Events	Incorrect Design for Purpose box used	Changed Key Concepts to Helpful Hint
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	Lesson 02 Checkpoint, Question 10	Stem is confusing: How does the author use Kurosawa's winning of an Academy Award for Rashomon to make a point?	Simplified Stem: In "Greatness Behind the Scenes," the reader is told that Kurosawa won an Academy Award for Rashomon. How does the author use this event to make a point?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	Lesson 02 Checkpoint, Question 10	Answers needed refocusing once stem was simplified.	Refocused the subject of the answers to "author" not "award" to be better in line with the stem.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals	Material needed to be chunked better and simplified: Key individuals are the most important people in informational texts. They are real people who take part in real-world events. They have a significant impact on the text. The actions that key individuals take, and the things that they say, are important to the subject. In a biography, for example, the key individual would be the person whose life story is being told. In a text that reports on a city council meeting, the mayor, city council members, and citizens who spoke at the meeting would be key individuals.	Chunked this way: Key individuals are the most important people in informational texts. They are real people who take part in real-world events. They have a strong impact, or effect, on the text. The actions that key individuals take, and the things that they say, are important. In a biography, for example, the key individual would be the person whose life story is being told. In a report on a city council meeting, the mayor, city council members, and citizens who spoke at the meeting would be key individuals.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals	Subhead needed for better readability	Added "Example" as a subhead

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals; Key Ideas; Key Events	<p>Extraneous Material included: All of the key details (facts, reasons, and examples) in the text work together to support the central idea of the passage or paragraph. The key ideas, on the other hand, are all of the important ideas that an author wants the reader to know. For example, two key ideas in the Declaration of Independence are that “all men are created equal” and that “they are endowed ... with certain unalienable rights.”</p> <p>Key ideas also work to support the central idea of the passage or paragraph. The key ideas on equality and unalienable rights support the central idea of US colonies declaring independence. The Declaration states these principles and then explains that the colonists are splitting with Britain because Britain has denied the colonists their equality and rights.</p>	Removed extraneous material to better focus on the example from the reading
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals; Key Ideas; Key Events	Image negative impacts cognitive load	Removed image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals; Key Ideas	Needed to be chunked better: The first key idea, which supports this central idea, is “that upon his ability to tell a good story depends the success of the beggar.” In other words, a successful beggar must be able to tell a good story. Another key idea is that the beggar must “size up” his victim “on the instant” and craft his story to fit. This idea also supports the central idea. As we read further into the text, we see how important these ideas are.	<p>Bulleted items for better readability: hat ideas are important in this passage?</p> <p>The first key idea is “that upon his ability to tell a good story depends the success of the beggar.” In other words, a beggar who tells a good story gets more handouts. Another key idea is that the beggar must “size up” his victim “on the instant” and craft his story to fit. As you read more of this text, you see how important these ideas are.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals; Key Ideas; Key Events	cognitive load negatively impacted by so much text with no break	Added "Continue to Part 4 of 4" button right after "Key Events" and right before "Analyzing Key Individuals, Ideas, and Events"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals; Key Ideas; Key Events; Analyzing Key Individuals, Ideas, and Events	Subhead needed for better readability	Added "Adding Key Elements" after the DPD box.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals; Key Ideas; Key Events; Analyzing Key Individuals, Ideas, and Events; Adding Key Elements	Incorrect part of the passage emphasized	Provided background in the intro to the passage to shorten the passage and discussion. The change helps to focus more on the more precise part of the passage
Publisher	Editorial Change	9781948544009	Teacher	Lesson 02	02 Reading Skill; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events; Key Elements of Informational Texts, Key Individuals; Key Ideas; Key Events; Analyzing Key Individuals, Ideas, and Events; Adding Key Elements	"Conclusion" subhead missing	Added "Conclusion" as a subhead
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	Lesson 03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence	image size negatively impacts cognitive load	Made image smaller
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	Lesson 03 Reading Skill: Textual Evidence, Workbook 8, Question 2	correct answer worded poorly: The weapons of the earlier Clovis people were not as effective.	revised answer: The weapons of the earlier settlers were not as effective as those of the Clovis settlers.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	Lesson 03 Checkpoint, Question 9	Right answer stated "lower level"	Changed to "lower layer": for clarity and accuracy
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	Lesson 03 Checkpoint, Question 10	Stem stated awkwardly: This illustration explicitly supports which point?	Revised stem for clarity: Which point does this illustration explicitly support?

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts	<p>two explanatory paragraphs too dense with information: Evidence in Informational Texts An author supports the points he or she makes by providing textual evidence. Textual evidence needs to be strong, thorough, and relevant. Strong evidence comes from valid, well informed sources and connects to the author’s points. Thorough evidence means that it supports the point the author makes completely, without leaving readers’ questions unanswered. Relevant evidence means that it is clearly related to the statements that the author makes. It does not leave the reader wondering what the evidence has to do with the text.</p> <p>To collect textual evidence, the author can conduct research. Textual evidence can include facts, examples, anecdotes, and visual aids, such as photographs, illustrations, or charts. During the research process, the author chooses the evidence that best supports each of the points that he or she is making. Additionally, the evidence must be truthful and come from reliable sources.</p>	<p>bulleted items to diminish cognitive load: Authors support the points they make by providing textual evidence, which can include</p> <ul style="list-style-type: none"> facts examples anecdotes visual aids, such as photographs, illustrations, and charts <p>Textual evidence needs to be strong, thorough, and relevant.</p> <p>Strong evidence comes from valid, well-informed sources. This kind of evidence is accurate and strengthens the author’s points. Thorough evidence completely supports the points the author makes. This kind of evidence answers all questions that readers may have. Relevant evidence is evidence that is clearly related to the author’s statements. This kind of evidence does not leave readers wondering what the evidence has to do with the topic or statements about it. To collect textual evidence, authors can conduct research. During the research process, they choose the evidence that best supports each of their points. Additionally, the evidence must be truthful and must come from reliable source</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts	Too much text negatively impacts cognitive load	Added a "Continue to Part 2 of 3" button after "Evidence in Informational Texts"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts	explicit and implicit evidence placed under "Explicit Evidence" subhead	<p>created a subhead that includes both along with the relevant information: Explicit and Implicit Textual Evidence</p> <p>There are two types of textual evidence: explicit and implicit. The author may support a statement with explicit evidence, implicit evidence, or both. Readers often must analyze the text to understand the relationship between these pieces of evidence and to discover how both types of evidence support the author’s points.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts, Explicit Evidence, Implicit Evidence	paragraph before DFP box needed simplification	bulleted examples of evidence to better parallel them

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts, Explicit Evidence, Implicit Evidence	Design for Purpose box out of place	Moved DFP box to end of lesson
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts, Explicit Evidence, Implicit Evidence, Identifying Explicit and Implicit Evidence	Text needed chunking	Inserted two subheads after "Identifying Explicit and Implicit Evidence": "Explicit Evidence" and "Implicit Evidence" and separated the content
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	03 Reading Skill: Understanding Textual Evidence, Part 2: Reading Skill, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts, Explicit Evidence, Implicit Evidence, Identifying Explicit and Implicit Evidence	Image above the heading is too large	Decreased the size of the image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 03	Lesson 3 Checkpoint, Question 12	Stem needed to be more precise: Which of the following examples of implicit evidence supports the point that light moves more freely in outer space than it does close to Earth's surface?	Revised stem: Which example of evidence supports the point that light moves more freely in outer space than it does close to the earth's surface?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 04	Lesson 04 Checkpoint, Question 9	stem needed simplifying for age group	In stem, changed description to "unsatisfactory" from "substandard"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 04	04 Reading Skill: Inferences, Part 1: Reading Selection, Reading Introduction	audience appropriateness could be improved: "get a message"; "because she's staying home sick"; "when you read a text"; "authors tend to not spell everything out for their readers"	revised: "sends you a text message"; "because she's sick"; "when you read informational texts"; "Authors do not spell everything out for their readers"

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 04	Lesson 04 Reading Skill: Inferences, Part 2: Reading Skill, Understanding Inferences, Inferences in Informational Texts, Making Inferences, Citing Textual Evidence; Continue to Part 3 of 4 Button	Better chunking of information necessary	Added two parallel subheads to better chunk information: "Example: Inference Supported by Textual Evidence"; "Example: Citing the Textual Evidence to Support the Inference"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 04	Lesson 04 Reading Skill: Inferences, Part 2: Reading Skill, Understanding Inferences, Inferences in Informational Texts, Making Inferences, Citing Textual Evidence; Continue to Part 3 of 4 Button	Additional chunking needed after added subhead	bulleted items to diminish cognitive load
Publisher	Editorial Change	9781948544009	Teacher	Lesson 04	Lesson 04 Reading Skill: Inferences, Part 2: Reading Skill, Understanding Inferences, Inferences in Informational Texts, Making Inferences, Citing Textual Evidence; Continue to Part 3 of 4 Button, Example: Inference Supported by Textual Evidence	Additional chunking needed	added a "Continue to Part 4 of 4" button and the parallel subhead ("Example: Citing the Textual Evidence to Support the Inference") then falls under this segment
Publisher	Editorial Change	9781948544009	Teacher	Lesson 04	Lesson 04 Reading Skill: Inferences, Part 2: Reading Skill, Understanding Inferences, Inferences in Informational Texts, Making Inferences, Citing Textual Evidence; Continue to Part 3 of 4 Button, Example: Inference Supported by Textual Evidence, Continue to Part 4 of 4 Button, Example: Citing the Textual Evidence to Support the Inference	Subhead needed for better readability	Added "Conclusion" as a subhead

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 05	Lesson 5 Reading Skills Exam Prep, Part 2: Central Ideas and Key Details, Exam Prep, Recognizing Central Ideas and Key Details, What Is Informational Text; The Central Ideas	Helpful Hint DFP box is not needed in this review segment	removed DFP Box
Publisher	Editorial Change	9781948544009	Teacher	Lesson 05	Lesson 5 Reading Skills Exam Prep, Part 2: Central Ideas and Key Details, Exam Prep, Recognizing Central Ideas and Key Details, What Is Informational Text; The Central Ideas, Key Details	This paragraph was out of place. This information is presented in a later lesson: Authors of informational texts often organize information into chapters or sections. The headings and subheadings indicate the subject. That section's subject is often a key detail that supports the central idea. Authors of informational texts may also use bold type or illustrations to communicate and call attention to important information.	removed the information
Publisher	Editorial Change	9781948544009	Teacher	Lesson 05	Lesson 5 Reading Skills Exam Prep, Part 4: Understanding Textual Evidence, Exam Prep, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts	The information regarding the text features is dealt with in a later lesson: "Text evidence may be highlighted in illustrations, charts, or other text features."	removed the sentence
Publisher	Editorial Change	9781948544009	Teacher	Lesson 05	Lesson 5 Reading Skills Exam Prep, Part 4: Understanding Textual Evidence, Exam Prep, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts	Discussion of strong, thorough, and relevant evidence is missing in this review lesson	added the information
Publisher	Editorial Change	9781948544009	Teacher	Lesson 05	Lesson 5 Reading Skills Exam Prep, Part 4: Understanding Textual Evidence, Exam Prep, Understanding Textual Evidence, What is Literary Analysis?, Evidence in Informational Texts, Identifying Explicit and Implicit Evidence	Paragraph can be chunked more effectively	bulleted items
Publisher	Editorial Change	9781948544009	Teacher	Lesson 05	Lesson 5 Reading Skills Exam Prep, Part 5: Inferences, Exam Prep, Understanding Inferences, Inferences in Informational Texts	extraneous material included in review paragraph: If an author writes that Washington, DC, does not always understand the situation of homeless people, readers need to use their knowledge that Washington, DC is the nation's capital to understand that the writer is talking about the government, not a city. Authors of informational texts cannot always spell out everything for their readers. Readers must "read between the lines" or fill in the blanks to fully understand authors' ideas. This is called making an inference.	Removed extraneous material to better focus on the example from the reading

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06, Checkpoint, Question 10	Stem refers to one paragraph but asks for a summary of the whole text: Which key detail from this paragraph should be included in an objective summary of the text?	removed the individual paragraph and its mention in the stem: "Which key detail should be included in an objective summary of the text?"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06, Checkpoint, Question 11	Question was a multiple answer but provides the number of answers: Which two statements from "Let's Have a Chess Club" reflects the author's opinion and not a fact?	revised to read: Which statement from "Let's Have a Chess Club" is a personal opinion of the author?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06, Checkpoint, Question 11	distractors either did connect well enough with the stem or were too close to correct (after revision of stem)	Revised distractors: I read that one junior high school teacher in California said that he saw improvement in his math students' scores after they had been playing chess for only three weeks; Garry Kasparov made move number 62 and won the game, Memorizing worked for us when we learned the multiplication tables, but chess is not about memorizing.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Checkpoint, Question 12	distractors either did connect well enough with the stem or were too close to correct	two distractors revised: from "He believes that eliminating the glaring errors would greatly improve the film" to "He believes that eliminating one problem would greatly improve it"; from "He believes that the idea for the movie is hopeless and could not be used in a successful film" to "He believes that the idea on which the movie is based could not be used in a successful film."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Checkpoint, Question 13	vocabulary word in stem has not been taught: "conclusion"	changed the stem to remove "conclusion" and added "opinion"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 1: Reading Selection, Reading Introduction	confusion with concepts and terminology: "ideas" as synonymous with "points," "true facts," "points about a subject"	brought it more in line with the terminology of the course: Every informational text has at least one central idea and key details. Some of the details can be proven. They are factual. Other details—and even the central idea—may be opinions or judgments. As you read the following selections, practice locating the central ideas in each, and search out the key details. Are they facts or opinions?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries	image did not reflect content	moved image to the more appropriate content ("Recognizing Personal Opinions" segment)
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries, Continue to Part 2 of 4 button, Recognizing Personal Opinions	material needed to be chunked better as well as simplified	included subheads: "Example 1" and "Example 2"; numbered/bulleted information
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries, Continue to Part 2 of 4 button, Continue to Part 3 of 4 button, Summaries	Inaccurate information: Even when a text is very long, a good summary is no longer than four or five sentences.	deleted the sentence

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries, Continue to Part 2 of 4 button, Continue to Part 3 of 4 button, Summaries	DFP box repeats content already in text	removed DFP Box
Publisher	Editorial Change	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries, Continue to Part 2 of 4 button, Continue to Part 3 of 4 button, Continue to Part 4 of 4 button, example of a Summary	cognitive load negatively impacted by so much text with no break	Chunked material for better readability; included subheads, bulleted list
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 1: Reading Selection, Reading Introduction	The use of "description" would confuse the reader: "Figures of speech are important in an informational text. Sometimes, language that is not literal is best for making the reader truly understand the author's message. As you read the following selections, think about how the authors use language to create their descriptions. Decide whether this use of language is effective, and if it could be more or less so."	Made statements more audience appropriate: "Figures of speech—words or phrases that cannot be taken literally—are important in informational texts. Sometimes, language that is not literal helps the reader better understand the author's message. As you read the following selections, locate places where the author is using language that is not literal. Think about whether this use of language is effective and why or why not."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language	The quoted statements and the lack of "you" after the first mention distances the content from the reader: What would you say if you were very hungry? One person may say, "I am very hungry. I need something to eat." Another might say, "I am so hungry that I could eat a cow!" Or "you can probably hear my stomach growing from two blocks away!" Which of these statements best describes the person's hunger? That would just depend on the situation and the person. Authors use figurative language to engage the reader and enhance what they are describing in a text.	Personalized it to make it more engaging: What would you say if you were very hungry? You might say, "I am very hungry. I need something to eat." Or you might say, "I am so hungry that I could eat a cow!" Which statement better describes how hungry you are? If you picked the second statement, you're right. The first statement simply expresses your hunger. The second statement, on the other hand, shows just how hungry you are. That statement is an example of figurative language.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning	ordering of figures of speech was arbitrary: analogy allusion idiom metaphor personification simile	rearranged figures of speech to connect each better to the others where possible and to move from least to most difficult instead of vice versa: simile metaphor personification analogy allusion idiom
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07, Checkpoint, Question 10	"Phrase" was inaccurate in the context of the lesson	Changed "phrase" to "idiom"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning, Continue to Part 2 of 4 button, Analogy...	Presentation of each figure of speech and examples followed the "original order" before they were rearranged	Rearranged them to mirror the rearranged list above and added connectors where possible

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07 Checkpoint, Question 3	only one right answer, but it was "multiple answer": Select all that apply.	Changed to "multiple choice."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07 Checkpoint, Question 4	"simile" as right answer used twice in checkpoint	changed stem from "What type of figurative language compares one thing to something else using the words like or as?" to "What type of figurative language compares two unlike things without using the words like or as? So answer would not be simile.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07, Checkpoint, Question 8	Extraneous information in passage in question that was not needed for clarification regarding the stem: I set the plate on the ground. Punch wagged his tail and began. He had before him a blissful half-hour at least. There was a sudden rush. Punch was brushed aside like a straw in the path of a cyclone, and that Newfoundland swooped down upon the plate. In spite of his huge maw he must have been trained to quick lunches, for, in the fleeting instant before he received the kick in the ribs I aimed at him, he completely engulfed the contents of the plate. He swept it clean..	Removed extraneous material for clarity: "I set the plate on the ground. Punch wagged his tail and began. He had before him a blissful half-hour at least. There was a sudden rush. Punch was brushed aside like a straw in the path of a cyclone, and that Newfoundland swooped down upon the plate."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 07	Lesson 07, Checkpoint, Question 3	"Figurative meaning" in the stem could indicate more than one right answer	Changed stem to "Figurative language"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 08 Reading Skill: Connotative and Denotative Meaning, Part 1: Reading Selection, Reading Introduction	Introduction is unnecessarily wordy: The words that an author chooses are of great importance. As readers explore a text, they may come across a word that produces certain feelings—either positive or negative. An author should be aware of this, and they should make sure that the words they choose to use have the correct connotation as well as denotation. As you read the following selections, keep in mind how authors of informational texts choose the words that are used to describe people, places, and things.	Simplified and put the introduction in the context of a reader to better engage: As readers explore a text, they may come across words that produce certain feelings—either positive or negative. Authors know this, so they choose their words carefully. As you read the following selections, consider the words the authors use in their writing. Locate words that trigger emotional responses in you.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning	Anecdote was unnecessarily wordy: Abigail and her sister Emma have different feelings about their great aunt Mary. Aunt Mary will not buy anything that is not on sale. She spends hours every week clipping coupons. And whenever she buys something, she keeps it until it breaks and cannot be repaired. Abigail thinks this is very admirable, and her thriftiness is one reason why she and Emma always receive great gifts from Aunt Mary—she is always on the lookout for great deals. But Emma thinks that Aunt Mary is too stingy for her own good. She hates going shopping with Aunt Mary because whenever she sees something she likes, Aunt Mary just says, "No, it's too expensive. Let's wait for it to go on sale, and then we'll see." Abigail and Emma would use different words to describe the way that Aunt Mary spends money. Is Aunt Mary thrifty or stingy?	Cut back the length without changing the focus: Imagine that two sisters, Abby and Emma, have different feelings about their Aunt Mary. Aunt Mary will not buy anything that is not on sale. Abby likes that her aunt is so thrifty. After all, Abby thinks that Aunt Mary always gives them great gifts. Emma, on the other hand, thinks that Aunt Mary is stingy. She doesn't like going shopping with Aunt Mary because whenever Emma sees something she likes, Aunt Mary just says, "Let's wait for it to go on sale!" The words thrifty and stingy are examples of the difference between connotative meaning and denotative meaning.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?	<p>Section was too wordy, rambling: The dictionary is a long book. In fact, the longest English dictionaries give definitions for over 1 million words! Many of the words in the dictionary mean the same thing. For example, thrifty and stingy or residence and home have the same literal meaning, or denotation.</p> <p>But do they truly have the same meaning? Words with the same denotations can produce different feelings when they are used in a text. The associations that people make with words are called connotations. A word's connotation will affect how a reader understands a text.</p>	<p>Refocused and shortened: When choosing the right word to use, an author considers both the denotation and the connotation of the word. So, to understand what an author is writing, you must know about both types of meaning.</p> <p>The denotative meaning of a word is its dictionary definition or its literal meaning.</p> <p>The denotation of both thrifty and stingy is "careful about spending money." The connotative meaning, on the other hand, concerns the emotional associations of a word. The connotations of thrifty and stingy are different, and readers react differently to these words:</p> <p>The word thrifty suggests a positive quality. People who are thrifty are wise about how they spend their money. They think carefully before they buy something.</p> <p>The word stingy suggests a negative quality. People who are stingy are greedy or selfish when it comes to their money.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?	Better chunking needed	Added a "Continue to Part 2 of 3" button
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?, Continue to Part 2 of 3 button , Positive, Negative, and Neutral Connotations	Better chunking needed	Added a heading "Positive, Negative, and Neutral Connotations"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?, Continue to Part 2 of 3 button , Positive, Negative, and Neutral Connotations, Example 1. Example 2	Better explanation needed	Put existing content into numbered examples

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?	"Home Sweet Home" image distracting to reader	removed image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?	"Screaming woman image" distracting to reader	replaced image with an emoji to keep focus on "furious is more angry than angry"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?, Continue to Part 2 of 3 button , Positive, Negative, and Neutral Connotations, Example 1. Example 2	Helpful Hint box was confusing: If you are having trouble determining which of two words has a stronger positive connotation, ask yourself which one you would rather be called. For instance, would you rather be called "pretty" or "beautiful"? If the words have a negative connotation, such as ugly or hideous, just ask yourself the opposite!	<p>Clarified the focus of the helpful hint: If you are having trouble determining which of two words has a stronger positive connotation, ask yourself which one you would want to be called.</p> <p>curious or inquisitive smart or brainy</p> <p>If you are having trouble determining which of two words has a stronger negative connotation, ask yourself which one you wouldn't want to be called!</p> <p>messy or unorganized lazy or laid back</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?, Continue to Part 2 of 2 button, Identifying Connotative Meaning	better chunking needed	numbered examples by adding subheads (see above for button addition: line 193 row I)

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 08	Lesson 8 Reading Skill: Connotative and Denotative Meaning, Part 2: Reading Selection, Connotative and Denotative Meaning, What are Connotative and Denotative Meaning?, Continue to Part 2 of 2 button, Identifying Connotative Meaning, Conclusion	Conclusion is unnecessarily wordy: You should now have a better understanding of the importance of word choice in an informational text. Words that have the same denotation may seem similar, but they are not because of their connotative meaning. The connotative meaning will greatly impact how readers understand the text and react to the message. Authors carefully consider both denotation and connotation to choose a word that has the precise meaning they are looking for. Readers who stop to consider the connotative meaning of words and phrases are more likely to grasp the true and full meaning of a text.	Shortened Conclusion: Authors carefully consider both denotation and connotation when choosing words. They select the word that has the precise meaning they are looking for. Readers who stop to consider the connotative meaning of words and phrases are more likely to grasp the true and full meaning of a text.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?	"Technical Meaning" subhead was confusing	Changed subhead to "What is Technical Language"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?	Image of young lady with apple was extraneous	Deleted the image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?	Image of bridge is too large	Shrunk image and placed it to the right of the appropriate blurb about "strut"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button	better chunking needed	added "Why Use Technical Language" subhead
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button	better chunking needed	broke content into numbered examples

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button	Design for Purpose box mislabeled: "Key Concepts and Ideas"	Changed Design for Purpose box to "Did You Know?"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button, "Continue to Part 3 of 4" button, Identifying and Determining Technical Language	image of train too large	Shrunk image and placed it to the right of the appropriate blurb
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button, "Continue to Part 3 of 4" button, Identifying and Determining Technical Language	better chunking needed	bulleted information for better readability
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button, "Continue to Part 3 of 4" button, Identifying and Determining Technical Language, "Continue to Part 4 of 4" button	better chunking needed	added subhead "Defining Technical Language"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Checkpoint, Question 10	not grade-level appropriate: a substance created from the bacteria used to fight infections	Included an appropriate grade level version of right answer: a medicine that helps you get well
Publisher	Editorial Change	9781948544009	Teacher	Lesson 09	Lesson 09, Checkpoint, Question 12	One multiple answer choice used non-grade level vocabulary: "help digest the food you eat"	replaced with "in your intestines"

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	L10 Reading Skill: Exam Prep, Part 3: Reading Skills: Figurative Meaning, Exam Prep, Figurative Language, Figurative Meaning, Analogy	Design for Purpose box needs more specificity: An analogy usually uses a metaphor or a simile to make its comparison, but is a little more descriptive by explaining how two unlike objects are similar.	Revised content to make the blurb more specific: An analogy usually uses a simile or a metaphor to make its comparison, but it goes into more detail by explaining how the two unlike objects are similar.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10 Reading Skills Exam Prep; Part 2: Reading Skills: Personal Opinions and Summaries; Exam Prep; Personal Opinions and Summaries; Recognizing Personal Opinions	Better chunking needed: When reading an informational text, it is important to understand the difference between facts and opinions. The best way to do so is to ask yourself how you would prove it. Facts require relatively little effort to verify whether they are true or false; opinions cannot be simply verified by a true or false. Opinions are not facts, so they cannot be shown to be true or false, but they can be supported by facts.	<p>Bulleted items: Informational texts include both facts and opinions. Facts are true statements that can be proven. Opinions can be supported but not proven with evidence. Facts remain the same. Opinions can change.</p> <p>The best way to discover if something is a fact or a personal opinion is to ask yourself how you would prove it.</p> <p>It does not take much effort to prove that facts are true. One way to do so is to check a reliable source. Opinions are not facts, so they cannot be proven true. Opinions can be supported by facts, though.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10 Reading Skills Exam Prep; Part 2: Reading Skills: Personal Opinions and Summaries; Exam Prep; Personal Opinions and Summaries; Recognizing Personal Opinions	Extraneous information: Opinions are influenced by a variety of factors. These include a person's feelings, thoughts, perspectives on life, wants and needs, experiences, beliefs, and values. They can also reflect the way a person understands a subject. People who are very knowledgeable about a subject may have a more developed and reliable opinion than those who know very little.	Deleted
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10 Readings Skills Exam Prep, Part 2: Reading Skill: Personal Opinions and Summaries, Exam Prep, Personal Opinions and Summaries, Recognizing Personal Opinions	<p>Texted needed better chunking top simplify and be consistent with original editorial changes in the connected lesson: When reading an informational text, it is important to understand the difference between facts and opinions. The best way to do so is to ask yourself how you would prove it. Facts require relatively little effort to verify whether they are true or false; opinions cannot be simply verified by a true or false. Opinions are not facts, so they cannot be shown to be true or false, but they can be supported by facts.</p> <p>Opinions are influenced by a variety of factors. These include a person's feelings, thoughts, perspectives on life, wants and needs, experiences, beliefs, and values. They can also reflect the way a person understands a subject. People who are very knowledgeable about a subject may have a more developed and reliable opinion than those who know very little.</p>	<p>Focused review information more specifically: Informational texts include both facts and opinions. Facts are true statements that can be proven. Opinions can be supported but not proven with evidence. Facts remain the same. Opinions can change.</p> <p>The best way to discover if something is a fact or a personal opinion is to ask yourself how you would prove it.</p> <p>It does not take much effort to prove that facts are true. One way to do so is to check a reliable source. Opinions are not facts, so they cannot be proven true. Opinions can be supported by facts, though.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10 Readings Skills Exam Prep, Part 3: Reading Skill: Figurative Meaning, Exam Prep, Figurative Language, Figurative Meaning	image is extraneous	deleted image

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10 Readings Skills Exam Prep, Part 3: Reading Skill: Figurative Meaning, Exam Prep, Figurative Language, Figurative Meaning	Figures of speech are out of the order or the original lesson	rearranged the figures of speech to match the order in the lesson
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10 Reading Skills Exam Prep, Part 4: Reading skill: Connotative and Denotative Meaning, Exam Prep, Connotative and Denotative Meaning, What is Connotative and Denotative Meaning?	Segment needs chunking	Chunked content using bullets
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10 Reading Skills Exam Prep, Part 4: Reading skill: Connotative and Denotative Meaning, Exam Prep, Connotative and Denotative Meaning, What is Connotative and Denotative Meaning?	Design for Purpose box is irrelevant	removed the Design for Purpose box
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10, Unit Exam, question 7	Error: Not Multiple Answer. Only one answer was correct.	Fixed error -- Multiple choice not multiple answer and removed "Select all that apply."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10, Unit Exam, Question 15	Stem was not grade level appropriate: Which sentences from "Let's Go Fly a Kite" can be used to figure out the meaning of atmosphere?	Changed stem: Which sentences from "Let's Go Fly a Kite" best indicate the meaning of instruments?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 10	Lesson 10, Unit Exam, Question 15	Answers were not in line with the revision of the stem: ightweight cameras and other instruments can be attached ... Long before rockets or hot-air balloons, scientists used kites ... Kites can be used practically anywhere ... Kites can climb higher in the sky than some scientific balloons ...	Changed answers: Lightweight cameras and other instruments can be attached to kites; n the 1700s, researchers attached instruments to kites to measure temperature and wind speed When the fuse blew, the instruments fell back to earth; The most difficult part of the job was locating the instruments after they landed.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 11	Lesson 11 Reading Skill: Structural Elements, Part 2: Reading Skill, Structural Elements, Recognizing Structural Elements	Paragraph repeats what is included immediately above it: Structural elements are the parts used by an author that make up a text. These elements—sentences, paragraphs, sections, and chapters—help build the content of a text, allowing the information to be better understood by readers. Most informational texts are built from a combination of four structural elements:	Removed repetitive content: Most informational texts are built from a combination of these four structural elements:

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 11	Lesson 11 Reading Skill: Structural Elements, Part 2: Reading Skill, Structural Elements	Intro is wordy: Have you ever thought about how the author of an informational text chooses how to arrange the information in his or her writing? An author's choice of sentences, paragraphs, sections, and chapters in informational texts and articles can greatly affect the reader's understanding of a topic. An informational text is made up of structural elements. The structural elements of a text are like bricks of different sizes that are used to build the text itself. These elements include sentences, paragraphs, chapters, and sections. The text structure defines how these elements are organized and work together to create a connected whole—the text itself.	Shortened introduction: An informational text is made up of structural elements. These elements include sentences, paragraphs, sections, and chapters. These elements are like bricks of different sizes that are used to build the text itself. They connect to create a whole. The way that authors arrange these "bricks" can greatly affect how a reader understands a topic.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 11	Lesson 11 Reading Skill: Structural Elements, Part 2: Reading Skill, Structural Elements, Recognizing Structural Elements	Design for Purpose box makes too many points: Sections do not always have headings. Sometimes, the author will insert more white space between sections to create a visual break to let the reader know that one section has ended and another one is beginning. For these sections, you may have to read carefully to pick up on the topic or idea.	Tightened the focus for the Design for Purpose box : Sections do not always have headings. Sometimes, the author uses white space between sections to create a visual break. This lets readers know that one section has ended and another is beginning.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 11	Lesson 11: Reading Skill: Structural Elements, Part 2: Reading Skill, Structural Elements, Recognizing Structural Elements, "Continue to Part 2 of 2" button, The Role of Sentences, The Role of Paragraphs	Image of a book open to Chapter 1 is in the wrong context	Removed image and placed it later in the lesson -- alongside discussion of chapters as structural elements
Publisher	Editorial Change	9781948544009	Teacher	Lesson 11	Lesson 11: Reading Skill: Structural Elements, Part 2: Reading Skill, Structural Elements, Recognizing Structural Elements, "Continue to Part 2 of 2" button, The Role of Sentences, The Role of Paragraphs	Better chunking of information necessary	Added a "Continue to Part 3 of 3" button
Publisher	Editorial Change	9781948544009	Teacher	Lesson 11	Lesson 11: Reading Skill: Structural Elements, Part 2: Reading Skill, Structural Elements, Recognizing Structural Elements, "Continue to Part 2 of 2" button, The Role of Sentences, The Role of Paragraphs, The Role of Chapters and Sections	The heading is not aligned with the presentation of content in the section: The Role of Chapters and Sections	Reversed the title: The Role of Sections and Chapters

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 11	Lesson 11, Checkpoint, Question 14	Stem was not plural even though it is a multiple answer question: Which structural element can have its own title in an informational text?	<p>Made answers more in line with the question and added "Select all that apply": The regular punishment for vagrancy was a 30-day jail sentence.</p> <p>All of the people were on trial for vagrancy.</p> <p>The court was located in Niagara Falls.</p> <p>Made stem plural: What structural elements can have their own titles in an informational text?</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12: Reading Skill: Developing Ideas Through Structural Elements, Part 2: Reading Skill, Developing Ideas Through Structural Elements, Understanding Structural Elements	Image is a distraction in terms of cognitive load	removed image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12: Reading Skill: Developing Ideas Through Structural Elements, Part 2: Reading Skill, Developing Ideas Through Structural Elements, Understanding Structural Elements	Design for Purpose box is too big	made Design For Purpose box smaller
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12: Reading Skill: Developing Ideas Through Structural Elements, Part 2: Reading Skill, Developing Ideas Through Structural Elements, Understanding Structural Elements, "Continue to Part 2 of 4" button, Examples of Ideas and Structural Elements, Sentences	Material needed better chunking for readability	added bullets and transitional sentences for added clarity

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12: Reading Skill: Developing Ideas Through Structural Elements, Part 2: Reading Skill, Developing Ideas Through Structural Elements, Understanding Structural Elements, "Continue to Part 2 of 4" button, Examples of Ideas and Structural Elements, Sentences, "Continue to Part 3 of 4" button, Paragraphs	Material needed chunking for better readability	added bullets and transitional sentences for added clarity
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12: Reading Skill: Developing Ideas Through Structural Elements, Part 2: Reading Skill, Developing Ideas Through Structural Elements, Understanding Structural Elements, "Continue to Part 2 of 4" button, Examples of Ideas and Structural Elements, Sentences, "Continue to Part 3 of 4" button, Paragraphs	Design for Purpose box too complicated for immediate understanding	used bullets to make the material easier to access
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12: Reading Skill: Developing Ideas Through Structural Elements, Part 2: Reading Skill, Developing Ideas Through Structural Elements, Understanding Structural Elements, "Continue to Part 2 of 4" button, Examples of Ideas and Structural Elements, Sentences, "Continue to Part 3 of 4" button, Paragraphs, Continue to Part 4 of 4" button, Sections and Chapters	subheading elements are out of order of presentation of the content: Chapters and Sections	Flipped the concepts: Sections and Chapters

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12: Reading Skill: Developing Ideas Through Structural Elements, Part 2: Reading Skill, Developing Ideas Through Structural Elements, Understanding Structural Elements, "Continue to Part 2 of 4" button, Examples of Ideas and Structural Elements, Sentences, "Continue to Part 3 of 4" button, Paragraphs, Continue to Part 4 of 4" button, Sections and Chapters	Material needed chunking for better readability	added bullets and transitional sentences for added clarity
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12, Reading Skill: Developing Ideas Through Structural Elements, Workbook, Question 1	Not a multiple answer question	Made it multiple choice
Publisher	Editorial Change	9781948544009	Teacher	Lesson 12	Lesson 12, Checkpoint, Question 4	All four answers do not clarify which section is being referenced although two sections are mentioned in the stem: The section provides a transition between Newton's discovery of gravity and his later life and legacy. The section explains how Newton's observations on gravity went from his mind to the general public. The section offers evidence that Newton helped people better understand how the universe works. The section compares Newton's discovery of gravity with his success as an author of science books.	Added "Newton Publishes the Principia" to all four answers for additional clarity and context
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure	Extraneous information in this paragraph: You have learned about the structural elements that make up a text. You briefly explored the different types of organizational structures that these elements help support. Every writer writes with a purpose, and the organizational structure of a text helps the author achieve that purpose. For example, imagine that an author is writing an informational text about World War II. If the author's purpose is to explain what caused this war, the author would organize the text much differently than if he or she wanted to convince readers that World War II was the most deadly war in history.	Honed in on the important information: An organizational structure is the way ideas are introduced and developed in a text. Identifying the organizational structure can help readers better understand the text. This is because the organizational structure provides a logical pattern that enables readers to grasp the author's purpose and central ideas.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure	<p>Extraneous information in this paragraph: Depending upon their purpose, authors have a wide range of organizational structures from which to choose. Authors may choose different structures for different parts of a text, but there is often one overarching structure that provides a logical and consistent order for an entire text. The following are organizational structures common in informational texts:</p> <p>proposition and support problem and solution step by step cause and effect</p>	<p>Honed in on the important information: An informational text has one main structure that provides a logical and consistent order for the entire text. In addition, authors may choose different structures for different parts of the text. The following organizational structures are common in informational texts:</p> <p>proposition and support problem and solution step by step cause and effect</p> <p>For all of these, the organizational structure can appear in one paragraph or in a few paragraphs of a larger informational text. It can also be the structure used for the whole text.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support	<p>Chunking of information needed here: Proposition and Support</p> <p>A proposition-and-support organizational structure is most often used in a persuasive text. This text structure begins with the proposition. This may be a request to do something, or it may be an argument that one idea or course of action is preferable to another. The proposition is followed by evidence. Proposition-and-support texts generally include reasons that the proposal makes sense and include evidence from research or experts to support these reasons. You can sometimes recognize the proposition-and-support text structure because it includes a lot of facts, statistics, examples, and opinions from experts, often in direct quotations.</p> <p>The idea or suggestion that is proposed in a proposition-and-support text is generally an opinion. The author's goal is to convince readers to accept the proposition as true. Often, the author will include the opposing side of his proposition to prove the opposition wrong.</p> <p>To find a proposition-and-support structure, look first for the proposition. This will be the opinion or idea—what the author wants you to think or do.</p>	<p>Rearranged text with bullets to decrease cognitive load: Proposition-and-support organizational structure begins with a proposition. A proposition is a statement that expresses an opinion or judgment. It can be a statement about the importance of using a certain idea or following a course of action. Or it can be a statement that one idea or course of action is preferable to another. The proposition is followed by evidence that supports it.</p> <p>Proposition-and-support texts include the following:</p> <p>an opinion or idea that expresses what the author wants the reader to think or to do reasons why the proposal or proposition makes sense evidence from research or experts to support these reasons You can sometimes recognize the proposition-and-support text structure because it includes a lot of</p> <p>facts statistics examples opinions from experts, often in direct quotations</p> <p>Authors include all of these because they want to convince readers to accept their proposition as true. Often, authors include the opposing side of a proposition so that they can prove the opposition wrong.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support	Image of gym was in the wrong place	moved the image to the right of the paragraph which discusses the need for a full-court gym.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support	Better chunking would positively impact readability: This text presents a proposition: build a full court gym. To persuade the reader to accept this proposition, the author gives several pieces of support: the school can host home games; the basketball team can practice better; and the team will do better against teams from other schools. The author supports the proposal by giving facts, examples, and the opinion of experts—in this case, the basketball coach and the team members themselves. The author also addresses the opposing view—that a full-court gym will be expensive—by stating that this is not a valid concern.	Added bullets to better organize the support: The text presents a proposition: The school should build a full-court gym. To persuade readers to accept this proposition, the author gives several pieces of support: The school can host home games. The basketball team can practice better. The team will do better against teams in practice games. The author supports the proposal by giving facts, examples, and the opinion of an expert. In this case, the basketball coach is the expert. The author also addresses the opposing view: that a full-court gym will be expensive. The author states why this is not a valid concern.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution	Better chunking of material needed: Problem and Solution As the name suggests, a problem-and-solution organizational structure focuses on a problem and possible solutions. The author can offer one single solution, or several that might be appropriate. This text structure generally begins by introducing a problem. In some cases, the problem may be something that readers are unaware of, but it can also be a problem that everyone knows about. The author then describes actions that, in the author's opinion, could or would solve the problem. This type of organizational structure is often used to describe a complex situation in which there is no clear, correct answer. Tickets to attend baseball games are very expensive but the baseball leagues want to encourage younger people and families to attend games during the season. As you read the proposed solution in the following paragraph, consider the problem-and-solution structure. under a certain age. This will bring in a younger audience and it will encourage greater participation at games. More families will be able to share the love of baseball with a whole new generation of potential baseball fans. In this text, the author begins by clearly stating a problem—the increase in ticket prices at baseball games is keeping families and younger people from attending games. Then the author discusses a possible solution to the problem which is to either reduce the price of admission or let some family members attend for free.	Better chunking effected by addition of bullets: Problem and Solution As the name suggests, a problem-and-solution organizational structure focuses on a problem and possible solutions. The author can offer one solution or several appropriate solutions. Problem-and-solution texts include the following: An introduction of the problem. In some cases, the problem may be something that readers do not know about. In other cases, the problem can be something everyone is aware of. Description of the actions that, in the author's opinion, could or would solve the problem. Authors often use this type of organizational structure when describing a complex problem that has no clear, correct solution. Read this informational text, which has a problem-and-solution structure: This year, baseball teams nationwide are hoping to see more families and young people attending baseball games. However, the ticket prices for attending games is at an all-time high. Some families won't be able to afford to buy tickets for themselves and their children. To solve that problem, many baseball stadiums have special family days with reduced admissions or no charge for children under a certain age. This will bring in a younger audience with their parents. It will also encourage greater participation at games. More families will be able to share the love of baseball with a whole new generation of potential baseball fans. this text, the author begins by clearly stating a problem: Expensive baseball tickets are preventing families and younger people from attending games
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution	better chunking needed by the sample paragraph	added image of baseball tickets

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution, "Continue to Part 4 of 5" button, Step-by-Step	image of rock candy is located in the wrong place	put image to the right of the "how to make rock candy" paragraph
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution, "Continue to Part 4 of 5" button, Step-by-Step	<p>Better chunking of material needed in this segment: Step by Step</p> <p>A step-by-step organizational structure is also called a sequential or goal-action-outcome structure. In this type of organizational structure, information is arranged in an order of steps that the reader can follow.</p> <p>A step-by-step organizational structure walks readers through a set of steps. Generally, these steps tell the reader how to do something or describe how something is done. It might be the structure used by authors to explain how to solve a math problem or how researchers conducted a science experiment. Two main types of informational texts use this text structure: (1) texts that give instructions and (2) texts that give explanations. Steps are used to clearly show sequence and make it easy for readers to follow this sequence.</p> <p>This is an example of a step-by-step organizational structure that gives instructions for making rock candy.</p> <p>Have you ever eaten rock candy? You might be surprised to learn that it is easy to make at home. To begin, pour one cup of water and three cups of sugar in a pan. Then heat the water and sugar to a boil on a hot stove. When all the sugar has dissolved, turn off the stove and allow the mixture to cool for 20 minutes. Next, pour the sugar into a tall glass. Stick a wooden dowel into the center of the glass. Hold it in place with a clothespin so that it will stay in the center. Finally, let it sit for three to seven days. Crystals will grow, and within a week you will have rock candy that you can eat!</p> <p>This paragraph gives instructions on how to do something: make rock candy. It breaks</p>	<p>Better chunking of material with bullets: Step by Step</p> <p>A step-by-step organizational structure is also called a sequential or goal-action-outcome structure. A step-by-step structure walks readers through a set of steps to follow.</p> <p>Two main types of informational texts use this structure:</p> <ul style="list-style-type: none"> those that give instructions on how to do something, such as a text about how to solve a math problem recipes how-to manuals those that explain how something is or was done, such as a text that explains how researchers conducted a science experiment <p>In both types, authors provide clear steps that make it easy for readers to follow the sequence.</p> <p>Read this informational text, which has a step-by-step structure: Have you ever eaten rock candy? You might be surprised to learn that it is easy to make at home. To begin, pour one cup of water and three cups of sugar in a pan. Then heat the water and sugar to a boil on a hot stove. When all the sugar has dissolved, turn off the stove and allow the mixture to cool for 20 minutes. Next, pour the sugar into a tall glass. Stick a wooden dowel or wooden straw into the center of the glass. Hold it in place with a clothespin so that it will stay in the center. Finally, let it sit for three to seven days. Crystals will grow, and within a week you will have rock candy that you can eat!</p> <p>This step-by-step organizational structure gives instructions for making rock candy. It breaks the process down into clearly defined steps:</p> <ul style="list-style-type: none"> measuring water and sugar into a pan boiling them letting the mixture cool pouring it into a glass using a clothespin letting the mixture sit

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution, "Continue to Part 4 of 5" button, Step-by-Step, "Continue to Part 5 of 5" button, Cause and Effect	<p>Some simplification needed for audience appropriateness: A cause-and-effect organizational structure focuses on the reasons why an event happened or the effects of an event. This text structure often begins with a specific event and then discusses the causes or effects of this event.</p> <p>Informational texts about science- and history-related subjects often use the cause-and-effect organizational structure. They focus on the causes and effects involved in events that do the best job of describing why something happened, or that give the most information about what happened. Here is an example of a text that uses this structure.</p> <p>The Titanic was a luxury ocean liner that was deemed "unsinkable." However, on April 15, 1912, the unsinkable ship sank to the bottom of the northern Atlantic Ocean. Shortly after midnight, in darkness and extreme cold, the ship hit an iceberg that left a hole in its hull. Its hull quickly filled with water, and it sank three hours later.</p> <p>This text describes a cause (Titanic's striking an iceberg) and its effect (Titanic's hull breaking and filling with water, and eventually the ship's sinking). A cause-and-effect structure may focus on one cause or many. In addition, one cause may have many effects. As with other text structures, it also may be used for one paragraph or for an entire text.</p>	<p>Simplified presentation of material: Cause and Effect</p> <p>A cause-and-effect organizational structure focuses on the reasons an event happened or the effects of an event. This text structure often begins with a specific event and then discusses its causes and effects. Texts about subjects related to science and history often use this structure. A cause-and-effect structure may focus on one cause or many. In addition, one cause may have many effects.</p> <p>Read this informational text, which has a cause-and-effect structure: The Titanic was a luxury ocean liner that was deemed "unsinkable." However, on April 15, 1912, the unsinkable ship sank to the bottom of the northern Atlantic Ocean. Shortly after midnight, in darkness and extreme cold, the ship hit an iceberg that left a hole in its hull. Its hull quickly filled with water, and it sank three hours later.</p> <p>This text focuses on an event: the sinking of the Titanic. It explains the cause and the effect: The ship hit an iceberg, which tore a hole in its hull; this caused the ship to fill with water and sink.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13 Reading Skill: Organizational Structure, Part 2: Reading Skill, Organizational Structure, Types of Organizational Structure, "Continue to Part 2 of 5" button, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution, "Continue to Part 4 of 5" button, Step-by-Step, "Continue to Part 5 of 5" button, Cause and Effect	<p>Titanic paragraph needs image to remain parallel with the pattern established in this lesson</p>	<p>added image of the Titanic to tie in with the example paragraph</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 13	Lesson 13, Workbook, Question 2	<p>The passage in the stem was not indicative of the article as a whole which could confuse students. Read this passage from “The Green Team.”</p> <p>Our planet is in serious trouble. Every day, mountains of garbage grow taller with each dump of a garbage truck. Cars, machines, and other items send harmful substances into the air. These substances damage Earth’s atmosphere. Every year, humans use more and more of Earth’s natural materials, such as water and coal.</p> <p>Which organizational structure is used in this passage?</p> <p>cause and effect problem and solution proposition and support step by step</p>	<p>Redid stem and answers, referring to the whole informational text rather than just one segment: Reread the “The Green Team.”</p> <p>Which sentence indicates a proposition-and-support organizational structure? I suggest that we sixth graders begin the Stafford Middle School “Green Team.” Our planet is in serious trouble. We can make a real difference. I can guess what you might be thinking: “Stafford Middle School already recycles.”</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14: Reading Skill: Developing Ideas through Organizational Structure, Part 2: Reading Skill, Developing Ideas through Organizational Structure, Understanding Organizational Structure	image confuses the focus of the text.	deleted image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14: Reading Skill: Developing Ideas through Organizational Structure, Part 2: Reading Skill, Developing Ideas through Organizational Structure, Understanding Organizational Structure	A Do You Remember? Design for Purpose box could draw better attention to the review material	Added a Do You Remember box with the four organizational structures in it

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14: Reading Skill: Developing Ideas through Organizational Structure, Part 2: Reading Skill, Developing Ideas through Organizational Structure, Understanding Organizational Structure, "Continue to Part 2 of 5" button, Examples of Organizational Structure, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution	<p>Material needs to be better chunked for readability: Problem and Solution London starts Part 2 of The Pen with a paragraph that is laid out in a problem-and-solution organizational structure.</p> <p>Bear with me a moment and look at the problem. Here were thirteen beasts of us over half a thousand other beasts. It was a living hell, that prison, and it was up to us thirteen there to rule. It was impossible, considering the nature of the beasts, for us to rule by kindness. We ruled by fear. Of course, behind us, backing us up, were the guards. In extremity we called upon them for help; but it would bother them if we called upon them too often, in which event we could depend upon it that they would get more efficient trustees to take our places. But we did not call upon them often, except in a quiet sort of way, when we wanted a cell unlocked in order to get at a refractory prisoner inside. In such cases all the guard did was to unlock the door and walk away so as not to be a witness of what happened when half a dozen hall-men went inside and did a bit of man-handling.</p> <p>London is kind to his readers by stating outright that he will discuss a problem in this paragraph. The problem is that there are "thirteen beasts of us over half a thousand other beasts. It was a living hell, that prison, and it was up to us thirteen there to rule." In other words, there are thirteen hall-men ("beasts") assigned to keep order over far more fellow prisoners, "over half a thousand other beasts." The solution is to rule "by fear," not by "kindness."</p> <p>London elaborates on this "solution" two paragraphs later, with an example of the morning wash time. He states that the situation was "Thirteen against five hundred, and the segment was confusing in its explanation: Cause and Effect</p>	<p>Better chunking helps to clarify focus and readability: Problem and Solution Like the proposition-and-support organizational structure, the problem-and-solution organizational pattern functions in both persuasive and informational texts.</p> <p>London starts The Pen, Part 2, in The Road with a passage that has a problem-and-solution organizational structure:</p> <p>Bear with me a moment and look at the problem. Here were thirteen beasts of us over half a thousand other beasts. It was a living hell, that prison, and it was up to us thirteen there to rule. It was impossible, considering the nature of the beasts, for us to rule by kindness. We ruled by fear. Of course, behind us, backing us up, were the guards.</p> <p>London directly states that he will discuss a problem in this paragraph. The problem is that there are "thirteen beasts of us over half a thousand other beasts." In other words, 13 hall-men ("beasts") are assigned to keep order over a large number of fellow prisoners: "over half a thousand other beasts." London also directly states the solution: "We ruled by fear."</p> <p>London elaborates on this "solution" two paragraphs later, when he provides an example of the morning wash time. He states that the situation was "Thirteen against five hundred, and we ruled by fear." To maintain that fear, London says that the hall-men "could not permit the slightest infraction of rules, the slightest insolence." In other words, the hall-men did not allow anyone to break the rules, nor did they allow any sort of disrespectful behavior from the 500 men. If a prisoner misbehaved, the hall-men "hit him hard, hit him with everything."</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14: Reading Skill: Developing Ideas through Organizational Structure, Part 2: Reading Skill, Developing Ideas through Organizational Structure, Understanding Organizational Structure, "Continue to Part 2 of 5" button, Examples of Organizational Structure, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution, "Continue to Part 4 of 5" button, Step by Step, "Continue to Part 5 of 5" button, Cause and Effect	<p>Jack London also uses the cause-and-effect organizational structure in The Pen, Part 2, to explain how things happen in the prison. Read this paragraph.</p> <p>I remember a handsome young prisoner of about twenty who got the insane idea into his head that he should stand for his rights. And he did have the right of it, too; but that didn't help him any. He lived on the topmost gallery. Eight hall-men took the conceit out of him in just about a minute and a half—for that was the length of time required to travel along his gallery to the end and down five flights of steel stairs. He travelled the whole distance on every portion of his anatomy except his feet, and the eight hall-men were not idle.</p> <p>In this case, the cause that starts the chain of events is the young prisoner standing up for his rights, "an insane idea." London does not deny that the man "did have the right of it," but, as he explains, "that didn't help him any." The effect of the young prisoner's defiance is brutal violence from the hall-men. And London indicates later in this paragraph that this effect is a cause, too. It produces a desired effect on the young prisoner and the other convicts, plus an unintended effect on London himself.</p> <p>He had learned his lesson, and every convict within those walls who heard him scream had learned a lesson. So had I learned mine. It is not a nice thing to see a man's heart broken in a minute and a half.</p> <p>The lesson learned is that disobedience will be punished severely, and so the end effect is obedience. As with step-by-step texts, writers often use cause-and-effect organizational structures to explain the relationship between events.</p>	<p>Streamlined discussion by refocusing: Cause and Effect As with step-by-step texts, writers often use cause-and-effect organizational structures to explain the relationship between events.</p> <p>Jack London uses the cause-and-effect organizational structure in The Pen, Part 2. Read this paragraph.</p> <p>I remember a handsome young prisoner of about twenty who got the insane idea into his head that he should stand for his rights. And he did have the right of it, too; but that didn't help him any. He lived on the topmost gallery. Eight hall-men took the conceit out of him in just about a minute and a half—for that was the length of time required to travel along his gallery to the end and down five flights of steel stairs. He travelled the whole distance on every portion of his anatomy except his feet, and the eight hall-men were not idle.</p> <p>The young prisoner decides to stand up for his rights by disobeying the hall-men. That disobedience results in the young prisoner being thrown down the stairs of the prison. The disobedience (the event) resulted in punishment (the effect).</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14, Workbook, Question 2	This question had two right answers.	made it multiple answer and included "Select all that apply."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14, Checkpoint, Question 10	Stem needed to be more accurate: Which details support the central ideas of "Twist a Balloon Dog"?	Revised: Which detail supports the central idea that making a balloon dog is not hard?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14, Checkpoint, Question 10	Answers were not in line with the revised stem: a package of one or more balloons specifically made for twisting Do not be discouraged if you pop a few balloons at first. They are also called twisty, animal, or sculpting balloons. Create the body by making a long bubble ...	Revised: With only a few materials and a little practice, you can become a sculptor! They are also called twisty, animal, or sculpting balloons. Do not be discouraged if you pop a few balloons at first. Be sure to hang on to both parts of the balloon to keep this twist in place.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 14	Lesson 14: Reading Skill: Developing Ideas through Organizational Structure, Part 2: Reading Skill, Developing Ideas through Organizational Structure, Understanding Organizational Structure, "Continue to Part 2 of 5" button, Examples of Organizational Structure, Proposition and Support, "Continue to Part 3 of 5" button, Problem and Solution, "Continue to Part 4 of 5" button, Step by Step	<p>Too much text that is extraneous: Step by Step The step-by-step organizational pattern can be an explanation of how to do something or an explanation of how something is done. This pattern is sometimes obvious. If you look at "Twist a Balloon Dog," you can clearly see how the text is organized.</p> <p>How to Make a Balloon Dog Step 1: Inflate the balloon. Placing the open end of the balloon over the tip of the pump hose or nozzle, hold the balloon in place as you pump air into it. Be careful that the balloon does not slip! Inflate the balloon a little more than halfway (do not worry—air will fill this space as you twist the balloon), and then carefully tie a knot at the end of the balloon.</p> <p>steps going up are labeled Step 1, Step 2, and Step 3. A yellow arrow shows movement up the steps. docstockmedia/Shutterstock</p> <p>The headings that pop out at readers clearly indicate the step number and what will be covered at each step. The paragraph makes the sequence of events even clearer by including the transitional word then.</p> <p>Not all texts that use the step-by-step organizational pattern are marked as clearly. As an example, read the following paragraph from The Pen, Part 2, from The Road. The step-by-step organizational pattern can be an explanation of how to do something or an explanation of how something is done. This paragraph shows how something is done.</p> <p>The following will illustrate how we drummed up business in the graft of passing the</p>	<p>Two instructive examples have been included here instead of one very long one: Step by Step The purpose of these kinds of texts often is to explain. These kinds of texts show readers how to do something or describe how something is done. This pattern is sometimes obvious.</p> <p>For example, the organizational structure of "Twist a Balloon Dog" is clear because it contains numbered steps. Each step pops out at readers because the steps are headings in a larger-sized font.</p> <p>The numbered steps direct readers. They know to start with the nose and end with the tail. In addition, they remember to lock the ears in place! I texts that use the step-by-step organizational structure are marked as clearly. Read the paragraph from The Pen, Part 2, from The Road. This paragraph shows how something is done.</p> <p>The following will illustrate how we drummed up business in the graft of passing the punk. A row of newcomers is installed in your cells. You pass along before the bars with your punk. "Hey, Bo, give us a light," someone calls to you. Now this is an advertisement that that particular man has tobacco on him. You pass in the punk and go your way. A little later, you come back and lean up casually against the bars. "Say, Bo, can you let us have a little tobacco?" is what you say. If he is not wise to the game, the chances are that he solemnly avers that he hasn't any more tobacco. All very well. You condole with him and go your way. But you know that his punk will last him only the rest of that day. Next day you come by, and he says again, "Hey, Bo, give us a light." And you say, "You haven't any tobacco and you don't need a light." And you don't give him any, either. Half an hour after, or an hour or two or three hours, you will be passing by and the man will call out to you in mild tones, "Come here, Bo." And you come. You thrust your hand between the bars and have it filled with precious tobacco. Then you give him a light.</p> <p>In this paragraph, London describes the steps the hall-men followed so that certain prisoners could light their cigarettes using "punk," a kind of lit match. London begins by stating he will be describing how something is done: "how we drummed up business in the graft of passing the punk."</p> <p>Now, read another paragraph from the same selection. In this paragraph, London explains how he gets a letter to a female prisoner in another section of the prison.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skill Exam Prep, Part 2: Structural Elements, Exam Prep, Structural Elements, Recognizing Structural Elements, The Role of Sentences, The Role of Paragraphs	image out of place	put image next to information about chapters
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skill Exam Prep, Part 2: Structural Elements, Exam Prep, Structural Elements, Recognizing Structural Elements, The Role of Sentences	Better chunking of material needed	added bulleted list of key ideas in the section

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skill Exam Prep, Part 3: Developing Ideas through Structural Elements, Exam Prep, Developing Ideas Through Structural Elements, Understanding Structural Elements, Sentences	Better chunking of material needed: In the paragraph before this one, London explains that this boy had the worst fits of anyone in the pen, and that the guards kept him locked up at all times because he had caused them so much trouble. These sentences explain that the Dutch boy was having so much trouble. He could not speak the same language as anyone else, he was the son of a farmer (and therefore was probably from a very secluded environment), and the crime he had been sent to the pen for was very minor. The function of these sentences is to present details that make the reader sympathize more with the boy.	Included bulleted items instead of full paragraph of text: In the paragraph before this one, London explains that this boy had the worst fits of anyone in the pen. In addition, the guards kept him locked up at all times because he had caused them so much trouble. These two sentences explain why the Dutch boy was having so much trouble: He could not speak the same language as everyone else. He was the son of a farmer (and therefore was probably from a very quiet environment). He was sent to the pen for a minor crime, a fight. The function of these sentences is to present details that make readers sympathize more with the boy.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skill Exam Prep, Part 3: Developing Ideas through Structural Elements, Practice Question	Parts of the section in the stem were irrelevant and thus distracting: Read the passage from "The Pen." Life was not monotonous in the Pen. Every day something was happening: men were having fits, going crazy, fighting, or the hall-men were getting drunk. Rover Jack, one of the ordinary hall-men, was our star "oryide." He was a true "profesh," a "blowed-in-the-glass" stiff, and as such received all kinds of latitude from the hall-men in authority. Pittsburg Joe, who was Second Hall-man, used to join Rover Jack in his jags; and it was a saying of the pair that the Erie County Pen was the only place where a man could get "slopped" and not be arrested. I never knew, but I was told that bromide of potassium, gained in devious ways from the dispensary, was the dope they used. But I do know, whatever their dope was, that they got good and drunk on occasion. Our hall was a common stews, filled with the ruck and the filth, the scum and dregs, of society—hereditary inefficient, degenerates, wrecks, lunatics, addled intelligences, epileptics, monsters, weaklings, in short, a very nightmare of humanity. Hence, fits flourished with us. These fits seemed contagious. When one man began throwing a fit, others followed his lead. I have seen seven men down with fits at the same time, making the air hideous with their cries, while as many more lunatics would be raging and gibbering up and down. Nothing was ever done for the men with fits except to throw cold water on them. It was useless to send for the medical student or the doctor. They were not to be bothered with such trivial and frequent occurrences.	Shortened and used ellipses: ead the passage from Part 3 of "The Pen." Life was not monotonous in the Pen. Every day something was happening: men were having fits, going crazy, fighting, or the hall-men were getting drunk.... Our hall was ... filled with the ruck and the filth, the scum and dregs, of society ... in short, a very nightmare of humanity. Hence, fits flourished with us. These fits seemed contagious. When one man began throwing a fit, others followed his lead.... Nothing was ever done for the men with fits except to throw cold water on them. It was useless to send for the medical student or the doctor. They were not to be bothered with such trivial and frequent occurrences.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skill Exam Prep, Part 3: Developing Structural Elements, Practice Question	"Passage" and "text" in this question were confusing: How did Jack London use this passage to develop the text?	Revised: How does Jack London use this passage to develop "The Pen"?

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skills Exam Prep, Part 4 Organizational Structure, Practice Question	<p>Different types of organizational structures in the text so question is inaccurate: In “The Curfew,” Tom Matthews writes a letter to the owner of Streamfield Plaza to explain why the owner should abolish the curfew that it enforces, which requires people under 18 to be accompanied by an adult after 5:00 p.m. What type of organizational structure does this informational text use?</p> <p>cause-and-effect</p> <p>proposition-and-support</p> <p>problem-and-solution</p> <p>step-by-step</p>	<p>Revised by putting focus on one segment: Read the passage from “The Curfew.”</p> <p>On the other hand, keeping kids away from a trouble-free setting, like the plaza, is taking away something that could be good for everyone. First of all, around fifty percent of the business at the plaza comes from people under the age of eighteen. Secondly, most parents do not want to baby-sit their teenagers at the plaza.</p> <p>Another point is that kids need a positive place to hang out after school. In fact, the students who are involved in school activities usually do not leave until five or five-thirty in the evening. As a result, many students do not get to visit the plaza because they take part in school activities.</p> <p>What is the type of organizational structure used here?</p> <p>step by step</p> <p>cause and effect</p> <p>problem and solution</p> <p>proposition and support</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skills Exam Prep, Part 5 Developing Ideas through Organizational Patterns	The button title is incorrect: Developing Ideas through Organizational Patterns	The button title should read: Developing Ideas through Organizational Structure
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skills Exam Prep, Part 5 Developing Ideas through Organizational Patterns, Exam Prep, Developing Ideas through Organizational Structure, Understanding Organizational Structure, Propostion and Support	<p>This passage is not clearly an example of proposition and support: Proposition-and-Support Paragraph 6 of “The Curfew” starts with a bold proposition, or claim, and then provides evidence to support it.</p> <p>Wherever mischievous youth go, trouble will always follow. I would agree that there have been a few times at the plaza when customers were bothered by a handful of kids acting out. Even businesses, like the restaurant Bon Appétit, lost some guests that were eating their dinner because they were disturbed by some kids who were goofing off outside. However, most of Bon Appétit’s customers were not bothered. Those who caused the problems should be punished. It seems as though you feel that one rotten apple spoils the barrel. Punishing everyone for someone else’s mistake does not seem fair. By keeping all the unsupervised youth out of the plaza after five, you are punishing those who did nothing wrong.</p> <p>The proposition is, “Wherever mischievous youth go, trouble will always follow.” The writer then provides evidence to support the notion that this proposition is true. This organizational structure is used for the purpose of convincing the reader of this claim.</p>	<p>Examples of propositions are effective as review tools: Proposition and Support The proposition-and-support organizational structure consists of a proposition, or statement of opinion, and evidence to support the opinion.</p> <p>Read these propositions:</p> <p>Homework should be banned. Homework should be limited to two hours per night. Homework can teach time-management skills. Homework provides additional practice for students. For any of these propositions, facts, statistics, examples, and even the opinions of experts could be used as evidence.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skills Exam Prep, Part 5 Developing Ideas through Organizational Patterns, Exam Prep, Developing Ideas through Organizational Structure, Understanding Organizational Structure, Proposition and Support, Problem and Solution, Step by Step	Step-by-Step The step-by-step organizational pattern is used in "Party Time," which provides instructions to the reader. In this text, the author gives the reader steps on how to have a great party: getting approval, making an invitation list, sending invitations, and so on.	Bulleted the steps: Step by Step The step-by-step organizational pattern is the overall pattern used in "Party Time," which provides instructions to readers. In this text, the author gives the reader steps on how to have a great party, including getting approval from an adult making an invitation list sending invitations
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skills Exam Prep, Part 5 Developing Ideas through Organizational Patterns, Exam Prep, Developing Ideas through Organizational Structure, Understanding Organizational Structure, Proposition and Support, Problem and Solution, Step by Step, Cause and Effect	Explanation is lacking: In this case, the narrator tries to reason with the prisoner after he makes him his "detective." The effect is that the man is not convinced and becomes angry, taking away his title of detective and refusing to make safety pins for him.	Additional explanation included: London tries to reason with the prisoner after the prisoner makes London his "detective." But the hall-men continue to tease the prisoner, who ends up turning against London. The cause of this prisoner's anger toward London is that London did not "protect" him from the hall-men the way that he should have. The effects are that London loses his "detective" title and his access to safety pins.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15, Unit Exam, Question 9	Question does not stipulate "Select two that apply": Which two structural elements are described correctly?	Included "Select two that apply."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 15	Lesson 15, Unit Exam, Question 10	Answers are not dissimilar enough in verb use: This paragraph proposes a particular food for the party and supports that choice. This paragraph discusses one of the causes for running out of storage space at a party. This paragraph provides an example that helps to clarify why the specific step should to be performed. This paragraph provides a solution to the problem that a party giver could encounter.	Changed verbs so that all are different: This paragraph describes a specific step a party giver should perform. This paragraph provides a solution to a problem that a party giver could encounter. This paragraph proposes a particular food for the party and supports that choice. This paragraph discusses one of the causes for running out of storage space at a party.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 16	Lesson 16 Reading Skill: Claims and Arguments, Part 2: Reading Skill, Claims and Arguments, Arguments, "Continue to Part 2 of 3"button	Better chunking needed: Continue to Part 2 of 3	Added another section: Continue to Part 2 of 4
Publisher	Editorial Change	9781948544009	Teacher	Lesson 16	Lesson 16 Reading Skill: Claims and Arguments, Part 2: Reading Skill, Claims and Arguments, Arguments, "Continue to Part 2 of 3"button, Claims	Image is out of place	Placed image next to the content it reflects
Publisher	Editorial Change	9781948544009	Teacher	Lesson 16	Lesson 16 Reading Skill: Claims and Arguments, Part 2: Reading Skill, Claims and Arguments, Arguments, "Continue to Part 2 of 3"button, Claims, Claim Example, "Continue to Part 3 of 3" button, Rhetorical Devices	<p>Section is not grade-level appropriate: Rhetorical Devices To convince the reader of the claims he or she makes, an author uses three types of rhetorical devices or persuasive tools: ethos, pathos, and logos. It is acceptable to use these in an argument, as long as they are based upon sound reasoning.</p> <p>Ethos Ethos is the appeal to the credibility of the author. When writing, an author tries to establish himself or herself as credible so that the reader will trust in him or her. He or she wants the reader to believe that what he or she says is reliable. This can be done by using credible, reliable sources, establishing common ground with the reader, and using proper grammar, spelling, and punctuation throughout.</p> <p>Pathos Pathos is the appeal to the audience's emotions. This type of appeal involves appealing to an audience's needs and values. Emotional appeals are sometimes a form of faulty reasoning, but they can be used effectively in a logical, reasoned argument. Pathos should truly support the claim the author is making, and should not be used to distract the reader from the point, to misrepresent the topic, or to scare the reader into accepting faulty reasoning.</p> <p>Logos Logos is the appeal to reason. The author uses relevant and sufficient evidence and logical reasoning. This shows the audience that the information the author is presenting is strong, accurate, and can be believed.</p>	<p>Chunked material with subheads: You have read the persuasive essay, "Why I Support Our School's No Snacking Policy," one of the reading selections for this lesson. You know that the author has made this claim:</p> <p>Overall, though, I think the principal's decision to uphold the snacking ban is a wise one. You also know that the author wants you, the reader, to agree that the snacking ban is a smart idea. That's why the author has provided reasons along with evidence to support those reasons. But authors also can do more. They can use certain tools, called rhetorical or persuasive devices, to help convince the audience.</p> <p>The Rhetorical Situation To understand what those devices are, put yourself in a similar situation to the one above. Imagine that you are writing a letter to convince your friend that a person he or she has been spending a lot of time with is not a true friend. This would be your claim:</p> <p>I think being friends with so-and-so is a bad idea.</p> <p>Perhaps the reasons you include to support the claim are these:</p> <p>So-and-so has asked you to do things you are not comfortable doing. So-and-so constantly insults you and laughs about it. Once you create your claim and reasons, you are actually in what is called a "rhetorical situation," where your goal is to persuade your audience to believe you. A rhetorical situation occurs when a person attempts to persuade another person or group of people to do or believe something. Along with the claim, reasons, and evidence, you have three techniques or "appeals" you can use to convince your friend:</p> <p>an ethical appeal, also called an appeal to ethos an emotional appeal, also called an appeal to pathos a logical appeal, also called an appeal to logos</p> <p>(continued on next row)</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 16	Lesson 16 Reading Skill: Claims and Arguments, Part 2: Reading Skill, Claims and Arguments, Arguments, "Continue to Part 2 of 3" button, Claims, Claim Example, "Continue to Part 3 of 3" button, Rhetorical Devices	<p>Section is not grade-level appropriate: Rhetorical Devices To convince the reader of the claims he or she makes, an author uses three types of rhetorical devices or persuasive tools: ethos, pathos, and logos. It is acceptable to use these in an argument, as long as they are based upon sound reasoning.</p> <p>Ethos Ethos is the appeal to the credibility of the author. When writing, an author tries to establish himself or herself as credible so that the reader will trust in him or her. He or she wants the reader to believe that what he or she says is reliable. This can be done by using credible, reliable sources, establishing common ground with the reader, and using proper grammar, spelling, and punctuation throughout.</p> <p>Pathos Pathos is the appeal to the audience's emotions. This type of appeal involves appealing to an audience's needs and values. Emotional appeals are sometimes a form of faulty reasoning, but they can be used effectively in a logical, reasoned argument. Pathos should truly support the claim the author is making, and should not be used to distract the reader from the point, to misrepresent the topic, or to scare the reader into accepting faulty reasoning.</p> <p>Logos Logos is the appeal to reason. The author uses relevant and sufficient evidence and logical reasoning. This shows the audience that the information the author is presenting is strong, accurate, and can be believed.</p>	<p>(continued from previous row)</p> <p>The Ethical Appeal Authors try to establish themselves as credible so that readers will trust them. Authors want readers to believe what they say is reliable. Establishing credibility can be done by</p> <p>using strong evidence from credible and reliable sources establishing common ground with readers using proper grammar, spelling, and punctuation throughout You are a credible author if you tell your friend the truth and explain the details accurately. You are using the ethical appeal or an appeal to ethos.</p> <p>The Emotional Appeal Authors try to be sure to include information that will satisfy the audience's needs or support what the audience values. You know that your friend values honesty, and you know that your friend wants to know the truth. You use an emotional appeal by emphasizing your understanding that your friend values true friendship and honesty.</p> <p>The Logical Appeal Authors always want to use strong evidence. You use a logical appeal by including accurate details about</p> <p>the times you have heard the person make fun of your friend the things the person has made your friend do that your friend is not comfortable with</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 17	Lesson 17 Reading Skill: Evaluating Claims and Arguments, Part 2: Reading Skill, Evaluating Claims and Argument, Support for Claims	<p>Better chunking needed: Readers need to pay attention to the sources that the author provides for the evidence. If a piece of evidence does not come from a familiar and reputable source, readers should ask themselves whether it is good evidence. Similarly, if claims are supported with expert opinions, the author needs to provide information about the expert and what makes that person one. Some experts are biased, meaning that they favor one side over another in spite of evidence that may be present. Identifying the expert's title and organization helps readers understand how the bias may affect the expert's opinion and the author's evidence.</p> <p>When evaluating evidence, ask the following questions:</p> <p>How well does the evidence support the claim? How relevant is the information to the claim? How sufficiently does the information support the claim? Does the author provide strong evidence that supports all parts of the argument?</p>	<p>added subhead: Solid Sources and utilized bullets to diminish extraneous cognitive load: Bullets utilized to diminish extraneous cognitive load: When you read an argument, you need to pay attention to where the author's evidence comes from.</p> <p>Is it from a familiar and respected source? If claims are supported with opinions from experts, the author should provide information about the expert. Is the person an expert in the subject at hand? How do you know? Some experts are biased. This means the information they provide may be slanted to favor a particular position. Identifying and describing the expert shows readers why this expert is qualified to provide evidence. Facts about an expert can also show where bias might come from.</p> <p>When you evaluate evidence, ask these questions:</p> <p>How well does the evidence support the claim? How well does the information relate to the claim? Does the author provide strong evidence that supports all parts of the argument?</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 17	Lesson 17 Reading Skill: Evaluating Claims and Arguments, Part 2: Reading Skill, Evaluating Claims and Argument, Support for Claims	Better chunking needed: It is important to note that not all claims need to be supported by evidence. If a claim is common knowledge, or something that is already known by most people, it usually does not need evidence to support it. Suppose the author is making the following claim: "In the Northern Hemisphere, winter is the coldest season of the year." To support the claim, the author could use a graph or table showing the average temperatures for each of the four seasons. But, most readers already know that winter is colder than the other three seasons, so the author does not need to spend time supporting this claim with evidence. If the author wanted to claim that "the common cold is easily overcome," however, the author might need to provide evidence in support.	Added subhead: Common Knowledge Not all claims need to be supported by evidence. Some claims are common knowledge, or something that is already known by most people. These facts do not need evidence to support them. Suppose the author is making the following claim: "In the Northern Hemisphere, winter is the coldest season of the year." To support the claim, the author could use a graph or table showing the average temperatures for each of the four seasons. But most readers already know that winter is colder than the other three seasons. So the author does not need to support this claim with evidence. But suppose an author wanted to claim that "the common cold is easily overcome." This is an idea many people might not know about. This author would need to provide supporting evidence for this claim.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 17	Lesson 17 Reading Skill: Evaluating Claims and Arguments, Part 2: Reading Skill, Evaluating Claims and Argument, Support for Claims	Subhead needed: Readers should also look at the reasoning behind the argument. The reasoning needs to provide a clear, logical connection among the parts of the argument. When evaluating an argument's reasoning, the reader should ask: How sound is the author's reasoning? How sound is the reasoning in supporting the claim? How well does the author's reasoning support the claim?	Added subhead: Looking at Reasoning You should also look at the reasoning behind an argument. The reasoning needs to provide a clear, logical connection among the parts of the argument. When you evaluate an argument's reasoning, ask these questions: How sound is the author's reasoning? How well does the author's reasoning support the claim?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 17	Lesson 17 Reading Skill: Evaluating Claims and Arguments, Part 2: Reading Skill, Evaluating Claims and Argument, Support for Claims, "Continue to Part 2 of 2" button, Evaluating Claims	Subhead is incorrect: Evaluating Claims	Fixed: Evaluating Evidence
Publisher	Editorial Change	9781948544009	Teacher	Lesson 17	Lesson 17 Reading Skill: Evaluating Claims and Arguments, Part 2: Reading Skill, Evaluating Claims and Argument, Support for Claims, "Continue to Part 2 of 2" button, Evaluating Claims	Needs better focus: Both evidence and reasoning must be evaluated to determine the validity of a claim and its reasons. Good evidence is strong, relevant, and thorough. The author's reasoning must be logical and valid. Evaluating Evidence Read the following paragraphs from "The Benefits of Snacking in the Classroom" to evaluate the evidence used by the author for support.	Focused: When you judge an argument, you look for evidence that is strong thorough related to the claim Read the paragraphs from "The Benefits of Snacking in the Classroom" to evaluate the evidence the author uses for support.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 17	Lesson 17, Checkpoint, Question 3	Should be Question 4. Please note: all questions in this checkpoint are misnumbered as a result of adding a question.	The first question in this checkpoint is the second question in the revision. A first question was added. So the question listed as #3 in the original document is #4 in the revised.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 17	Lesson 17, Checkpoint, Question 5	Yes or no answer: Is the claim made in this paragraph supported? (Question 5 in original, question 6 in revised)	Revised: How is the claim made in this paragraph supported?

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose	Understanding Author's Purpose When you read your science textbook, you are probably not thinking about why the author has written the book. But when you read an online article that expresses someone's opinion, it may be obvious that the author wants to persuade readers to believe a particular point of view. Although one author's purpose for writing may be more obvious than another, authors of all types of informational texts have a purpose or goal in mind before they begin to write. Stopping to consider the author's purpose can help readers better understand the text.	Understanding Author's Purpose When you read your science textbook, you are probably not thinking about why someone wrote it. But suppose you read an online article that expresses someone's opinion. You know that the author wants to persuade you to agree with his opinion. Authors of informational texts have a purpose or goal in mind before they begin to write.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose, Why Do Authors Write?	Image of young lady is extraneous cognitive load	changed image to subway which is the content of the blurb to the left.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose, Why Do Authors Write?	Needs simplification through chunking: Why Do Authors Write? Authors write for a variety of purposes. They write to entertain an audience, to inform them about a topic or some aspect of a topic, or to persuade readers to think differently about something or to do something. All of these are examples of the author's purpose. An author's purpose is his or her reason for writing about a topic. It is based on what the writer wants readers to know, learn, think, or do. Authors of texts on the same topic may have quite different purposes. Consider, for example, an informational piece about the local subway system, an underground train which people use to get from one part of a big city to another. An author might write a piece about the subway to inform the reader about its history or to explain how it operates. Another author may want to persuade the reader to ride the subway instead of choosing other forms of transportation. And still another author might write about the subway system to show how it is unique or how it is an example of what is good or bad about all subway systems.	Chunked material and bulleted items: Why Do Authors Write? An author's purpose is a reason for writing about a topic. It is based on what the author wants readers to know, learn, think, or do. Authors of texts on the same topic may have quite different purposes. For example, an informational piece might be about the local subway system, an underground train that people travel on in big cities. Three authors could write about the subway for different reasons: to inform the reader about its history or operation to persuade the reader to ride the subway instead of other forms of transportation to entertain the reader with a story about riding the subway.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose, Why Do Authors Write?	Heading needed: All of the different reasons why an author may be moved to write an informational text can be reduced to three main purposes. Remembering them is as easy as PIE: P(ersuade), I(nform), and E(ntertain).	added heading: Reasons Are Easy as PIE

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose, Why Do Authors Write? "Continue to Part 2 of 2" button, Finding the Purpose	<p>Chunking needed: It is not always easy to determine the author's purpose. Indeed, authors often have more than one purpose. So how can readers figure out the author's purpose? The best way to start is to ask, "What is the topic or idea?" "Why is the author writing about this topic or idea?" "What does the author want readers to know, think, believe, or do?" When discussing the author's purpose, the goal is not to determine what the author's message is, but rather what the author wants the reader to do with this message.</p> <p>Clues to the author's purpose are often found in the text's organizational structure. Authors writing to persuade often use a proposition-and-support or problem-and-solution structure. An author writing to inform readers how to do something is more likely to use a step-by-step structure. A cause-and-effect structure might be used to inform readers of the causes or effects of certain events.</p>	<p>Used bullets to streamline the information: The best way to start is to ask these questions:</p> <p>What is the topic or idea? Why is the author writing about this topic or idea? What does the author want readers to know, think, believe, or do? When you know these answers, keep them in mind and ask</p> <p>What does the author want me to do with this message? The answer to that is the author's purpose.</p> <p>A text's structure can provide clues to the author's purpose.</p> <p>Authors writing to persuade often use a proposition-and-support or problem-and-solution structure. An author writing to inform readers how to do something might use a step-by-step structure. A cause-and-effect structure might be used to inform readers about events</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose, Why Do Authors Write? "Continue to Part 2 of 2" button, Finding the Purpose	In the Design for Purpose box, chunking needed: An author often has more than one purpose for writing an informational text. An entertaining anecdote or story is often very effective in introducing the ideas in a text, even if the overall purpose of the text is to inform or persuade. When authors want to persuade readers to agree with their way of thinking, interesting anecdotes or examples can both entertain the reader and help emphasize a point.	Streamlined information: An entertaining story can be an effective way to introduce ideas. This can work even if the purpose for writing is to inform or persuade. A story that grabs readers can entertain while helping to make the author's point.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose, Why Do Authors Write? "Continue to Part 2 of 2" button, Finding the Purpose	No heading after Design for Purpose box, readability diminished	Added heading after Design for Purpose for additional readability: Details and Purpose
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose, Part 2: Reading Skill, Understanding Author's Purpose, Why Do Authors Write? "Continue to Part 2 of 2" button, Finding the Purpose	<p>The paragraph describes the moment of parting. Is the author's purpose to persuade, inform, or entertain, or all three?</p> <p>He may be trying to persuade the reader that it was a difficult moment, and so he offers numerous details to show that the moment was difficult. The author informs the reader of how he—and, most likely, his companion—felt as they said goodbye. Because the reader ends the paragraph wondering what will happen once the two men are parted, a sense of suspense is created; therefore, the author's purpose is to entertain the reader, as well.</p>	<p>Revised for readability and engagement: Why did London include this section? Is the author's purpose to persuade, inform, or entertain? Here are some possible answers:</p> <p>He may want to persuade the reader that it was a difficult moment. He offers numerous details to show this. He may want to inform the reader of how he—and, most likely, his companion—felt as they said goodbye. He may want to entertain the reader by creating suspense. At the end of the passage, London still does not know whether the Swede got the job. Most likely, London wants to achieve all three purposes in this scene: to persuade, inform, and entertain.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18, Workbook, Question 1	Structural differences in answers need attention: Which detail from “Volunteer Today!” best tells readers about the author’s purpose? Volunteer Today! You must be a certain age in order to be a volunteer. You must fill out an application to become a volunteer. There are many benefits of becoming a volunteer. The Senior Citizen Reading Program has been a great success.You must fill out an application to become a volunteer.	Better differentiated the answers: There are many benefits of becoming a volunteer; You'll have all the equipment you need to mow and trim someone's lawn; you must fill out an application to become a volunteer; In addition to reading to an older adult,you can chat with someone who has a range of life experiences.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18, Checkpoint, Question 3	Which detail from “Paper and the Environment” best illustrates the author’s purpose to inform?	Which detail from the article best indicates what the author wants to tell readers?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 18	Lesson 18, Checkpoint, Question 6	How does the author’s choice of facts about how paper is harmful in “Paper and the Environment” help convey the purpose for writing? Paper and the Environment They help persuade the reader to reduce their paper use. They help entertain the reader by describing the paper-making process. They help inform the reader about how the use of paper impacts the environment.	How does the author seek to persuade readers in this article? By using facts such as how much paper takes up in the landfills that otherwise could be recycled; By using details such a what the soaked logs are called when they are shredded into little pieces; By making staements such as there are many processes involved in the manufacture of paper
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author’s Perspective, Part 1: Reading Selection, Reading Introduction	We all have opinions. We have opinions about the day’s news; about how things are done in our school or community; about what our friends are wearing or the music they’re listening to. We have opinions about virtually everything! Our opinions are based on our feelings, beliefs, experiences, and perspectives. Of course, authors also have opinions. In some cases, authors write to share these opinions openly. In other works, an author’s opinion subtly influences the writing, whether it is a short story or a news report. As you read the following selections, look for ways that authors express their opinions, feelings, and beliefs.	Bulleted items for easier readability: We all have personal opinions about many things: the day’s events how things are done in our school or community what our friends are wearing or the music they’re listening to Our personal opinions are based on our feelings, beliefs, and experiences. Of course, authors also have opinions. In some works, authors share these opinions openly. In other works, an author might not state an opinion. But the author’s outlook still affects the writing, whether it is a short story or a news report. As you read these selections, look for ways that authors express their opinions, feelings, and beliefs.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author's Perspective, Part 2: Reading Skill, Author's Perspective	<p>Chunking needed for readability: Author's Perspective You already know that identifying the topic and the purpose of an informational text are important things to do. In a similar way, you should also consider what the author's perspective on the subject is.</p> <p>Understanding Author's Perspective The author's opinions on his or her subject are influenced by his or her perspective or point of view. In art, perspective refers to a technique used to make drawings and paintings more realistic. Artists learn to draw people, objects, and scenes from different angles or from different distances. Where the artist stands affects how he or she sees things. You may have had similar experiences, examining things from different perspectives.</p> <p>Look at the illustration below. Each man is looking at the same number painted on the ground. But because they are looking at it from different perspectives, each sees a different number. The man on the left side of the number sees a six, while the man on the right side of the number sees a nine. Who is correct? They both are!</p> <p>Authors also have different opinions based on where they stand on an issue or the attitude they take toward the topic. The author's perspective influences his or her perception. This, in turn, impacts his or her opinions or feelings about the topic.</p>	<p>Added subheads, shrunk image: Author's Perspective An author's perspective refers to the values, ideas, emotions, and beliefs that affect a writer's approach.</p> <p>In art, perspective refers to ways of showing spacial relationships. A painting of a landscape looks realistic because of perspective. Far away items in the painting are smaller than closer objects. Artists learn to draw people, objects, and scenes with sizes and spacing that create the illusion of distance.</p> <p>Where the artist stands affects how he sees things, and what he paints. You may have had similar experiences of examining things from different perspectives. What Does Someone See?</p> <p>Consider the image of the two cartoon characters.</p> <p>Each cartoon figure is looking at a number painted on the ground. But they are looking at it from different positions, so each sees a different number. The man on the left side sees a six, while the man on the right side sees a nine. Who is correct?</p> <p>They both are!</p> <p>In a similar way, authors have different perspectives based on their own values and experiences. This unique viewpoint of an author influences the ideas and opinions in that author's work.</p> <p>That is why determining an author's perspective on a topic is important to do, even beyond identifying the topic and purpose.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author's Perspective, Part 2: Reading Skill, Author's Perspective, Understanding Author's Perspective	Did You Know Design for Purpose box includes extraneous material	Removed Design for Purpose box
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author's Perspective, Part 2: Reading Skill, Author's Perspective, Understanding Author's Perspective	<p>Chunking needed for better readability: An author's perspective is influenced by a variety of factors such as</p> <p>how much he or she knows about the topic the opinions of important people in his or her life (family members, teachers, mentors, and friends) his or her life experiences</p> <p>Imagine, for instance, that two authors are writing about squirrels. One author loves squirrels—she remembers them scurrying about in the trees at the park near where she grew up. When she describes squirrels, she focuses on their cute appearance and playful behavior. The other author is a bird lover. She has had trouble with squirrels breaking into the bird feeders and stealing the food. She would likely focus on the negative traits of squirrels in her description. In short, the very different experiences of these two authors result in two very different perspectives on squirrels. These two different perspectives will influence how they write about the same topic.</p>	Inserted heading: Elements of Perspective and put the squirrel and bird example side by side for better comparison

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author's Perspective, Part 2: Reading Skill, Author's Perspective, Understanding Author's Perspective	<p>Better chunking needed: It is important for authors to have perspective in their writing. The author's perspective allows readers to see the subject of the text through another person's eyes. Through the writer's perspective, readers are allowed to experience situations that they could not in their own lives. They are given a chance to see how others view the subject, based on different life experiences. Different perspectives expose readers to ideas and opinions they may not have considered before.</p> <p>Authors may also embrace multiple perspectives over the course of one text. They can present their own point of view on the subject then show how other people view the subject, too, to give readers a more complete understanding. For example, if an author writes about a controversial subject—such as year-round schooling or banning junk food from schools—the author would likely present both the pros and cons of the idea.</p>	<p>Added another subhead: Perspective and Readers Grasping the author's perspective allows readers to see the subject through another person's eyes. Readers can see how others view the subject, based on different life experiences. Different perspectives expose readers to ideas and opinions they may not have considered before.</p> <p>Authors may also present multiple perspectives over the course of one text. Including different perspectives can give readers a more complete understanding.</p> <p>Authors use different types of evidence to make their points. Examining the way an author uses evidence can help to reveal the author's perspective.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author's Perspective, Part 2: Reading Skill, Author's Perspective, Understanding Author's Perspective, Finding Perspective	<p>Too much text without sufficient chunking: Finding Perspective When you read an informational text, it is important to consider the author's perspective on the subject. Keep in mind that the author's perspective influences his or her opinions. This may influence what details the author chooses to include and how the author chooses to present these details. Understanding the author's perspective, which include his or her beliefs, feelings, and opinions, will help you better understand the text. For example, if you know that the author loves squirrels as you are reading an informational text about squirrels, you can consider how the author's feelings might bias the information presented. This author might leave out information about the squirrels' bad behavior at bird feeders! In other words, look for places where bias—prejudice for or against something—might influence what information an author includes or excludes from an informational text.</p> <p>Some authors clearly demonstrate their perspective. In a persuasive text, authors typically directly state their opinions. In other cases, you may need to dig deeply to make inferences that help you uncover the author's perspective. In other words, you need to engage in a close reading of the text. You may need to look at the analogies, definitions, examples, facts, quotations, and statistics and consider what point of view they reflect. You might look at not only the details that are there but also what is not there (in other words, what the author is not telling readers). You should also look for connotative language, the words and phrases that appeal to emotions. For example, does the author refer to squirrels as "cute" and "playful" or "pesky" and "destructive"?</p> <p>As an example of how to find perspective in an informational text, let's look at an example from "Road-Kids and Gay-Cats," Part 1.</p> <p>At that time I had attained a dizzy reputation in my chosen circle of adventurers, by whom I was known as the Prince of the Oyster Pirates. It is true, those immediately outside my circle, such as honest bay-sailors, longshoremen, yachtsmen, and the legal owners of the oysters, called me "tough," "hoodlum," "smouge," "thief," "robber," and various other not nice things—all of which was complimentary and but served to increase the dizziness of the high place in which I sat.</p>	<p>Chunked material better, including adding a subhead: Finding Perspective To grasp all parts of an informational text, it is important to consider the author's perspective. The details the author chooses to include indicates a perspective. It also is reflected in the way the author presents these details.</p> <p>When you search for perspective, look for places where an author's likes and dislikes might play a role. Do they influence what information an author includes? Do they affect the words he or she chooses?</p> <p>Perspective and Reading Closely Some authors clearly demonstrate their perspective. In other cases, you may need to dig deeply to uncover the author's perspective. You need to engage in a close reading of the text. Do the following:</p> <p>Determine the topic and author's purpose. Consider the connotations of the words the author uses to express the key ideas. Read between the lines to make inferences or guesses about the meaning. Look at the evidence and how the author uses it. Consider what perspective your findings reflect. These tasks can help you figure out the perspective of the author. Look at this paragraph from London's "Road-Kids and Gay-Cats," Part 1 of The Road.</p> <p>At that time I had attained a dizzy reputation in my chosen circle of adventurers, by whom I was known as the Prince of the Oyster Pirates. It is true, those immediately outside my circle, such as honest bay-sailors, longshoremen, yachtsmen, and the legal owners of the oysters, called me "tough," "hoodlum," "smouge," "thief," "robber," and various other not nice things—all of which was complimentary and but served to increase the dizziness of the high place in which I sat.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author's Perspective, Part 2: Reading Skill, Author's Perspective, Understanding Author's Perspective, Finding Perspective	<p>To discover London's perspective, you can ask these questions:</p> <p>What is the subject the author is writing about? London is writing about stealing oysters in his youth and his reputation that results from that.</p> <p>How does the author feel about the subject? London has a positive perspective about stealing oysters in his youth.</p> <p>Which sentences in the text gives the author's perspective about the subject? Both sentences explain his perspective.</p> <p>How does the evidence, such as facts, examples, and quotations, influence how you think about the subject? London quotes the negative things that people outside his circle use to describe him: "tough," "hoodlum," "smudge," "thief," "robber," and various other not nice things." The young London sees these insults as compliments, which makes him feel even better about himself and his behavior.</p> <p>How do the author's word choices affect how you view the subject? London describes his "dizzy reputation" and his "chosen circle of adventurers." He is proud to be called "the Prince of the Oyster Pirates." These are all phrases London uses to create a positive image.</p> <p>Use these questions whenever you need to determine the author's perspective in an informational text.</p>	<p>Apply the steps from above to discover London's perspective:</p> <p>The topic of this passage is London's reputation as an oyster thief. London's main purpose is to entertain the reader.</p> <p>London calls his group of oyster thieves "adventurers." This word triggers a positive emotion in the reader. He also refers to himself as a prince, another positive word. It is obvious that he is proud to be called "the Prince of the Oyster Pirates." London uses these phrases to create a positive image of himself and his actions. When he does mention what outsiders call him, he refers to those descriptions as "not nice." He downplays the seriousness of his crimes.</p> <p>He is rising higher and higher in his friends' eyes by being more and more of a criminal. From this, a reader can infer that London and his friends do not respect the law. The more they steal, the better they feel about themselves.</p> <p>London uses facts to show how he is regarded both outside and inside his group of friends. He chooses to view the names he was called as compliments. This reveals his perspective about his reputation as an oyster stealer. He is pretty proud of himself overall.</p> <p>Use these steps whenever you need to determine the author's perspective in an informational text.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Reading Skill: Author's Perspective, Part 2: Reading Skill, Author's Perspective, Understanding Author's Perspective	The "Fun Fact" Design for Purpose box immediately above the "Finding Perspective" subhead needed better chunking for readability	Included a "Continue to Part 2 of 2" Button
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Workbook, Question 2	<p>Faulty repetition of one answer: Which statement best reflects the author's perspective on bottled water in "Why We Want Our Water Back"?</p> <p>Why We Want Our Water Back</p> <p>She believes that bottled water is too expensive.</p> <p>She believes that bottled water is too expensive.</p> <p>She thinks that bottled water is no better than the water in water fountains.</p> <p>She thinks that bottled water is necessary for good health.</p>	Removed repeated answer, changed stem and other answers for accuracy: Where does an author's perspective come from? the author's beliefs and emotions, the author's biases and opinions, the author's values and ideas, the author's evidence and sources
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19 Workbook, Question 3	<p>Faulty repetition of one answer: by quoting parents who are interested in what their students do each day in the classroom;</p> <p>by providing examples of how the newspaper would improve family communication;</p> <p>by quoting parents who are interested in what their students do each day in the classroom;</p> <p>by stating facts about how students would improve the skills they will need in the future</p>	Removed repeated answer; included this: by providing information on how it would improve teamwork
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Checkpoint, Question 6	<p>Faulty repetition of one answer: a drawing that gives objects depth</p> <p>a way of thinking about something</p> <p>a point of view</p> <p>a way of thinking about something</p>	Removed repeated answer, changed stem and other answers for accuracy: Where does an author's perspective come from? the author's beliefs and emotions, the author's biases and opinions, the author's values and ideas, the author's evidence and sources
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Checkpoint, Question 7	Stem faulty: Which types of evidence can best convey an author's perspective?	Revised: What kinds of evidence does an author use to support his or her perspective?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Checkpoint, Question 8	Stem faulty along with faulty repetition of one answer ("very critical")	Changed stem to this: Which phrase is the best clue to the author's perspective on the topic? And changed repeated question to this: health officials.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Checkpoint, Question 9	Stem not specific enough: Which words help you identify how the author feels about class newsletters?	Changed stem: Which phrases help you identify the author's perspective about class newsletters?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Checkpoint, Question 9	The one wrong answer is too obvious: then write articles, a lot of fun, a very positive experience, something to be proud of	Included better answer choices: something to be proud of, a very positive experience, discuss topics, students in our class
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Checkpoint, Question 10	Stem needs to be better focused on topic of lesson: How does the author of "The Importance of a Class Newsletter" feel about using computers to create the newsletter?	Revised stem: What statements indicate the author's perspective on using computers to create the newsletter?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 19	Lesson 19, Checkpoint, Question 10	One too-obviously-wrong answer: It's not practical for inexperienced users.	Removed and replaced with: It's fine for brief and longer articles.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 20	Lesson 20 Reading Skill: Exam Prep, Part 2 Claims and Arguments, Exam Prep, Claims and Arguments, Arguments, Claims, Faulty Reasoning	<p>Section can be better chunked for better readability: Faulty Reasoning Sound reasoning involves supportable claims, clear reasons, and strong and relevant evidence. Faulty reasoning is the opposite. Faulty reasoning occurs when there is not enough evidence, facts are incorrect, or the link between the evidence and reasons is not logical. Examples include hyperbole, which makes a claim that is extremely exaggerated; emotional appeals, which use emotional language to create a strong response in the reader; and stereotypes, which make the assumption that what is true of some members of a group is true of all of them.</p> <p>To convince the reader to believe the claims he or she makes, an author uses three types of rhetorical devices: ethos, pathos, and logos. Ethos is the appeal to ethics. When writing, an author tries to establish credibility. He or she wants the reader to believe that what he or she says is reliable. Pathos is the appeal to emotions. This type of appeal involves an audience's needs and values. Logos is the appeal to reason.</p>	<p>bulleted items: Faulty Reasoning Sound reasoning involves supportable claims, clear reasons, and strong and evidence that relates to the claim. Faulty reasoning is the opposite. Faulty reasoning occurs when there is not enough evidence facts are incorrect the link between the evidence and reasons is not logical Examples of faulty reasoning include</p> <p>hyperbole, or an extremely exaggerated claim appeals that use emotional language to create a strong response in the reader stereotypes, or generalized statements applied to all members of a group To convince the reader to believe claims, an author uses three types of rhetorical devices: the ethical appeal, the emotional appeal, and the logical appeal.</p> <p>In an ethical appeal or appeal to ethos, authors try to establish credibility. They want the reader to believe that what they say is reliable. An emotional appeal or appeal to pathos involves an audience's needs and values. In a logical appeal or appeal to logos, an author uses strong evidence that is accurate.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 20	Lesson 20 Reading Skill: Exam Prep, Part 2 Claims and Arguments, Exam Prep, Claims and Arguments, Arguments, Claims, Faulty Reasoning	Incorrect Design for Purpose box used: Key Concepts & Ideas	Changed to "Do You Remember?"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 20	Lesson 20 Reading Skill: Exam Prep, Part 4 Author's Purpose, Exam Prep, Understanding Author's Purpose	image is distracting	removed image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 20	Lesson 20, Unit Exam, Question 10	Questionable grade level appropriateness: An author has written an essay on the drawbacks of alternative education. Which of the following statements includes an example of faulty reasoning?	Stem and answers changed. Connected to a course reading: What statement from that speech is the best example of an emotional appeal, a type of faulty reasoning? Do we really want a committee looking for students and giving them warnings about what they are doing? But in order to make it work, students must want to participate. So be sure to vote for Jimmy Schwitz on election day! Also, we could have a newsletter to tell students about other ways to recycle.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 20	Lesson 20, Unit Exam, Question 13	Too many possible right answers with this stem: Which best describes a weakness of the supporting evidence in this paragraph?	Changed stem to the following: Which statements describe the strengths of the supporting evidence in the paragraph?

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 21	Lesson 21 Reading Skill: Types of Informational Formats, Part 2: Reading Skill, "Continue to Part 2 of 3" button, "Continue to Part 3 of 3" button	questionable grade level appropriateness of image of little girl with headphones on	removed image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 21	Lesson 21 Reading Skill: Types of Informational Formats, Part 2: Reading Skill, "Continue to Part 2 of 3" button, "Continue to Part 3 of 3" button, Audio, Video	Incorrect use of "Explore Further" Design for Purpose box	Changed Design for Purpose box from "Explore Further" to "Try It Yourself"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 22	Lesson 22 Reading Skill: Topics and Issues in Informational Formats, Part 2: Reading Skill, Topics and Issues in Informational Formats, What are Topics and Issues?	<p>Too dense, needs better chunking: What Are Topics and Issues? A topic is what the text is about. Do not confuse a text's topic with its issue. A text's topic can usually be stated in one or just a few words. A topic might be dolphins, World War II, or air pollution. A text's issue, on the other hand, is what the author has to say about that topic. Dolphins are incredible mammals. World War II was a costly war. You can help reduce air pollution by the choices you make every day.</p> <p>A topic is neutral, but issues are tied to problems or opinions. An issue is something that people discuss, debate, or argue. Some informational texts explain why an issue is important or persuade the audience to take action to solve a problem related to the issue. Authors choose to write about issues that are important to them. On the topic of health, for example, one author may choose to write about the importance of eating healthy food, while another author may write about the importance of exercise to remain healthy. Those are the specific issues inside the broader topic that are important to them.</p>	<p>Bulleted items, revised topic and issue examples: A topic is what the text is about. A text's topic can usually be stated in one word or just a few words. Examples of topics are</p> <ul style="list-style-type: none"> video games social media <p>A text's issue, on the other hand, is what the author has to say about that topic. It is something important about the topic that people discuss, debate, or argue. Examples of issues are</p> <ul style="list-style-type: none"> whether video games are too violent whether social media contributes to depression
Publisher	Editorial Change	9781948544009	Teacher	Lesson 22	Lesson 22 Reading Skill: Topics and Issues in Informational Formats, Part 2: Reading Skill, Topics and Issues in Informational Formats, What are Topics and Issues?	Incorrect use of "Key Concepts & Ideas" Design for Purpose box; redundant information	deleted Design for Purpose box; information in the box was addressed in the paragraph above it
Publisher	Editorial Change	9781948544009	Teacher	Lesson 22	Lesson 22 Reading Skill: Topics and Issues in Informational Formats, Part 2: Reading Skill, Topics and Issues in Informational Formats, What are Topics and Issues? Identifying Topics and Issues	Information in the "Identifying Topics and Issues" segment needed better chunking	Added subheads and bullets to organize the material for better readability

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 23	Lesson 23 Reading Skill: Genres and Important Events, Part 2: Reading Skill, Genres and Important Events, Genres in Informational Texts	US Constitution image is in the wrong place	Moved the image to the right of the blurb to which it applies
Publisher	Editorial Change	9781948544009	Teacher	Lesson 23	Lesson 23 Reading Skill: Genres and Important Events, Part 2: Reading Skill, Genres and Important Events, Genres in Informational Texts, "Continue to Part 2 of 3" button, Purposes of Different Genres	Paragraphs in "Purposes of Different Genres" segment needed better chunking	Bulleted items for better readability
Publisher	Editorial Change	9781948544009	Teacher	Lesson 23	Lesson 23 Reading Skill: Genres and Important Events, Part 2: Reading Skill, Genres and Important Events, Genres in Informational Texts, "Continue to Part 2 of 3" button, Purposes of Different Genres, "Continue to Part 3 of 3" button, Important Events in Informational Text	irrelevant image for grade level	removed image and replaced it with the "Explore Further" Design for Purpose box (shrunk it down in size)
Publisher	Editorial Change	9781948544009	Teacher	Lesson 24	Lesson 24 Reading Skill: Same Events, Different Authors; Part 2: Reading Skill; Same Events, Different Authors, Choices in Presenting Ideas	Section titled "Choices in Presenting Ideas" needed better chunking	Bulleted items for better readability, removed irrelevant image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 24	Lesson 24 Reading Skill: Same Events, Different Authors; Part 2: Reading Skill; Same Events, Different Authors, Choices in Presenting Ideas, "Continue to Part 2 of 2" button, Authors Working Toward the Same Purpose	Section titled "Authors Working Toward the Same Purpose" needed better chunking after the Author #1 and #2 scenarios	Added subheads to better address the content in each blurb

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skill Exam Prep, Part 3: Topics and Issues in Informational Formats	<p>Better chunking needed: Topics and Issues in Informational Formats Regardless of how information is presented, it is important for you to be able to identify the topics or issues of informational texts.</p> <p>What are Topics and Issues? A topic is what the text is about. Think of it as the word or phrase that describes what the text is about. Don't confuse the topic with the main idea. The topic is the broad subject; the main idea is what the author has to say about that topic.</p> <p>An issue is an important topic that people discuss, debate, or argue. A topic is neutral, but issues tend to be tied to problems or opinions. Some informational texts may try to explain why an issue is important or persuade the audience to take action to solve it.</p> <p>Identifying Topics and Issues To find the topic or issue, look first at the title of the text. The author often clearly identifies the topic in the title. In a longer text, such as a book, the topic may also be clear from a glance at the table of contents. If not, the first few paragraphs will likely make the topic clear to you. Authors often directly state their topic in a topic sentence. But you may sometimes need to infer the topic by looking at the main idea and details.</p>	<p>Combined information under one heading and removed irrelevant image: Topics and Issues in Informational Formats Regardless of how information is presented, it is important for you to be able to identify the topics or issues of informational texts.</p> <p>Identifying and Locating Topics and Issues A topic is what the text is about. Think of it as the word or phrase that describes what the text is about.</p> <p>An issue is something important about the topic that people discuss, debate, or argue. A topic is neutral, but issues tend to be tied to problems or opinions. Some informational texts may try to explain why an issue is important or to persuade the audience to take action to solve it.</p> <p>To find the topic or issue, look first at the title of the text. The author often clearly identifies the topic in the title. In a longer text, such as a book, the topic may also be clear from a glance at the table of contents. If not, the first few paragraphs will likely make the topic clear to you. Authors often directly state their topic in a topic sentence. But you may sometimes need to infer the topic or issue by looking at the main idea and details.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skill Exam Prep, Part 4: Genres and Important Events, Exam Prep, Genres and Important Events, Genres in Informational Text	<p>Better chunking needed: Genres in Informational Text Genres are the categories into which texts can be organized. All genres are intended to provide information. Genres may also focus on similar topics. However, there are some important differences. Some informational texts tell about events like stories or narratives do. Others are intended to provide readers with information about how to do something. And some informational texts are meant to bring to light an issue or encourage people to accept a solution. Each genre has a different purpose and approach.</p> <p>An essay is a short piece of informational writing that deals with a single subject. A speech is an informational text that is designed to be spoken in front of an audience. Essays and speeches communicate information from specific perspectives.</p> <p>A researched article is like an essay, except its focus is narrower. The author asks a question and conducts research using credible sources to answer the question and support that answer with evidence. Historical and scientific documents are primary sources, often used by other authors in research. Historical documents are records of important events, while scientific documents are records of scientific observations or research.</p> <p>A biography is an account of a real person's life written by a different person. An autobiography is also about a real person's life, but a person writes an autobiography about his or her own life. In a memoir, an author shares personal experiences and memories of one or more events in his or her life.</p>	<p>Bulleted items, streamlined content: Genres in Informational Text Genres are the categories into which texts can be organized. All genres provide information. Some informational texts, such as stories and narratives, tell about events. Others provide readers with information about how to do something. And some informational texts raise an issue or encourage people to accept a solution.</p> <p>Essay—a short piece of informational writing that deals with a single subject Speech—an informational text that is designed to be spoken in front of an audience Researched article—a narrowly focused article where the author asks a question and conducts research using credible sources to answer the question and support it with evidence Historical and scientific documents—primary sources, often used by authors in research. Historical documents are records of important events, while scientific documents are records of scientific observations or research. Biography, autobiography, memoir—accounts of a real person's life. Biographies are written by a different person, while autobiographies and memoirs are written by a person about his or her own life. In a memoir, an author shares personal experiences and memories of one or more memorable events in his or her life.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skill Exam Prep, Part 4: Genres and Important Events, Exam Prep, Genres and Important Events, Genres in Informational Text, Purposes of Different Genres	<p>Better chunking needed: Purposes of Different Genres When authors write an essay or speech, they are writing to share a specific perspective. Researched articles and historic and scientific documents, on the other hand, are intended to inform. Autobiographies and memoirs are written from the author’s perspective, while biographies tend to communicate facts in a relatively objective way.</p> <p>An essay or speech can be written for many purposes—to persuade, to inform, or to entertain. Researched articles and historic and scientific documents are typically written to inform. Biographies, autobiographies, and memoirs are usually informational but can also be entertaining.</p>	<p>Chunked material with bullets: Purposes of Different Genres Each genre has a different purpose:</p> <p>When authors write an essay or speech, they are writing to share a specific perspective. Researched articles and historic and scientific documents, on the other hand, are intended to inform. Autobiographies and memoirs are written from the author’s perspective, while biographies tend to communicate facts in a relatively objective way. An essay or speech can be written for many purposes—to persuade, to inform, or to entertain. Researched articles and historic and scientific documents are typically written to inform. Biographies, autobiographies, and memoirs are usually informational and entertaining.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skill Exam Prep, Part 5: Same Events Different Authors, Exam Prep, Same Events Different Authors , Choices in Presenting Ideas	<p>Better chunking needed for a review: Choices in Presenting Ideas Different authors write for different reasons. Some authors may want to tell an entertaining story about something that happened. Others may want to convince readers that the event was important (or not important). Or maybe the author wants to showcase one person’s role in the event. An author might also simply want to inform readers of the event, its causes, or its effects. These different authors will write very different pieces about the same event.</p> <p>Some organizational structures work better for certain purposes. When two authors write for the same purpose—but with different perspectives—they may use the same structure. A proposition-and-support or problem-and-solution structure is often the best choice for a text written to persuade. An author whose purpose is to inform may choose a step-by-step or cause-and-effect structure.</p>	<p>Used bullets and deleted irrelevant image: Choices in Presenting Ideas Different authors write about events for different reasons. Authors may want to</p> <p>tell an entertaining story about something that happened convince readers that the event was important (or not important) showcase one person’s role in the event inform readers of the event, its causes, or its effects These different authors will write very different pieces about the same event.</p> <p>Some organizational structures work better for certain purposes. When two authors write for the same purpose—but with different perspectives—they may use the same structure:</p> <p>A proposition-and-support or problem-and-solution structure is often the best choice for a text written to persuade. An author whose purpose is to inform may choose a step-by-step or cause-and-effect structure.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 25	Lesson 25, Unit Exam, Question 15	questionable age appropriateness of idiom in this answer: If the arts center was established, the noise and traffic would be trade-offs.	Changed to: If the arts center were established, the increased noise and traffic would be accepted.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skills Exam Prep; Part 4: Reading Skill: Understanding Character Actions, Responses, and Changes; Practice Question	<p>This excerpt focuses on the wrong event in relation to the stem and answers: Read this excerpt from “Yul and His Violin.”</p> <p>“I was just thinking how wonderful it would be if I could perform for that Russian official,” he said.</p> <p>“Yul, you have such ambitious dreams,” Yul’s father said, musing while patting him on the back. “We are people of the land, and this is a Russian official from Moscow. Do you think a man of his station would have interest in hearing you play?”</p> <p>“Hmm, maybe not,” Yul responded solemnly.</p>	Changed to "Reread 'Yul and His Violin.'"

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 26	Lesson 26 Reading Skills Exam Prep; Part 3: Key Individuals, Ideas, and Events; Key Elements of Informational Texts; Analyzing Key Individuals, Ideas, and Events	Review material needed better chunking: Analyzing Key Individuals, Ideas, and Events When you read an informational text, you should analyze its key individuals, ideas, and events. This means looking closely at these parts to determine how they relate to one another and to the text as a whole. Look at how the writer introduces, illustrates, and elaborates on the individuals, ideas, and events. For instance, writers may use examples or anecdotes, or brief stories about an interesting or amusing incident in a person's life. There are many ways authors may use examples or anecdotes, including to introduce a key individual, to show the impact of a key event, or to elaborate on a key idea.	Separated into two paragraphs and added bullets: When you read an informational text, you should analyze its key individuals, ideas, and events. This means examining these elements to determine how they relate to one another and to the text as a whole. The way the writer introduces, illustrates, and elaborates on the individuals, ideas, and events is important. Writers may use examples or brief stories about an interesting or amusing incident. Authors can use examples and stories in many ways: to introduce a key individual to show the impact of a key event to elaborate on a key idea
Publisher	Editorial Change	9781948544009	Teacher	Lesson 26	Lesson 26 Reading Skills Exam Prep; Part 3: Key Individuals, Ideas, and Events; Practice Question	The possibility of multiple answers erroneously expressed in the stem: Which sentences from "What's So Funny?" expresses a key idea found in the passage?	Changed the stem: Which sentence expresses a key idea found in the passage?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 26	Lesson 26 Reading Skills Exam Prep; Part 4: Textual Evidence; Exam Prep; Understanding Textual Evidence; Evidence in Informational Texts, Identifying Explicit and Implicit Evidence	Better chunking for review needed: Identifying Explicit and Implicit Evidence There are two types of textual evidence: explicit and implicit. Explicit evidence is clearly stated. The author also makes it clear how the evidence supports his or her ideas. Implicit evidence is not clearly stated. Readers may have to look closely to understand how the evidence relates to the concepts or ideas the author is discussing.	Bulleted items in review: Identifying Explicit and Implicit Evidence There are two types of textual evidence: explicit and implicit. Explicit evidence is clearly stated. The author also makes it clear how the evidence supports ideas. Implicit evidence is not clearly stated. Readers may have to look closely to understand how the evidence relates to the author's ideas.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 26	Lesson 26 Reading Skills Exam Prep; Part 5: Inferences; Practice Question	Besides the right answer, one other option could have been right, but it was a multiple choice question: Antonio looks at Elizabeth and her mother as his family members.	Created a "more wrong" option: Antonio is more comfortable at his home when compared with Nevada.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 27	Lesson 27 Reading Skills Exam Prep; Part 2: Personal Opinions and Summaries; Exam Prep; Personal Opinions and Summaries	Need better chunking as a review and remove extraneous information: Personal Opinions and Summaries When reading an informational text, it is important to separate facts from opinions. Facts are statements that can be proven true. An expert opinion is based on facts and is given by a person who is extremely knowledgeable about a subject. A personal opinion, on the other hand, is a belief that expresses how a person feels about something that is not necessarily based on facts or extensive knowledge. Different people may have different personal opinions about the same topic, even when looking at the same facts. Opinions are influenced by a variety of factors, including a person's background, perspective, wants and needs, experiences, beliefs, and values. Opinions may also reflect the way a person understands a subject. A person who knows very little about something may have a different opinion than someone with more knowledge on the subject.	Chunked and shortened: Personal Opinions and Summaries When you read an informational text, you should separate facts from opinions. Facts are statements that can be proved true. An expert opinion is based on facts and is given by a person who is extremely knowledgeable about a subject. A personal opinion, on the other hand, is a person's belief or feeling about something. That opinion is not necessarily based on facts or extensive knowledge. Different people may have different personal opinions about the same topic, even when looking at the same facts.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 27	Lesson 27 Reading Skills Exam Prep; Part 3: Figurative Meaning; Exam Prep; Figurative Language	<p>Order of figures of speech is different from the lesson and includes some inaccurate information: Figurative Language</p> <p>Figurative language uses words, phrases, and statements in ways that are different from their literal meaning. Figurative language may compare things that are not alike, place emphasis on small details, or exaggerate for effect. Types of figurative language include</p> <p>analogy allusion idiom metaphor personification simile</p> <p>Analogy An analogy compares one thing to another, explaining why they are alike. Analogies explain or clarify something.</p> <p>A soaking rain is like a good meal for plants. It provides plants with all the nutrients it needs, leaving them healthy and satisfied. The fire was like a tiger: beautiful, powerful, but naturally dangerous.</p> <p>Allusion An allusion is a reference to famous people, events, or statements.</p> <p>I felt like Cinderella at the ball. The success of our soccer team mirrored that of the 1980 US Olympic hockey team. We were underdogs and pulled off a surprising victory against our seemingly unbeatable opponent.</p>	<p>Order is the same as the corresponding lesson and inaccurate information removed:</p> <p>Figurative Language Figurative language uses words, phrases, and statements in ways that are different from their literal meaning. Figurative language may compare things that are not alike, place emphasis on small details, or exaggerate for effect. Types of figurative language include</p> <p>simile metaphor personification analogy allusion idiom Simile A simile uses the words “like” or “as” to compare two things that are generally not alike.</p> <p>Examples:</p> <p>He crept like a cat into the room, hoping his friends wouldn’t notice he was late. After the doctor removed her cast, she was as happy as a puppy with a new toy. Metaphor A metaphor is a direct comparison of two things that are generally not alike.</p> <p>Examples:</p> <p>Tammi was a bear whenever she woke up early. The river was a mighty guardian, keeping the town’s enemies away. Personification</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 27	Lesson 27 Reading Skills Exam Prep; Part 3: Figurative Meaning; Exam Prep; Figurative Language	Image of fire in the wrong place	put the image in the appropriate place
Publisher	Editorial Change	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 2: Reading Skills Exam Prep [sic]: Structural Elements	No Practice Question in this segment	Added Practice Question: What two functions do both chapters and sections share?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 3: Reading Skills Exam Prep [sic]: Developing Ideas Through Structural Elements; Exam Prep; Developing Ideas Through Structural Elements; Understanding Structural Elements	irrelevant image for content	removed image

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 3: Reading Skills Exam Prep [sic]: Developing Ideas through Structural Elements; Exam Prep; Developing Ideas Through Structural Elements; Understanding Structural Elements	Subhead below initial one is extraneous: Developing Ideas Through Structural Elements Authors of informational texts choose how to organize information to best convey their message. Authors use the four basic structural elements—sentences, paragraphs, sections, and chapters—to develop their ideas. Understanding Structural Elements Sentences, paragraphs, sections, and chapters work together to communicate and develop the central idea. To this end, they provide supporting details, such as facts and examples.	Combined information under one heading: Developing Ideas Through Structural Elements Authors of informational texts choose how to organize information to convey their message. Sentences, paragraphs, sections, and chapters work together to communicate and develop the central idea. To this end, they provide supporting details, such as facts and examples.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 4: Reading Skills Exam Prep [sic]: Organizational Structure; Exam Prep; Organizational Structure; Types of Organizational Structures	Subhead below initial one is extraneous: Organizational Structure Authors use an organizational structure to achieve a specific purpose. The structure helps the author achieve this purpose by clearly showing the connection between ideas. Types of Organizational Structures Authors have a variety of organizational structures from which to choose, including proposition-and-support, problem-and-solution, step-by-step, and cause-and-effect.	Streamlined the information: Organizational Structure Authors use an organizational structure to achieve a specific purpose. The structure helps the author achieve this purpose by clearly showing the connection between ideas.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 4: Reading Skills Exam Prep[sic]: Organizational Structure; Practice Questions	FIRST Practice Question...This passage is incorrect when looked at in relation to the answer which was "step-by-step": After the train got good and under way, and I noted the speed she was making, a misgiving smote me. This was a four-track railroad, and the engines took water on the fly. Hoboes had long since warned me never to ride the first blind on trains where the engines took water on the fly. And now let me explain. Between the tracks are shallow metal troughs. As the engine, at full speed, passes above, a sort of chute drops down into the trough. The result is that all the water in the trough rushes up the chute and fills the tender.	FIRST Practice Question....Cut back the passage to the segment that is "step-by-step": And now let me explain. Between the tracks are shallow metal troughs. As the engine, at full speed, passes above, a sort of chute drops down into the trough. The result is that all the water in the trough rushes up the chute and fills the tender.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 4: Reading Skills Exam Prep[sic]: Organizational Structure; Practice Questions	THIRD Practice Question's answers are incorrect	Deleted the THIRD Practice Question
Publisher	Editorial Change	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 5: Reading Skills Exam Prep [sic]: Developing Ideas Through Organizational Patterns [sic]; Exam Prep; Developing Idea Through Organizational Structure, Understanding Organizational Structure	Subhead below initial one is extraneous: Developing Ideas Through Organizational Structure Authors use organizational structures to organize and present information in a logical manner. Understanding Organizational Structure	Deleted Subhead: Understanding Organizational Structure and bulleted the combined material

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 29	Lesson 29 Reading Skills Exam Prep; Part 4: Reading Skills Exam Prep: Author's Purpose; Exam Prep; Understanding Author's Purpose; Why Do Authors Write?	image is irrelevant	removed the image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 29	Lesson 29 Reading Skills Exam Prep; Part 7: Reading Skills Exam Prep: Topics and Issues in Informational Formats; Practice Question	Right answer has the wrong subject: how farming affects the soil in which crops are grown	Changed the subject from "farming" to "fertilizer": how fertilizers affect the soil in which crops are grown
Publisher	Editorial Change	9781948544009	Teacher	Lesson 29	Lesson 29 Reading Skills Exam Prep; Part 8: Reading Skills Exam Prep: Genres and Important Events; Exam Prep; Genres and Important Events; Genres in Informational Text	Genres needed additional definition: biography, a true account of a person's life autobiography memoir	Added additional information: biography, a true account of a person's life written by another person autobiography, an account of a person's life written by that person memoir, an account of specific events in a person's life written by that person
Publisher	Editorial Change	9781948544009	Teacher	Lesson 29	Lesson 29 Reading Skills Exam Prep; Part 9: Reading Skills Exam Prep: Same Events, Different Authors; Exam Prep; Same Events, Different Authors; Authors Working Towards the Same Purpose	Chunking needed for readability: The organization may also influence how authors present an event. As just one example, a text with a cause-and-effect structure may focus on the connections between events, while a text with a step-by-step structure may focus more attention on the order of the events. The organization may also influence how authors present an event. As just one example, a text with a cause-and-effect structure may focus on the connections between events, while a text with a step-by-step structure may focus more attention on the order of the events.	Added bullets: The organization may also influence how authors present an event. A text with a cause-and-effect structure may focus on the connections between events. A text with a step-by-step structure may focus more on the order of the events.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 31	Lesson 31 Reading Skill: Describing Characters; part 2: Reading Skill; Describing Characters; Characters; Flat Characters; Round Characters; "Continue to Part 2 of 4" button; Static Characters; Dynamic Characters	<p>Better chunking needed: Static Characters The word static means "unchanging" or "unmoving." Static characters do not change or grow as a story progresses. Their personalities and beliefs stay the same. Flat and round characters can be static, but static characters usually play minor roles in the story. Main characters change and grow as the story progresses.</p> <p>Consider a story about two boys: Mark and Ajay. They both keep getting in trouble for forgetting their soccer cleats when they go to practice. Mark says, "I'm just really forgetful!" Every day Mark goes to practice, and every day he forgets his cleats and gets in trouble. Mark is a static character. He does not change.</p> <p>Dynamic Characters The word dynamic means changing. Dynamic characters change over the course of a story. These changes result from what happens in the story. Many times, an author does not directly describe the changes. Instead, the reader has to pay careful attention to the character's words and actions. Think of your favorite characters from books. Chances are that they are dynamic characters. Over the course of a story, they gain knowledge, develop new skills and ideas, and change in the process.</p> <p>Think again about the story with Mark and Ajay. Ajay is forgetful, just like Mark. Say that Ajay decides to put his soccer cleats in a basket by the front door of his house, however, and he sets an alarm on his phone to remind him to grab them before practice. At the next few practices, the coach notices Ajay has his cleats. Ajay changes. He comes up with a plan to remember his shoes. When he does this, he feels like he is being responsible, and that feels good. Ajay is a dynamic character. He undergoes change over the course of his story.</p>	<p>Included concepts first, and then included story: Static Characters The word static means "unchanging" or "unmoving." Static characters do not change or grow as a story progresses. Their personalities and beliefs stay the same. Static characters usually play minor roles in the story.</p> <p>Dynamic Characters The word dynamic means "changing." Dynamic characters change over the course of a story. These changes result from what happens in the story. Many times, an author does not directly describe the changes. Instead, the reader has to pay careful attention to the character's words and actions. Think of your favorite characters from books. Chances are that they are dynamic characters. Over the course of a story, they gain knowledge, develop new skills and ideas, and change in the process. Mark and Ajay: Their Story</p> <p>Consider a story about two boys: Mark and Ajay. They both keep getting in trouble for forgetting their soccer cleats when they go to practice.</p> <p>Every day Mark goes to practice, and every day he forgets his cleats and gets in trouble. He says, "I'm just really forgetful!" Mark is a static character. He does not change.</p> <p>Ajay is forgetful, just like Mark. But after getting in trouble a couple of times, Ajay decides to put his soccer cleats in a basket by the front door of his house, and he sets an alarm on his phone to remind him to grab them before practice. His plan works. He remembers his cleats. He also realizes that being responsible feels good! Ajay is a dynamic character. He undergoes change over the course of his story.</p> <p>Both Mark and Ajay could be main characters because the story is mostly about them. Both could also be round characters because they have well-developed personalities. But Ajay is the dynamic character because he changes; Mark is static because he does not.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 31	Lesson 31, Checkpoint, Question 11	Three right answers with two right answers the "both" statements.	Changed one "both" statement to a wrong answer.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 31	Lesson 31, Checkpoint, Question 12	Stem includes "based on paragraphs 6-11." Awkward.	Changed stem to "In Janier and the Zuni Kicking Stick, what are accurate statements about Javier?"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 31	Lesson 31, Checkpoint, Question 13	One answer read, "He acts in a foolish way."	Changed answer to "He acts in a carefree way."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 32	Lesson 32 Reading Skill: Describe a Story's Plot and Setting; Part 2: Reading Skill; Describing a Story's Plot and Setting; Understanding the Elements of Plot	Extraneous statement included after plot diagram: Now practice using these elements to describe the plot of "The Summer Assignment."	Deleted it
Publisher	Editorial Change	9781948544009	Teacher	Lesson 32	Lesson 32 Reading Skill: Describe a Story's Plot and Setting; Part 2: Reading Skill; Describing a Story's Plot and Setting; Understanding the Elements of Plot; "Continue to Part 2 of 4" button; Exposition	More detail necessary for clarity: The characters are Rose, her best friend—Carey Engle—and Rose's grandmother. Rose lives in Miami but is going to Detroit to stay with her grandmother for the summer of 1968. This information helps set the scene for the next part of the plot.	In this exposition, you learn that the characters are Rose, her grandmother, and Rose's best friend Carey Engle. You also learn that, although Rose lives in Miami, she is going to Detroit to stay with her grandmother for the summer of 1968. Those are the details of time and place which make up the setting. All this information helps set the scene for the next part of the plot.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 32	Lesson 32 Reading Skill: Describe a Story's Plot and Setting; Part 2: Reading Skill; Describing a Story's Plot and Setting; Understanding the Elements of Plot; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Climax	Wrong focus for Design for Purpose box: Imagine that the climax is like the top of a large hill of a roller coaster. It is that moment in which you have full understanding of what is happening and you cannot go back. You are going to overcome your fear and start to have fun as the roller coaster goes down the hill on the other side: the falling action.	Changed focus to the main character: Imagine that the climax is like the topmost point of a roller coaster. For the main character, it is that moment in which he or she understands how the problem will be solved or how to solve the problem. The roller coaster goes down the hill on the other side: the falling action.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 32	Lesson 32 Reading Skill: Describe a Story's Plot and Setting; Part 2: Reading Skill; Describing a Story's Plot and Setting; Understanding the Elements of Plot; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button	conclusion missing	added conclusion
Publisher	Editorial Change	9781948544009	Teacher	Lesson 33	Lesson 33 Reading Skill: Understanding Character Actions, Responses, and Changes	Better chunking needed	Decreased "continue" buttons from 4 to 3.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 33	Lesson 33 Reading Skill: Understanding Character Actions, Responses, and Changes; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; How Plot Causes Characters to Respond or Change	First sentence of the paragraph is confusing: Analyzing how characters respond to events and change throughout the story is an important way authors show indirect characterization.	Clarified: Showing how characters respond to events and how they change throughout the story are ways authors indirectly characterize them.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 33	Lesson 33 Reading Skill: Understanding Character Actions, Responses, and Changes; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Dialect versus Conversational Voice	Design for Purpose box, "Try It Yourself," with the two images is not grade-level appropriate	removed DFP box
Publisher	Editorial Change	9781948544009	Teacher	Lesson 33	Lesson 33 Reading Skill: Understanding Character Actions, Responses, and Changes; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to part 3 of 4" button; "Continue to Part 4 of 4" button; Dialect versus Conversational Voice; How Dialect Conveys Character	Extraneous information included: When you read a story, pay close attention to every detail the author gives you about the characters. An author might describe a character directly, using direct characterization, or he or she might use character actions, responses, and changes to develop indirect characterization. Indirect characterization is also developed through dialect and conversational voice. The plot, or the progression of events in the story, causes characters to respond and change their thoughts, actions, and beliefs accordingly. To see how plot and characters are connected, look for how the author uses characterization to show who the character is.	removed that information
Publisher	Editorial Change	9781948544009	Teacher	Lesson 33	Lesson 33 Reading Skill: Understanding Character Actions, Responses, and Changes; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to part 3 of 4" button; "Continue to Part 4 of 4" button; Dialect versus Conversational Voice	Erroneous information included in this section: Dialect Versus Conversational Voice Authors use dialect and conversational voice in indirect characterization. Dialect is the way people in a particular place or group speak a language. This includes speech patterns, grammar, and words that are unique to that group. For example, y'all, which means you all, is a phrase in the dialect of the American South. Another example is when a teenager in a story greets a friend and says "Hey, man. What's going on?" This sounds more realistic than that teenager saying, "Hello. How are you this afternoon?"	Corrected informational errors: Dialect Versus Conversational Voice Authors use dialect and conversational voice in indirect characterization. Dialect is the way people in a particular place or group speak a language. This includes speech patterns, grammar, and words that are unique to that group. For example, y'all, which means you all, is a phrase in the dialect of the American South. Conversational voice is the way characters speak to one another. It captures the feeling of speaking to someone in real life. A character can speak formally or informally. He or she can be polite or rude. For example, consider a teenager in a story greeting a friend in this way: "Hey, man. What's going on?" This sounds more realistic than the teenager saying, "Hello. How are you this afternoon?" The way in which characters speak to each other tells a lot about them. How a character speaks is an important part of indirect characterization.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 33	Lesson 33, Checkpoint, Question 9	Purported right answer is not an event: What event in "Sonia's Blankets" causes Sonia's grandma to become angry? Sonia not having confidence in herself Sonia's question to her grandma Señor Garcia doubting Sonia's work Señor Garcia's rude comments	Changed the stem and answers: What event causes Sonia's grandmother to tell Sonia that "if a job is worth doing, it's worth doing well"? Sonia wanting to hurry to get the blankets done, Sonia's acting shy around Señor Garcia, Sonia's use of the grandmother's sayings, Sonia seeing her grandmother get angry at Señor Garcia
Publisher	Editorial Change	9781948544009	Teacher	Lesson 33	Lesson 33, Checkpoint, Question 13	Possible second right answer in a multiple choice question: "to make the reader more interested"	Changed to a totally wrong answer: "to make the reader guess the setting"

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34 Reading Skill: Figuring Out Central Idea and Theme; Part 2: Reading Skill; Figuring Out Central Idea and Theme	<p>Better chunking needed: Figuring Out Central Idea and Theme Do you know how to identify the big ideas and universal truths in what you read? What about the topic and central idea of a literary text? The topic is the general subject of a text. The central idea of a story goes deeper than that subject. It is what the author mainly explains about the topic.</p> <p>The theme is an even bigger idea than the central idea. It is the message about life that the author conveys to the reader. In literary text, the theme becomes clear over the course of the story as the main character learns through his or her experiences.</p>	<p>Bulleted important points: Figuring Out Central Idea and Theme Do you know how to identify the topic and central idea of a literary text? Are you able to discover the universal truths in what you read?</p> <p>The topic is the subject of a text. The central idea of a story goes deeper than that subject. It is what the author mainly wants the reader to know about the topic. The theme is an even bigger idea than the central idea. It is the message about life and being human that the author conveys to the reader.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34 Reading Skill: Figuring Out Central Idea and Theme; Part 2: Reading Skill; Figuring Out Central Idea and Theme; Topic	located a great image of a broken up yellow brick road	added image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34 Reading Skill: Figuring Out Central Idea and Theme; Part 2: Reading Skill; Figuring Out Central Idea and Theme; Topic	Topic needs better wording: The topic of this section of the story is the characters having to go down a difficult path. You can tell this because the author provides details about the path being rough. When the characters try to walk, they walk around or jump over holes and stumble often.	Revised topic wording: The topic of this section of the story is the experiences of the characters as they walk along a rough brick path. The author provides details about the unevenness of the bricks and the holes. The author also provides details about how each character handles the difficult path. Toto jumps across the holes. Dorothy walks around them. And the Scarecrow often stumbles.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34 Reading Skill: Figuring Out Central Idea and Theme; Part 2: Reading Skill; Figuring Out Central Idea and Theme; Topic; "Continue to Part 2 of 4" button; Central Idea	image is supposed to be of a road but it is obviously a wall	deleted image

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34 Reading Skill: Figuring Out Central Idea and Theme; Part 2: Reading Skill; Figuring Out Central Idea and Theme; Topic; "Continue to Part 2 of 4" button; Central Idea	<p>Passage is too dense: Central Idea</p> <p>The central idea of a text is the most important thing an author has to say about a topic. In other words, it is what the author wants to explain through the text. In informational text, authors often state the central idea directly. In literary text, readers have to infer the central idea based on what the narrator explains and what happens in the story. The author gives supporting details to help the reader understand the central idea.</p> <p>In the passage from The Wonderful Wizard of Oz, the author writes about the road Dorothy, Toto, and the Scarecrow take through the forest. This is the topic of the passage. Examine each sentence closely as you reread the paragraph, and see if you can determine the central idea.</p> <p>" "</p> <p>PeterVandenbelt/Shutterstock</p> <p>Reread the passage from Chapter 4 of The Wonderful Wizard of Oz:</p> <p>After a few hours the road began to be rough, and the walking grew so difficult that the Scarecrow often stumbled over the yellow bricks, which were here very uneven. Sometimes, indeed, they were broken or missing altogether, leaving holes that Toto jumped across and Dorothy walked around. As for the Scarecrow, having no brains, he walked straight ahead, and so stepped into the holes and fell at full length on the hard bricks. It never hurt him, however, and Dorothy would pick him up and set him upon his feet again, while he joined her in laughing merrily at his own mishap.</p> <p>You already know that the topic is the characters having to walk down a difficult road</p>	<p>Improved passage readability: Central Idea</p> <p>The central idea of a text is the most important thing an author has to say about a topic. In other words, it is what the author wants to explain through the text. In informational text, authors often state the central idea directly. In literary text, readers have to infer the central idea based on what the narrator explains and what happens in the story. The author gives supporting details to help the reader understand the central idea.</p> <p>In the passage about the path from The Wonderful Wizard of Oz, the author writes about the road along which Dorothy, Toto, and the Scarecrow walk. That is the topic of the passage. But what is the central idea?</p> <p>Think about how the characters react as they walk. These supporting details will help you understand the central idea. Toto jumps across the holes in the road, and Dorothy walks around them. The Scarecrow walks straight ahead and falls on the bricks. Every time, Dorothy picks him up and they laugh. All of these details help you understand the central idea. The author shows that the characters are determined to continue on their path. In other words, here is the central idea:</p> <p>No matter how difficult the yellow brick path is, the characters do not give up. They help one another and stay cheerful. Read another passage from Chapter 4 of The Wonderful Wizard of Oz where the Scarecrow tells Dorothy about a crow that perched on his shoulder and declared that any crow could figure out that he was stuffed with straw. The Scarecrow continues:</p> <p>Then he hopped down at my feet and ate all the corn he wanted. The other birds, seeing he was not harmed by me, came to eat the corn too, so in a short time there was a great</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34 Reading Skill: Figuring Out Central Idea and Theme; Part 2: Reading Skill; Figuring Out Central Idea and Theme; Topic; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; How Stories Handle Topic and Theme; Conclusion	<p>Section needed more detail: Conclusion</p> <p>Understanding topic and theme will become easier the more you read and the more familiar you become with the way authors tell stories. As you read, ask yourself what the author is mainly talking about. What is the author's message? Use what you learn about the characters and plot to figure out these important ideas.</p>	<p>Added questions: Conclusion</p> <p>Understanding topic and theme becomes easier the more you read and the more familiar you become with the story elements. As you read, ask yourself, "What is the story's topic?" Then, ask yourself, "What is the author saying about the topic?" And, finally, ask yourself, "What does this story tell me about life and being human?" Use what you learn about the characters and plot to figure out topic, central idea, and theme.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Workbook, Question 1	More specificity needed in the right answer: What is theme? the lesson shown through a story	Specificity added: What is theme? The lesson about life or being human shown through a story
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Workbook, Question 2	More specificity needed in stem: Which passage from Chapter 4 of The Wonderful Wizard of Oz best expresses a theme of the selection?	Specificity added: One theme in the Wonderful Wizard of Oz is "Hard work is rewarded." Which statement by the Scarecrow in Chapter 4 of the Wonderful Wizard of Oz best conveys that theme?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Workbook, Question 3	Focus on "the people in Kansas" needs revision: Which details support the idea that the Scarecrow is different from the people in Kansas in Chapter 4 of The Wonderful Wizard of Oz?	Revised: In Chapter 4 of The Wonderful Wizard of Oz, which details support the idea that the Scarecrow actually does have a brain?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Checkpoint, Question 4	"An idea that is explained in a text" could be a second right answer, but this is multiple choice.	Made it more wrong: "A universal truth in the the text."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Checkpoint, Question 5	Answer choices need refining: an idea commonly learned through experience; the message a reader gets from a story; an idea that can be proven true; the lesson an author teaches through the text	Revised answer choices: The message about life a reader gets from the story; the lesson an author teaches through the text; a fact that can be proven true; the central idea of a text

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Checkpoint, Question 9	List of answers has a second right answer although it is a multiple choice question: "a speech problem"	changed to more wrong: "an important holiday"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Checkpoint, Question 12	List of answers has more than one right answer although it is a multiple choice question: "Their actions allow them to learn to accept difficulty"	changed to more wrong: "their actions help others accept difficulty"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 34	Lesson 34, Checkpoint, Question 12	Another answer needs to be made more wrong: "their actions show changes in their behavior"	changed to more wrong: "their actions show changes in their environments"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 35	Unit 7, Exam, Question 9	Answer includes some inaccuracy through the word "surprised" as a synonym to "amazed" which is stated: "She is surprised by the things that she sees."	Changed to be more in line with an inference: "She is looking at sights she has not seen before."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 35	Unit 7, Exam. Question 19	More than one answer can be considered right: "This pleased me and made me think I was quite an important person." "If this road goes in, it must come out." "It was a lonely life to lead, for I had nothing to think of." "I thought I was just as good a man as anyone."	Answers changed so that one is "most" right: I thought I was just as good a man as anyone; It was a lonely life to lead, for I had nothing to think of; But my feet would not touch the ground, and I was forced to stay on the pole; If it required brains to figure it out, I never should have said it.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; Point of View; Types of Point of View	Subhead not necessary: "Types of Point of View"	removed subhead
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; "Continue to Part 2 of 4" button; Third-Person Limited Narration	Mentioning that third person narration does not use "I" might confuse the students because of those pronouns being used in dialogue.	Added this to clarify: "Do not be confused by the first-person pronouns in the dialogue. Because dialogue is the speech of the characters, first-person pronouns such as I appear in dialogue even when the narration is third-person limited."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; "Continue to Part 2 of 4" button; Third-Person Limited Narration; Third Person Omniscient Narration	"Fun Fact" Design for Purpose box out of place	Moved Design for Purpose box to the right of the content about "third person omniscient point of view"

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; "Continue to Part 2 of 4" button; Continue to Part 3 of 4" button; Point of View in the Wonderful Wizard of Oz	better chunking of information needed	added bullets and spacing
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; "Continue to Part 2 of 4" button; Continue to Part 3 of 4" button; Point of View in the Wonderful Wizard of Oz	Reminder about dialogue pronouns missing:As you read the passage, ask yourself: Is the narrator inside or outside the action of the story? Whose thoughts, feelings, and experiences do you know in the story?	Added reminder about pronouns outside dialogue: As you read the passage, ask yourself these questions: Is the narrator inside or outside the action of the story? Pay attention to pronouns outside of the ones used in the dialogue. What pronouns are being used?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; "Continue to Part 2 of 4" button; Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Narrator's Perspective; Examples of Narrator's Perspective	In the table, more explanation as to how the text evidence develops the narrator's perspective is necessary	Added explanatory sentences to the table:"Through the narrator's interpretation of Dorothy's thoughts and feelings, the reader knows that the narrator feels positively toward Dorothy" and "The use of the adverb anxiously to describe Dorothy's attitude toward the Tin Woodsman shows that Dorothy wants him to feel better and is worried that she won't do the right thing. Because the narrator provides that description, the reader again knows that the narrator's perspective toward Dorothy is positive."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; "Continue to Part 2 of 4" button; Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Narrator's Perspective; Examples of Narrator's Perspective	Additional explanation is needed in the second table: The narrator's deception of Dorothy as "puzzled" also develops the point of view because it reveals how Dorothy is feeling.	Added the idea of Dorothy's homesickness for clarity: The way the narrator presents Dorothy's confusion and inner feelings about wanting to get back home reveals that the narrator perceives Dorothy as homesick and a bit overwhelmed here.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Reading Skill: Figuring Out Point of View and Perspective; Part 2: Reading Skill; Figuring Out Point of View and Perspective; "Continue to Part 2 of 4" button; Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Narrator's Perspective; Examples of Narrator's Perspective; Conclusion	Unnecessary information in Conclusion: When you read a story, first think about who the narrator is. Ask yourself: Is the narrator a character in the story or an outside individual? Do we know only what one character thinks or what all of them think?	Deleted information
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36, Workbook, Question 1	"Made up" point of view could confuse students and is not necessary just to have a fourth option: first-person omniscient narration	deleted the "made up" point of view
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36, Checkpoint, Question 8	The stem is erroneously stating that the narrator's perspective changes: Think about the story "The First Ride." Which detail shows that the narrator's perspective on wearing a helmet has changed?	Corrected the focus in the stem: Think about the story "The First Ride." Which statement best reveals the narrator's emphasis on the change in Spencer?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36, Checkpoint, Question 9	Stem needs refocusing: What is the narrator's perspective at the end of "The First Ride"?	Revised: What sentences from the story best reveal the narrator's perspective on how one can learn from the experiences of others?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36, Checkpoint, Question 9	Answers do not connect to the new stem: Listen to the advice of your friends. Accidents can happen. Practicing something helps you improve. It can take time to adjust to new things.	Added answers that apply: "Spencer, I noticed that you are not wearing a helmet, but I would greatly recommend that you do. I have taken some very unexpected falls, and my helmet has kept me from getting hurt"; "The same thing happened to me the first time I rode my bike—when you're not used to riding it, you can sometimes lose control. That happened to be how I got the very first scuff on this helmet!"; "I was offered a new bicycle by my parents, but the one I have is sufficient. About two years ago was when I first got it, and it's held up very well," Ellen explained as they rode; "Great bike, Spencer!" a voice belonging to his neighbor Ellen called as he pushed his new bicycle down the driveway. She was riding her own bike, an older model, and wearing a slightly scuffed pink helmet.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36, Checkpoint, Question 10	reworded answers to connect better to the stem	by including; by showing; by revealing; by using
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36, Checkpoint, Question 11	Need to include grade appropriate vocabulary in the right answer: Spencer does not want to be constricted by a helmet.	revised: Spencer feels wearing a helmet is too confining
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36, Checkpoint, Question 12	Stem does not indicate multiple answer: Which detail best supports the theme of "The First Ride"?	Revised stem for multiple answer: Which details support the theme of "The First Ride"?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 36	Lesson 36 Workbook, Question 3	More specificity in stem needed (or all answers are potentially correct): Which detail develops the narrator's perspective in "Rescuing Tadpoles"?	Revised: Which details reveal the narrator's perspective about tadpoles in "Rescuing Tadpoles"?

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; Structural Elements	Better chunking needed: Chapters and scenes are larger units of division in a story. These divisions often help readers understand that the setting is changing, the characters are about to encounter a new conflict, or something else in the story has changed. A chapter can contain more than one scene. A scene in a story shows the reader what happens by describing a moment in time. A scene usually involves characters taking some kind of action, engaging in dialogue, or experiencing an event. A scene focuses on a point of tension that moves the story along.	Broke segment into two paragraphs: A scene in a story shows readers what happens by describing a moment in time. A scene usually involves characters taking some kind of action, engaging in dialogue, or experiencing an event. A scene focuses on a point of tension that moves the story along. Chapters are larger units of division in a story. These divisions can help readers understand a change in setting or the start of a new conflict, for example. Chapters can contain more than one scene.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; "Continue to Part 2 of 5" button; "Continue to Part 3 of 5" button; "Continue to Part 4 of 5" button; "Continue to Part 5 of 5" button	Conclusion is the only segment included in Part 5 of 5	Streamlined to 4 parts not 5
Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; "Continue to Part 2 of 5" button; Organizational Structures	Use of bullets would emphasize material better: A chronological structure—chronology—tells the story in the order in which events happen. This is also called time order. A description structure calls on the reader’s senses. The author focuses on describing a character, place, or event in great detail so that the reader can visualize its features and characteristics. When an author uses this structure, he or she is more concerned with giving a clear impression of the world of the story than with describing the order in which things happen.	added bullets: A chronological structure—chronology—tells the story in the order the events happen. This is also called time order. A description structure calls on the reader’s senses. The author focuses on describing a character, place, or event in great detail so that the reader can visualize its features and characteristics. Often the author includes details that stimulate one or more of the reader’s senses: sight, hearing, taste, smell, or touch. When an author uses this structure, he or she is more concerned with giving a clear impression of the world of the story than with describing the order in which things happen.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; "Continue to Part 2 of 5" button; Organizational Structures	image placement is awkward	moved image next to the appropriate example
Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; "Continue to Part 2 of 5" button; Organizational Structures; Examples	Wordy and description is weak: William looked into the lens. He felt astonished as a light show danced before his eyes. Brilliant orbs dashed across the inky night sky. Their tails followed in bright streaks behind them. The meteors raced together in a cluster, looking like they were in a hurry to get somewhere. Almost as soon as they appeared, they were gone, fading into space.	Tightened up images and figurative language: “Look!” William shouted, as he pointed at the streaks of light that suddenly streamed across the sky. “We’re not gonna need that telescope, Dad!” “Whoa,” his father said softly as he looked upward. The light show that danced before their eyes was breathtaking. Brilliant white orbs dashed across the inky night sky. Their tails followed in bright streaks behind them. Some meteorites raced from one end of the sky to the other while others started out and just as quickly disappeared.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; "Continue to Part 2 of 5" button; "Continue to Part 3 of 5" button; Pacing; Examples; Example 1	Explanation is too dense: This passage is a scene that uses description and slow pacing. It describes the moment in time when the narrator first sees the community garden. In this scene, the author slows down the pace to allow time for the reader to take in everything going on around the main character. The author does this with long sentences that vividly describe what the narrator is going through, such as this one: "As I stood at the edge of the vacant lot, I was fascinated by a group of men and women hauling away brush, tilling soil, and pounding stakes into the ground." If the author were only concerned about getting the character in a scene in and out fast, the scene would likely be much shorter, with shorter sentences. Here, though, the author helps the reader really feel that the narrator is a bit torn. The narrator is fascinated, but he does not want to stay.	<p>Chunked material: This passage is a scene that uses description and slow pacing. It describes the moment in time when the narrator first sees the community garden. In this scene, the author slows down the pace to allow time for readers to take in everything going on around the main character. The author does this with long sentences that vividly describe what the narrator is experiencing, as in this example:</p> <p>As I stood at the edge of the vacant lot, I was fascinated by a group of men and women hauling away brush, tilling soil, and pounding stakes into the ground.</p> <p>Even the conversation with Mitch, one of the characters, keeps the slow pace:</p> <p>One of the men walked up to me and reached out to shake my hand. "Welcome to our community garden. I'm Mitch, the garden leader here. We'll be planting and harvesting vegetables soon for the neighbors to share, and we'll even have a place for young people like you to grow their own personal gardens. Are you interested in helping?"</p> <p>If the author were concerned about getting the character into and out of the scene fast, the scene would likely be much shorter, with shorter sentences.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; "Continue to Part 2 of 5" button; "Continue to Part 3 of 5" button; "Continue to Part 4 of 5" button; "Continue to Part 5 of 5" button	Extraneous information in Conclusion: Readers can analyze structural elements in a story by looking closely at clues in the details. These clues will help readers discern what type of organizational structure is being used and why. By studying what type of sentences and paragraphs the author is using, readers can figure out why the author changes his or her pacing. Why is this part slowed down? What is significant about it? Why has the author decided to quicken the pace? Finally, by looking closely at the details, readers can pick up on important information about the story's characters, theme, setting, and plot events.	deleted the paragraph
Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37 Reading Skill: Looking Into Story Structure; Part 2: Reading Skill; Looking Into Story Structure; "Continue to Part 2 of 5" button; "Continue to Part 3 of 5" button; "Continue to Part 4 of 5" button; Design for Purpose Box	<p>Design for Purpose box needs additional information: Do You Remember? Details in a story can also help readers determine</p> <p>the story's plot events, such as the conflict, climax, and resolution</p> <p>the story's theme</p>	<p>Changed from Do You remember to Helpful Hint:Details in a story can help readers determine</p> <p>the conflict</p> <p>the story's plot events</p> <p>the characters' personalities</p> <p>the story's setting</p> <p>the story's theme</p> <p>organizational structure</p> <p>pacing</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37, Checkpoint, Question 4	Right answer needs specificity: the smaller parts that make up a story	Right answer made more specific: the scenes that make up a story

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 37	Lesson 37, Checkpoint, Question 7	<p>Poorly written question and answers: Read the paragraph from “Duet.”</p> <p>“So she was like me!” Stacey exclaimed. She had always wondered why she and her aunt seemed to be on the same wavelength.</p> <p>What are the details in this paragraph?</p> <p>Duet</p> <p>Stacey has found something she is really good at. Stacey’s attitude toward her family has changed. Stacey is surprised that her aunt was like her. Stacey feels like she can finally relate to someone in her family.</p>	<p>Created a more focused question with a different excerpt and with appropriate answers: Read the sentences from “Duet.”</p> <p>The next morning, Dad and Mom prepared breakfast while Zack eagerly filled their water bottles to the brim. Aunt Lucy was sitting in her living room contently reading a magazine when Stacey walked in and noticed the upright piano. It was made of old brown wood and was lined with a row of family photos along the top. The way the morning light shone off the keys made it appear as though the piano was beckoning Stacey to come play.</p> <p>What is a detail in this passage that indicates the setting?</p> <p>Duet They are preparing breakfast.; Zack fills the water bottles; Lucy is reading a magazine: A row of family photos is on a piano.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 38	Lesson 38 Reading Skill: Identifying Explicit and Implicit Information; Part 1: Reading Selection; Reading Introduction	<p>Clarification of terms needed:</p> <p>In literature, as in life, authors or narrators sometimes come out and tell the reader something explicitly. Other times, they imply what is happening in the story.</p>	<p>Clarified: In literature, as in life, authors or narrators sometimes come out and tell readers something explicitly, or directly. Other times, readers have to locate the implicit, or unstated, information.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 38	Lesson 38 Reading Skill: Identifying Explicit and Implicit Information; Part 2: Reading Skill	<p>Conclusion is the only segment included in Part 4 of 4</p>	<p>Conclusion put into Part 3 od 3</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 38	Lesson 38 Reading Skill: Identifying Explicit and Implicit Information	<p>Explicit Information Remember, explicit information is directly stated in the text. Through the narrator, the author wants to be clear about a character or event, so he or she comes right out and gives the information to the reader. The passage below from “How Bess Managed Tom” shows a clear example of explicit information. As you read, see what explicit information the author gives you about the characters.</p> <p>Tom’s sister Nell was a pretty girl, and being a year older than Tom, wanted to show her authority over him.</p> <p>The boy was rough and awkward, and just at that age when a boy refuses all meddling with “his rights.” He would put his hands in his pockets, his chair on Nell’s dress, and his feet on the windowsill.</p> <p>Key Concepts & Ideas Textual evidence is specific information that readers use to pull meaning from the text. Chunking needed: Explicit evidence is clearly stated information that is directly stated in the text.</p> <p>Implicit evidence is information that is implied but not directly stated in the text.</p> <p>From the explicit information through the narrator in this passage, it is discovered that Nell is Tom’s older sister and she wants to show her authority over him. Tom is rough and awkward and refuses to let people mess with “his rights,” as stated in the passage. This explicit information about each character sets up the conflict between Nell and Tom in the rest of the story. Authors typically use narrators to give explicit information when they want to make something particularly clear for the reader and leave no room for interpretation. Remember that even though explicit information is directly stated in the text, you still need to read carefully to identify it.</p>	<p>Chunking with bullets and white space: Remember, explicit information is directly stated in the text; the author comes right out and gives the information to readers through the narrator.</p> <p>Read the passage from “How Bess Managed Tom.” As you read, try to find the explicit information the author gives you about the characters.</p> <p>Tom’s sister Nell was a pretty girl, and being a year older than Tom, wanted to show her authority over him.</p> <p>The boy was rough and awkward, and just at that age when a boy refuses all meddling with “his rights.” He would put his hands in his pockets, his chair on Nell’s dress, and his feet on the windowsill.</p> <p>In the passage, the narrator explicitly states that</p> <p>Nell is Tom’s older sister, and she wants to show her authority over him Tom is rough and awkward and refuses to let people mess with “his rights” This explicit information about each character sets up the conflict between Nell and Tom in the rest of the story. An author typically uses a narrator to give explicit information when the author wants to make something particularly clear for readers; the author does not want to leave any room for interpretation. Remember that although explicit information is directly stated in the text, you still need to read carefully to identify it.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 38	Lesson 38 Reading Skill: Identifying Explicit and Implicit Information; Part 2: Reading Skill; Identifying Explicit and Implicit Information; Explicit Information; Identifying Explicit Information	Wordiness needs corrected: The narrator explicitly tells that Nell and Tom often quarrel, or fight, with one other. The previous explicit information about the characters— that Nell likes to boss Tom around and Tom does not want to be bossed around—helps you understand why they keep fighting. The narrator also explicitly states that they fight all of the time. This explicit information helps you understand the relationship between Nell and Tom.	Focused information: The narrator explicitly states that Nell and Tom quarrel, or fight, with one other all the time. This explicit information helps readers understand the relationship between the two characters.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 38	Lesson 38 Reading Skill: Identifying Explicit and Implicit Information; Part 2: Reading Skill; Identifying Explicit and Implicit Information; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Explicit vs. Implicit Information	<p>Better chunking needed: Now that you know how to distinguish between the two different types of information, practice pulling out the explicit and implicit information the narrator gives. Read the conclusion of "How Bess Managed Tom." Then identify the explicit and information that you determine about each character.</p> <p>As they grew older, Bess, in the same quiet, loving way, helped him to grow wise and manly. If she had an interesting book, she always wanted Tom to enjoy it with her. If she was going to call on any of her young friends, Tom was always invited to go with her.</p> <p>"I can't understand," said Sister Nell, "why you should always want that boy at your elbow; he's rough and awkward as a bear."</p> <p>"Some bears are as gentle as kittens," declared Bess, slipping her arm through his with a loving hug, while "the bear" felt a warm glow at his heart as he walked away with Bess, and determined to be "gentle as a kitten" for her sake.</p> <p>Start with what the narrator explicitly states about each character. Nell thinks that Tom is "rough and awkward as bear." You also know that Tom was "determined to be 'gentle as a kitten.'"</p> <p>Better chunking needed: So, what does the narrator imply about each character? In other words, what implicit information is in the text? The passage starts by describing how Bess would always include Tom. The narrator implies that Bess is kind and inclusive through her actions. On the opposite note, Nell criticizes Bess's actions, even in front of Tom. Through Nell's dialogue, the narrator implies that Nell is rude.</p> <p>Now you take a turn. What implicit information does the narrator give you about Bess in the last paragraph? Look at what Bess says, does, and thinks, and ask yourself what it tells you about her character. The narrator implies that Bess loves her brother for who he is. The narrator includes dialogue where Bess compliments her brother instead of criticizing him, which shows she loves him. The narrator also implies that Bess loves Tom because she hugs him.</p> <p>Both the explicit and implicit information in this passage help the reader learn more about Bess, Tom, and Nell.</p>	<p>Bulleted important information: Now that you know how to distinguish between the two different types of information, practice finding the explicit and implicit information the narrator provides. d the conclusion of "How Bess Managed Tom." Identify the explicit and implicit information about each character. Both the explicit and implicit information in this passage help readers learn more about Bess, Tom, Nell, and their relationships with each other.</p> <p>As they grew older, Bess, in the same quiet, loving way, helped him to grow wise and manly. If she had an interesting book, she always wanted Tom to enjoy it with her. If she was going to call on any of her young friends, Tom was always invited to go with her.</p> <p>"I can't understand," said Sister Nell, "why you should always want that boy at your elbow; he's rough and awkward as a bear."</p> <p>"Some bears are as gentle as kittens," declared Bess, slipping her arm through his with a loving hug, while "the bear" felt a warm glow at his heart as he walked away with Bess, and determined to be "gentle as a kitten" for her sake.</p> <p>Start with what the narrator explicitly states about each character:</p> <p>Nell thinks that Tom is "rough and awkward as a bear." Tom is "determined to be 'gentle as a kitten.'"</p> <p>So, what does the narrator imply about each character? In other words, what implicit information is in the text?</p> <p>The passage starts by describing how Bess always included Tom. Through Bess's actions</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 38	Lesson 38, Workbook, Question 2	<p>Better distractors needed:</p> <p>Nothing had been the same since.</p> <p>It wasn't the skill of fishing that had mattered.</p>	Revised distractors: They would eat a traditional, hot breakfast, whispering through the meal so as not to wake the rest of the house; They would watch the fog curling off the lake that would lie like a shimmering emerald in the morning sun.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 39	Lesson 39 Reading Skill: Making Inferences; Part 1: Reading Selection; Reading Introduction	<p>Wordy: Fictional stories are filled with details that make up the basis of a story. Readers must pay attention to these details by reading stories closely. This is because authors use both explicit and implicit information in their writing. Readers must use this information to then make inferences about what they read. Making inferences helps readers understand the real meaning of a story. To make inferences, readers use explicit and implicit information.</p> <p>As you read the following selections, pay close attention to the details the author provides about the characters, plot, setting, and other elements. Think about how this information may be used to make an educated guess about other information that is not explicitly stated in the text.</p>	<p>Streamlined text for better clarity: Fictional stories are filled with details. Readers pay attention to these details by reading stories closely. Some details are explicitly stated. Others are implicit. Readers use both types of information in stories to make inferences, or educated guesses, about what they read. Making inferences helps readers understand the real meaning of a story.</p> <p>As you read the following selections, look for both explicit and implicit information.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 39	Lesson 39 Reading Skill: Making Inferences; Part 2 Reading Skill; Literary Analysis	<p>Wordy: Literary Analysis</p> <p>In order for readers to make use of the explicit and implicit information in a story, they must do a close reading of the text. They must slow down and look at the different parts of the story to see how they affect the whole work. This helps readers gain a deeper understanding of what they read. This practice is called literary analysis.</p> <p>When you are analyzing a story, you need to play close attention to the supporting details to better understand what the writer is telling you. You need to decide which details are important and which details are not. But how do you know? As you read, you need to look closely for details that reveal crucial information about characters. These details will tell you something new or surprising about the characters. They will give you a more in-depth look at those characters.</p>	<p>Streamlined text: To make use of the explicit and implicit information in a story, readers must do a close reading of the text. They must slow down and see how the different parts of the story affect the whole work. Doing so helps readers gain a deeper understanding of what they read. This practice is called literary analysis.</p> <p>When analyzing a story, you need to play close attention to the supporting details. If you do this, you will better understand what the writer is telling you. You must decide which details are more important than others.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 39	Lesson 39 Reading Skill: Making Inferences; Part 2 Reading Skill; Literary Analysis	<p>Passage is dense: Also, look for the details that reveal information about the main plot elements like a story's conflict, climax, and resolution. Look closely at these details to find out more about the problem a character is facing. Identify how a character solves his or her problem. You can also look closely at any details that speak to a story's theme. Is there a message being revealed in a detail that helps you understand what the author is trying to convey? These important details are the textual evidence you will use to pull meaning from a story to better understand it. Readers use textual evidence during close reads or literary analysis to better understand the story as a whole.</p>	<p>Bulleted important information: But how do you know which details are important?</p> <p>As you read, look closely for details that reveal crucial information about characters. These details may tell you something new or surprising about the characters. The details will give you an in-depth look at those characters.</p> <p>Also, look for the details that reveal information about the main plot elements, like a story's conflict, climax, and resolution. Look closely at these details to find out more about the problem a character is facing. Identify how a character solves a problem. You can also look closely at any details that speak to a story's theme. Does a detail reveal a message helps you understand what the author is trying to communicate to you? These important details are the textual evidence you will use to pull meaning from a story to better understand it. Readers use textual evidence during close reads or literary analysis to better understand the story as a whole.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 39	Lesson 39, Workbook, Question 2	Right answer vocabulary not grade-level appropriate: She has empathy for others	Included grade level appropriate vocabulary: She has sympathy for others
Publisher	Editorial Change	9781948544009	Teacher	Lesson 39	Lesson 39, Checkpoint, Question 6	Right answer vocabulary not grade-level appropriate: The river was an obstacle.	Included grade level appropriate vocabulary: The river was causing a problem.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 39	Lesson 39, Checkpoint, Question 8	Literary terminology not used in the stem: "What does this information suggest?"	Changed stem to reflect lesson vocabulary: "What can be inferred from this information?"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 39	Lesson 39, Checkpoint, Question 9	"Select three that apply" does not represent the typical task style used in this course.	Changed to "Select all that apply."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 1: Reading Selection; Reading Introduction	<p>Better method for better readability needed: Authors give information in a story in different ways. As you read the following selections, keep in mind that authors tell stories from different points of view. Also keep in mind that authors only provide some information by stating ideas directly. Sometimes the author will just give hints through the characters' words and actions. Also keep in mind how the structure of the text contributes to the meaning of the story. Later, you will be asked to draw inferences about the characters, plot, and author's purpose.</p>	<p>Bulleted items: Authors give information in a story in different ways. As you read the following selections, keep these things in mind:</p> <p>Authors tell stories from different points of view. Authors provide some information by stating ideas directly. Sometimes, the author will just give hints through the characters' words and actions. The structure of the text contributes to the meaning of the story. Often, readers have to draw inferences about the characters, plot, and author's purpose.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 2: Figuring Out Point of View and Perspective; Exam Prep; Figuring Out Point of View and Perspective	<p>Better focus needed: Figuring Out Point of View and Perspective The way events are explained in a story depends on who is telling about them. People see things differently. They have different thoughts, feelings, and ideas about things that happen. Some narrators tell stories that explain their own thoughts and feelings about the events that take place. Other narrators tell stories that explain the thoughts and feelings of others.</p> <p>Perspective refers to the narrator’s thoughts, feelings, ideas, and attitude. Point of view refers to who is narrating, or telling, the story. The narrator is the character telling the story. Narration is the way events are explained to tell a story. First-person narration is a type of storytelling in which a character involved in the story gives his or her view of events using the pronoun I. Third-person limited narration is a type of storytelling in which the narrator explains events from the view of one of the characters. Third-person omniscient narration is when the narrator explains events from the view of multiple characters. Point of View Point of view refers to the character explaining events in a literary text. In some stories, one character explains events from his or her point of view. In other stories, different characters explain events from their points of view. Types of Point of View First-person narrators are characters in the story with personal knowledge of events. They were there when things happened. They tell about events they experienced themselves. Third-person limited narrators explain the views of just one of the characters. Third-person omniscient narrators explain the views of more than one character.</p>	<p>Refocused, rearranged, and bulleted important items: Figuring Out Point of View and Perspective The way events are explained in a story depends on who is telling the story. People see things differently. They have different thoughts, feelings, and ideas about things that happen. Some narrators tell stories that explain their own thoughts and feelings about the events that take place. Other narrators tell stories that explain the thoughts and feelings of others.</p> <p>The narrator is the person telling the story. Narration is the way events are explained in the story. Point of View Point of view refers to who is narrating, or telling, the story. In some stories, one character explains events from his or her point of view. In other stories, different characters explain events from their points of view.</p> <p>Types of Point of View First-person narration is the point of view in which a character involved in the story gives his or her view of events using the pronoun I. First-person narrators are characters in the story with personal knowledge of events. They were there when things happened. They tell about events they experienced themselves. Third-person limited narration is the point of view in which the narrator explains events from the view of just one character. Third-person omniscient narration is the point of view in which the narrator explains events from the view of multiple characters.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Exam Prep; Looking Into Story Structure	<p>Better chunking needed: Structure refers to the events of the plot that are strung together to explain how a character struggles and resolves conflict. Organizational structure refers to how the story’s events are strung together, or the order in which they are presented. Chronological structures present events in time order, or the order in which they happened. Description is a type of structure that provides details about the characters, events, or setting to help readers get a clearer understanding of them. Structural Elements To create a story structure, authors describe events in an order that makes sense. They write sentences, scenes, and—in larger works—chapters. The ideas must flow from one to another so that readers understand what is happening in the story and how one event leads to another. Each sentence contains an idea. Each scene includes sentences that the author strings together to describe an event or experience. Scenes fit into chapters. Each chapter can contain any number of scenes, all of which help explain a part of the story’s plot. A summary tells the reader what happens by combining a number of events into a brief account.</p> <p>Organizational Structures The events that make up a plot can be strung together in different ways to fit into a story structure. Some stories make the most sense when experiences are described in chronological order, or the order they happened. Chronological order is just one way to tell a story so that the text flows smoothly throughout the story’s plot. Another common way to tell a story is with description structure, which focuses on describing a character, place, or event in detail. Both of these can be used together as well.</p>	<p>Looking Into Story Structure A story’s plot includes the events that happen in the story in the order they happen. A story’s setting includes the time and place these events occur. As the characters act, respond to conflict, and interact with one another in the setting, the plot moves to its conclusion.</p> <p>The whole segment was rearranged for better chunking of information: Structural Elements Structural elements are the sentences, paragraphs, scenes, chapters, and summaries included in a story. Each element can help develop the theme, setting, plot, or characters. To create a story structure, authors describe events in an order that makes sense. They write sentences, paragraphs, scenes, and—in larger works—chapters. Readers understand what is happening in the story and how one event leads to another. Each chapter can contain any number of scenes, all of which help explain a part of the story’s plot. A summary tells readers what happens by combining a number of events into a brief account. Organizational Structure Organizational structure refers to how the story’s parts are organized. The events that make up a plot can be strung together in different ways to fit into a story structure:</p> <p>Some stories make the most sense when experiences are described in chronological order, or in the order they happened. Another common way to tell a story is with description structure. This type of structure provides sensory details about the characters or setting to help readers get a clearer understanding of them. In addition, both of these structures can be used together.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Exam Prep; Looking Into Story Structure	Better chunking needed in Design for Purpose box: In a typical story plot, the main character struggles to solve a conflict as the story progresses. The way the events in a story are described helps readers draw connections between them and determine how one event leads to another and how the conflict is resolved.	Better chunking of information through formatting: In a typical story plot, the main character struggles to solve a conflict as the story progresses. The way the events in a story are described helps readers draw connections between events determine how one event leads to another determine how the conflict is resolved
Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Exam Prep; Looking Into Story Structure; Structural Elements, Organizational Structure; Pacing	Better chunking needed: Pacing The pacing of a story refers to how fast or slow the plot moves forward. Authors can control the pacing of the text by using different types of sentences and language. Dialogue can quicken the pace of a story. Using short sentences that describe the actions of characters can also increase the pace. Long sentences that include descriptions of people, places, events, or characters' thoughts can slow down the pace.	Bulleting items chunk material more efficiently: Pacing The pacing of a story refers to how fast or slow the plot moves forward. Authors can control the pacing of the text by using different types of sentences and language: Dialogue can quicken the pace of a story. Using short sentences that describe the actions of characters can increase the pace. Long sentences that include descriptions of people, places, events, or characters' thoughts can slow down the pace.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 4: Making Inferences; Exam Prep	Design for Purpose box needs repositioning	Placed the Design for Purpose box closer to the heading
Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40, Unit Exam, Question #15	Could be construed as "almost" right: The Scarecrow and the Woodman now began to fasten the mice to the truck, using the strings they had brought. One end of a string was tied around the neck of each mouse and the other end to the truck.	Changed to a "more wrong" choice: The Tin Woodman was about to reply when he heard a low growl, and turning his head (which worked beautifully on hinges) he saw a strange beast come bounding over the grass toward them.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 40	Lesson 40, Unit Exam, Question #16	Idiom in the right answer is not grade level appropriate: "Jimmy is a natural at playing the trumpet."	Revised for better understanding: "Jimmy is talented at playing the trumpet."
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; Summarizing a Story; Writing a Summary	Passage is dense: After good readers finish a text, they stop to summarize. Summarizing is when the reader takes all the important details in the story and rewords them in a brief way. The key details in a summary include the who, what, when, where, why, and how of a story. In other words, the major plot events in the order they occurred. Because you are retelling what happened in a story, remember to leave out your opinion. Adding your opinion can change the meaning of a story, which is not the purpose of a summary.	Bulleted for better readability: To be sure you understand a story, you can summarize it once you have completed it. In a summary, the reader takes all the important details in the story and briefly restates them in his or her own words. The key details in a summary include the who, what, when, where, why, and how of a story. A summary includes the major plot events in the order they occurred the main characters involved in the plot the setting You are just retelling what happened in a story, so remember to leave out your opinion. Your opinion would add information, which is not the purpose of a summary.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 1: Reading Selection; Reading Introduction	Reading Introduction wordy: If you were to think about a typical day's events, how many events would your day include? You would likely include the major events, like what you ate, what you did, and any other relevant activities. You would not include every single thing you did. Instead you would give a summary of the most important events in your day. Similarly, when summarizing a text, you retell the most important events in the story, in the order they happened. As you read the stories below, pay attention to the major plot events. This will help you craft your summaries later in the lesson.	Decreased density: If you thought about a typical day, how many events would your day include? You would likely point to the major events or activities. You would probably not include every single thing you did. Instead you would give a summary of the most important events in your day. Similarly, a summary of a text retells the most important events in the story, in the order they happened. As you read these selections, pay attention to the major plot events. After you complete each reading, summarize it!

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; Summary Example	<p>Segment too dense: When crafting your summary, you need to be sure to include all the key details, without adding extra information. Here’s how to identify which key details to include in a summary of “The Family Gathering.” To begin summarizing a story, find key details in the exposition. In other words, determine who the character is, what the character wants, and where the character is. Read the beginning of the text and see what key details should be included in the first part of your summary.</p> <p>Ben Davis lived with his family in Tulsa, Oklahoma, where he had distinguished himself as a good student and one of the best baseball players in his middle school. As a reward for his good grades and winning the middle school athlete of the year, his parents surprised him with a trip to Cincinnati, Ohio. There Ben would visit his Aunt Gladys and get to see his first professional baseball game. On the Saturday of their weekend visit, the Cincinnati Rovers were to play another team he knew well, the St. Louis Clips. He told all his friends. He also promised them a signed baseball card from one of the players. His dad overheard him on the phone with his friends and cautioned him that, despite their tickets for Saturday’s game, it did not mean that he’d be able to personally meet one of the players and get his autograph.</p> <p>To find the key details in the exposition, ask yourself, “What are the important things the reader needs to know about the setting, character, and what the character wants?”</p>	<p>Removed passage from story, added subheads, bulleted information: Summary Example: Start with Exposition When crafting your summary, include all the key details without adding extra information.</p> <p>To begin summarizing, find key details in the exposition of the story. Determine</p> <p>who the character is what the character wants where the character is To find the key details in the exposition, ask yourself:</p> <p>What are the important things the reader needs to know about the setting, the main character, and what the character wants?</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; Summary Example	<p>The key details are that Ben Davis and his parents went on a trip to Cincinnati from their hometown of Tulsa, Oklahoma, as a reward for his good grades and athletic successes. While on his trip, he was going to watch a professional baseball game and hoped to get a player’s autograph. Notice that the name of the baseball teams and even Ben’s conversations with his friends were left out. These unimportant details do not tell us where the Next, determine the key details in the rising action. See if you can read part of the action and summarize what is stopping Ben from getting what he wants—the autograph of a baseball player.</p> <p>When they arrived in Cincinnati, they drove directly to Aunt Gladys’s house. As they settled in, Aunt Gladys was busy talking. “I am so glad you came. I’ll need all your help to get everything ready for our family gathering.”</p> <p>“I can hardly wait until Sunday,” Ben’s father replied.</p> <p>“Aunt Gladys, you always have the best food in Ohio.”</p> <p>“Oh my, oh my. The date has been moved up to Saturday afternoon,” she said, as everyone looked at Ben.</p> <p>Ben could not believe his ears. His father assured him that they would go to the game but might have to leave before the ninth inning. With his head hanging down, he immediately left the room. Ben knew that the end of the game was the best time to get autographs.</p> <p>To find the key details in the rising action, ask yourself, “What is stopping Ben from getting what he wants?” Ben cannot get what he wants because he needs to leave the game before it is over to attend a family party. The end of the game is the best time to get autographs, so this upset Ben. His conversation with his Aunt and why his plans changed are not included. These details do not help us identify what is preventing Ben from getting what he wants.character is, who he is, or what he wants.</p> <p>Notice that the name of the baseball teams and even Ben’s conversations with his friends were left out. These unimportant details do not tell us where the character is, who he is, or what he wants.</p>	<p>In the exposition of the “The Family Gathering,” the key details are: Ben Davis and his parents take a trip to Ben’s Aunt Gladys’s house in Cincinnati from their hometown of Tulsa, Oklahoma. The trip is a reward for Ben’s good grades and athletic successes. While on his trip, Ben is going to attend a professional baseball game and hopes to get a player’s autograph. Notice that the name of the baseball teams and even Ben’s conversations with his friends were left out. These details do not tell us where the character is, who he is, or what he wants. Summary Example: Move to the Rising Action After the exposition, determine the key details in the next part of the plot: the rising action.</p> <p>To find the key details in the rising action, ask yourself:</p> <p>What is stopping the main character from getting what he wants?</p> <p>In the rising action of “The Family Gathering,” the key details are:</p> <p>Ben will not be able to stay until the ninth inning of the baseball game because the schedule conflicts with their family gathering. The ninth inning is the best chance a person has of getting an autograph. Ben is upset. Notice that many details of the rising action are not included in this list. They do not help identify what is preventing Ben from getting what he wants.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; all buttons	Images are distracting	Removed all images and included "Do You Remember" Design for Purpose boxes aligned to the side with the applicable content in the lesson

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; Summary Example	"Before Moving On" Design for Purpose box is extraneous.	Removed "Before Moving On" Design for Purpose box.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button	<p>After finding key details in the rising action, can look for the key details in the climax and falling action. In a fiction summary, you need to include the ways the character tries to solve his problem. You can summarize how Ben tries to solve his conflict in the falling action of "The Family Gathering."</p> <p>Food was abundant, but Ben would not allow so much food to make him happy. His pocket still held baseball cards with no autographs. While he walked among people he didn't know, his aunt called everyone to attention and then called for Ben.</p> <p>The key details are that Ben must leave the game, which makes him sad. Ben accepted that he cannot stay, but still feels sad, even though he is with so many people. You do not need to describe what happened at the game or who was at the party. Finally, end a summary by describing how the problem was eventually solved and how the story ended in the resolution.</p>	<p>Streamlined information with subheads and bullets. Climax and Falling Action</p> <p>After the rising action, identify the key details in the climax and falling action. In a summary of a story, the ways a character tries to solve the problem are included.</p> <p>To determine the key details in the climax and falling action, ask yourself:</p> <p>How does the main character try to solve the problem?</p> <p>In the climax and falling action of "The Family Gathering," the key details are:</p> <p>Ben accepts that he cannot stay at the game, which makes him sad. Even being with so many people and having such good food does not cheer him up. Notice that the details about the game or details about the party are not included. Summary Example: Move to the Resolution Identify the details in the resolution.</p> <p>To determine the key details in the resolution, ask yourself:</p> <p>How is the problem solved? How does the story end?</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button	<p>See if you can complete the summary for "The Family Gathering." Ben was surprised, and so were his parents. Then Aunt Segment is too dense, confusing in its lack of subheads: Gladys called the gathering to attention one more time. "I think I see the car with Ben's present coming up the drive now."</p> <p>Ben, his family, and the guests looked. When the car doors opened, Ben and all the others standing in the yard gasped. Getting out of the car were many of the Cincinnati Rovers players. Ben could not believe his ears when they started yelling, "Ben, Ben, Ben." The family and friends laughed and clapped as the baseball players picked up Ben and carried him to the table of honor. Ben and the baseball players sat at a table all by themselves, talking baseball and signing cards way into the evening.</p> <p>The problem was solved when Ben's family surprised him by inviting the players over as a reward for his hard work. Ben finally got his autographs. Both details are important because they are necessary to understanding the resolution of this story.</p> <p>Now use the key details identified to craft a summary using the somebody, wanted, but, so, then framework.</p> <p>Ben Davis and his parents went on a trip to Cincinnati from their hometown of Tulsa, Oklahoma, as a reward for his good grades and athletic successes. While on his trip, he was going to watch a professional baseball game and hoped to get a player's autograph. Ben wanted to get the player's autograph, but he couldn't stay to the end of the game, which is the best time to get autographs, because of a family party. So, Ben had no choice but to sadly leave the game and attend the party, which he didn't realize was actually for him. Then his family surprised Ben by inviting the players over as a reward for his hard work. Ben finally got his autographs.</p> <p>This summary retells the key details, is short, and does not include any unimportant details or personal opinions.</p>	<p>In the resolution of "The Family Gathering," the key details are:</p> <p>Ben and his parents are surprised that the family gathering is in Ben's honor. A group of Cincinnati Rovers baseball players comes to the party as Aunt Gladys's present to Ben. Ben gets their autographs. Summary Example: The Finished Product Now use the key details identified to craft a summary using the somebody, wanted, but, so, then framework.</p> <p>Ben Davis and his parents went on a trip to Cincinnati from their hometown of Tulsa, Oklahoma, as a reward for his good grades and athletic successes. While on his trip, he planned to attend a professional baseball game and hoped to get a player's autograph. Because of a family party, Ben couldn't stay until the end of the game, which is the best time to get autographs. So Ben had no choice but to sadly leave the game and attend the party, which he didn't realize was actually for him. Then his Aunt Gladys surprised Ben by inviting the players over as a reward for his hard work. Ben finally got his autographs.</p> <p>This summary retells the key details, is short, and does not include any minor details or personal opinions.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 4 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Examining a Summary	<p>Better chunking needed: Examining a Summary Recall from the beginning of the lesson that personal opinions and personal judgments are both subjective responses of the writer of the summary, not objective details from the story. While the reader has thoughts and opinions about the story, a summary is not the place to share those. Remember, the point of a summary is to retell the major events in a story, being sure to include the who, what, where, when, why, and how. This is what happens when personal opinions and judgments are included in a summary.</p> <p>Ben Davis and his parents went on a celebratory trip to Cincinnati to watch a professional baseball game. I don't know why he is excited because baseball is annoying. Ben wanted to get a player's autograph, but he couldn't stay to the end of the game, which is the best time to get autographs, because of a family party. So, Ben had no choice but to sadly leave the game and attend the party. Ben isn't being appreciative of his family. They took him on a great trip, to a game, and to a party, and he is still sad. Then his family surprised Ben by inviting the players over as a reward for his hard work. Ben finally got his autographs.</p>	<p>Chunked information by using introductory questions and statements before bulleted items and passages: Examining a Summary Personal opinions and personal judgments are subjective responses of the writer, not objective details from the story. You undoubtedly have thoughts and opinions about the stories you read. But a summary is not the place to share those. Remember, the point of a summary is to retell the major events in a story. It should focus on the who, what, where, when, why, and how. Also remember that only the key details have a place in a summary.</p> <p>Review this summary. Can you spot the items that don't belong?</p> <p>Ben Davis and his parents went on a trip to Cincinnati to watch a professional baseball game. I don't know why he is excited because baseball is annoying. Ben's pocket was filled with baseball cards. He wanted to get a player's autograph, but he couldn't stay until the end of the game, which is the best time to get autographs. A family party got in the way. So, Ben had no choice but to leave the game and attend the party. Ben isn't being appreciative of his family. They took him on a great trip, to a game, and to a party, and he is still sad. Then his family surprised Ben by inviting the players over as a reward for his hard work. Ben finally got his autographs.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 4 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Examining a Summary	<p>Can you spot the personal opinions and judgments? Review the first one:</p> <p>"I don't know why he is excited because baseball is annoying."</p> <p>Even though this might be an opinion, it is not a major event in the story. This takes away from the retelling of the story and makes it confusing for the reader. It also is distracting, especially if someone reading the summary does not agree.</p> <p>There is another example of subjectivity in the summary.</p> <p>"Ben isn't being appreciative of his family. They took him on a great trip, to a game, and to a party, and he is still sad."</p> <p>Again, this does not belong in the summary because it is subjective and not a key detail of the story. A summary only includes a retelling of the key details in a story. Save judgments, such as this, for discussions or other types of writing about the text.</p>	<p>Look at this sentence from the summary:</p> <p>"I don't know why he is excited because baseball is annoying."</p> <p>This is the writer's opinion. It takes away from the retelling of the story and confuses the reader. It also is distracting, especially if someone reading the summary does not agree.</p> <p>Here is another sentence that does not belong:</p> <p>"Ben's pocket was filled with baseball cards."</p> <p>This is a minor detail. It does not belong in the summary.</p> <p>Consider this information:</p> <p>"Even so, Ben isn't being appreciative of his family. They took him on a great trip, to a game, and to a party, and he is still sad."</p> <p>Again, this does not belong in the summary because it is a judgment. A summary only retells the key details in a story. Save judgments for discussions or other types of writing about the text.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Examining a Summary; Conclusion	<p>Wordy: Good readers constantly stop to summarize a text as they read to check their own understanding. Creating summaries can help increase your comprehension of the text. They require you to not only discover which events in a text are important, but to also put the events into your own words. So, keep practicing! This is one of the most important tools in your comprehension toolbox.</p>	<p>Streamlined: Summarizing can help you check your understanding of a story. Summaries can show you which events in a text are important. Putting those into your own words can improve your comprehension of the story.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41, Checkpoint, Question 9	A sentence in the sample summary is out of focus: Read a part of a summary of Chapter 10 of The Wonderful Wizard of Oz. Dorothy and her friends needed the wizard's help, but they were still far away from the Emerald City and facing many problems along the way. The characters were such good friends, which helped them. So, they didn't keep up and kept focused on their journey. I think it was Dorothy that motivated all of them to keep going. Then they reached the Emerald City at last.	Deleted the sentence in the sample that was out of focus: Read a part of a summary of Chapter 10 of The Wonderful Wizard of Oz. Dorothy and her friends needed the wizard's help, but they were still far away from the Emerald City and facing many problems along the way. The characters were such good friends, which helped them. I think it was the Lion that motivated all of them to keep going. Then they reached the Emerald City at last. <i>How does the writer's personal opinions affect the summary?</i>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41, Checkpoint, Question 9	Answers need revision: It makes the summary more relatable to the reader. It makes the summary too long. It changes the reader's view of the events in the story. It contains incorrect information.	Revised answers: They change the accuracy of events in the story; they make the summary too long; they contain minor details; They make the summary more relatable to the reader.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41, Checkpoint, Question 10	Answers' subjects were not parallel: the green man, the green man, the glasses; Dorothy	Paired the subjects: the green man x 2; Dorothy x 2
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41, Checkpoint, Question 13	Sentence subjects need revision: They are still so far from the Emerald City. Outsiders aren't allowed into the Emerald City. The Wizard has not seen anyone in years. They are asking the impossible.	Changed subjects: The Wizard has not seen anyone in years; Dorothy and her group are asking the impossible; The Emerald City is far away from where they are; Outsiders aren't allowed into the Emerald City.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 41	Lesson 41, Checkpoint, Question 15	Verbs in answers include 3 "is" and 1 "has"	Revised verbs in answers: 2 "has"; 2 "is"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 42	Lesson 42 Reading Skill: Determining the Meaning of Figurative Language; Part 1: Reading Selection; Reading Introduction	Wordy: Authors use figurative language to make their writing come alive. Along with using facts, authors engage their readers by using more colorful and creative words or phrases to enhance a story or other type of writing, make it more interesting to read, and help the reader better understand characters and other story elements, concepts, and details. As you read the following selections, pay close attention to words and phrases that go beyond stating facts or ordinary description. Think about how those words help create an image in your mind or make you feel a particular way.	Better focus: Along with using facts, authors engage their readers by using colorful and creative words or phrases. This use of figurative language makes writing more interesting and easier to understand. As you read the following selections, pay close attention to words and phrases that go beyond stating facts or ordinary description. Think about how those words help create an image in your mind or make you feel a particular way.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 42	Lesson 42 Reading Skill: Determining the Meaning of Figurative Language: Part 2: Reading Skill; Determining the Meaning of Figurative Words and Phrases; Figurative Language	Image of young lady hitting her head with a book is distracting	removed image

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 42	Lesson 42 Reading Skill: Determining the Meaning of Figurative Language: Part 2: Reading Skill; Determining the Meaning of Figurative Words and Phrases; "Continue to Part 2 of 3" button; Types of Figurative Language; Simile; Metaphor; Personification; Idiom; Hyperbole	Explanation of the exaggeration might not be appropriate for grade level: It would take a huge amount of heat to melt a person, so her statement is an exaggeration.	removed total example
Publisher	Editorial Change	9781948544009	Teacher	Lesson 42	Lesson 42 Reading Skill: Determining the Meaning of Figurative Language: Part 2: Reading Skill; Determining the Meaning of Figurative Words and Phrases; "Continue to Part 2 of 3" button; Continue to Part 3 of 3" button; Figurative Language in Context; Example 1; Example 2; Example 3; Conclusion	Wordy: Conclusion In this lesson, you explored how authors use different types of figurative language to give depth and color to their writing. As you read, look closely at the similes, metaphors, personification, idioms, and hyperboles you come across. When you recognize a figure of speech, slow down your reading to visualize what the author is conveying. Think about why the author used a figure of speech instead of literal language. Ask yourself: How does the figure of speech add to my understanding? Being able to recognize and interpret figurative language will deepen your understanding of the stories you read.	Streamlined: Authors use different types of figurative language to give depth and color to their writing. Pay attention to similes, metaphors, personification, idioms, and hyperbole you come across while reading. When you recognize a figure of speech, slow down your reading to visualize what the author is conveying. Think about why the author used a figure of speech instead of literal language. Ask yourself: How does the figure of speech add to my understanding?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 43	Lesson 43 Reading Skill: Looking Into Connotative Meaning; Part 2: Reading Skill; Looking into Connotative Meaning	"Try It Yourself" Design for Purpose box is extraneous.	removed DFP Box
Publisher	Editorial Change	9781948544009	Teacher	Lesson 43	Lesson 43 Reading Skill: Looking Into Connotative Meaning; Part 2: Reading Skill; Looking into Connotative Meaning; Denotation; Denotation versus Connotation; "Click to Reveal the Answers" button	Image is not age-level appropriate	removed image

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 43	Lesson 43 Reading Skill: Looking Into Connotative Meaning; Part 2: Reading Skill; "Click to Reveal Answers" button, "Continue to Part 2 of 3" button; "Continue to Part 3 of 3" button; Example 3	More focused explanation needed: One word with a positive connotation is tattered. The denotation of tattered is "ripped and worn." Tattered has as more positive than negative connotation because it is describing a keepsake—the bear. The emotional meaning associated with this word tells the reader that the bear was well loved. Think of how different it would be if the author used a word such as shabby or battered. Both of those words have similar denotations to tattered but negative connotations that would imply that the bear was not cared for.	Focused explanation: The denotation of tattered is "ripped and worn." In this passage, tattered creates a sense of longing or of emotional connection because it is describing a keepsake—the bear. The emotional meaning associated with this word tells the reader that the bear was well loved. Think of how different it would be if the author used a word such as ratty or worn-out. Both of those words have similar denotations to tattered. But the associated emotions would imply that the bear was not cared for.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 43	Lesson 43 Reading Skill: Looking Into Connotative Meaning; Part 2: Reading Skill; "Click to Reveal Answers" button, "Continue to Part 2 of 3" button; "Continue to Part 3 of 3" button; Example 3	Wordy: Example 3 This time, you will read a passage from "A Treasure in the Attic" to identify the word that has a positive or negative connotation. Then think about why the author choose that particular word to use.	Streamlined: Example 3 In this passage from "A Treasure in the Attic," pay attention to connotations and try to identify why the author chose a particular word.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 43	Lesson 43 Reading Skill: Looking Into Connotative Meaning; Part 2: Reading Skill; "Click to Reveal Answers" button, "Continue to Part 2 of 3" button; "Continue to Part 3 of 3" button; Example 3	Wordy -- To describe the box, the author uses words that carry negative connotations—"undiscovered, ignored, utterly forgotten." The author wants to contrast his positive feelings about finding the bear with what could have happened if they never discovered the bear. The author could have said "misplaced" or "missing," as these words have similar denotations to undiscovered and forgotten. However, the words misplaced and missing have positive connotations. Even though the denotation of misplaced and missing is negative, these words have a positive emotional association. The author selected words with negative connotations to reveal that it would have been terrible if the bear had never been discovered, because it holds value for his family.	Streamlined: To describe the box, the author uses words that carry negative connotations—undiscovered, ignored, utterly forgotten. The author wants to contrast his positive feelings about finding the bear with what could have happened if they never discovered the bear. The author selected words with negative connotations to reveal that it would have been terrible if the bear had never been discovered, because it holds value for his family.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 43	Lesson 43, Checkpoint, Question 4	One answer "almost" right: happy and excited	Made more wrong: happy and calm
Publisher	Editorial Change	9781948544009	Teacher	Lesson 44	Lesson 44 Reading Skill: Understanding the Impact of Word Choice; Part 2: Reading Skill; Understanding the Impact of Word Choice; Tone; Tone Words	More effective chunking and formatting needed: Now you will take a few words from the chart and create some sentences that authors might use to establish different tones. Imagine that you are writing about a boy who is walking to the park. If you want to create a positive, excited tone, you might say that he "skipped along the path" or that he "raced all the way to the swingset." Because people tend to skip when they are happy, the word skipped conveys a happy tone. And because the idea of racing suggests being in a hurry and wanting to get somewhere fast, the word raced conveys a tone of excitement. If, on the other hand, you want to create a more negative, worried tone, you might say that he "lumbered along" or "he dragged his feet." Lumbered implies moving slowly without much energy, and dragged is similar. Both of these word choices convey a more negative attitude.	Chunked material and formatted more effectively: Different Tones Imagine that an author is writing about a boy who is walking to the park. If the author wants to create a positive, excited tone, he or she could write this: The boy skipped along the path. Because people tend to skip when they are happy, the word skipped conveys a happy tone. Or consider this sentence: The boy raced all the way to the swingset. Because the idea of racing suggests being in a hurry and wanting to get somewhere fast, the word raced conveys a tone of excitement. If, on the other hand, you want to create a more negative tone, you might say that "the boy lumbered along" or "he dragged his feet." Lumbered implies moving slowly without much energy, and dragged is similar. Both of these words convey a more negative attitude

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 44	Lesson 44 Reading Skill: Understanding the Impact of Word Choice; Part 2: Reading Skill; Understanding the Impact of Word Choice; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button	Heading inaccurate: Word Choice and Tone	Heading made more accurate: Word Choice, Figurative Language, and Tone
Publisher	Editorial Change	9781948544009	Teacher	Lesson 44	Lesson 44 Reading Skill: Understanding the Impact of Word Choice; Part 2: Reading Skill; Understanding the Impact of Word Choice; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Word Choice and Tone	Wordy, better chunking needed: In addition to choosing words for their connotative meanings, authors can create tone by using figurative language. Any time writers use language that conveys ideas beyond what the words actually mean, they are using figurative language. Figurative language helps establish the tone of a text because it relies on associations people make between ideas and feelings to deliver meaning. Calling someone a "pillar of strength," for example, helps link the person with the image of a structure that is hard, sturdy, and immovable.	Separated into two paragraphs, simplified text: Authors create tone by choosing words for their connotative meanings. Authors also can create tone by using figurative language. Any time writers use language that conveys ideas beyond what the words actually mean, they are using figurative language. Figurative language helps establish tone because it relies on associations people make between ideas and feelings. Calling someone a pillar of strength, for example, helps link the person with the image of a structure that is sturdy and immovable.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 44	Lesson 44 Reading Skill: Understanding the Impact of Word Choice; Part 2: Reading Skill; Understanding the Impact of Word Choice; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Word Choice and Tone	Better formatting needed after Design for Purpose box	Added heading: Word Choice Examples
Publisher	Editorial Change	9781948544009	Teacher	Lesson 44	Lesson 44 Reading Skill: Understanding the Impact of Word Choice; Part 2: Reading Skill; Understanding the Impact of Word Choice; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Word Choice and Tone	Passage is dense: These sentences describe the same cat, and they both describe the cat's movement. However, the words slithered and swam suggest very different tones regarding the movement. The word slithered typically refers to the movements of a snake, and people often associate snakes with something scary or harmful. This metaphor creates a negative, almost fearful tone. In the second sentence, the movement of the cat is being compared to a swimmer's smooth movements through the water. The word swam suggests a smooth, gliding movement that feels peaceful and calm. The word delight also contributes to a positive tone. The phrase "swam through her fingers with delight" suggests that the cat felt smooth and nice and made the woman feel happy and content. The word choices in this sentence contribute to a happy and peaceful tone.	These sentences describe the same cat, and they both describe the cat's movement. However, the verbs slithered and swam suggest different tones regarding the movement. Better formatting and chunking (including bulleted items): The word slithered typically refers to the movements of a snake, and people often associate snakes with something scary or harmful. So, in the first sentence, this metaphor creates a negative, almost fearful tone. In the second sentence, the word swam suggests a smooth, gliding movement that feels peaceful and calm. The movement of the cat is being compared to a swimmer's smooth movements through the water. The word delight in the second sentence also contributes to a positive tone. The phrase "swam through her fingers with delight" suggests that the cat felt smooth and nice and made the woman feel happy and content. The word choices in this sentence contribute to a happy and peaceful tone.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 44	Lesson 44, Workbook, Question 2	Distractor has no clear context, too abstract: "He uses the word straightway to stress the idea of urgency."	changed: "He uses straightway to stress their movement in a line"

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 45	Lesson 45 Reading Skills Exam Prep; Part 2: Summarizing a Story; Exam Prep; Summarizing a Story; Steps to Summarizing	Image in Design for Purpose box is difficult to read	Changed content in Design for Purpose box to text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 45	Lesson 45 Reading Skills Exam Prep; Part 2: Summarizing a Story; Exam Prep; Summarizing a Story; Steps to Summarizing	Steps to Summarizing paragraph is dense: You can create a summary by referring to plot elements. Find key details in each of the major plot elements to construct your summary. Think about what is important in the exposition by finding key details that tell you about the setting, main character, and what the character wants. Then look for the key details in the rising action, like what is stopping a character from getting what he or she wants. Next, determine what is important in the climax and falling action by looking for the ways the character tries to solve his or her problem. Finally, in the resolution, look for the way the character's problem was eventually solved. All these key details will make up your summary.	<p>Bulleted items for better readability: Steps to Summarizing</p> <p>You can create a summary by referring to plot elements. Find key details in each of the major plot elements to construct your summary.</p> <p>Think about what is important in the exposition by finding key details that tell you about the setting, main character, and what the character wants. Then look for the key details in the rising action, like what is stopping a character from getting what he or she wants. Next, determine what is important in the climax and falling action by looking for the ways the character tries to solve his or her problem. Finally, in the resolution, look for the way the character's problem was eventually solved. All these key details will make up your summary. One way to ensure you include the who, what, when, where, why, and how of a story in a summary is to think of this strategy:</p> <p>somebody → wanted → but → so → then</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 45	Lesson 45 Reading Skills Exam Prep; Part 2: Summarizing a Story; Exam Prep; Summarizing a Story	Unnecessary information included: A summary is a retelling of the key details of a story in a reader's own words. Summaries do not include a reader's personal opinions or personal judgments; they just stick to the important information and events in the story. Summarizing involves the who, what, when, where, why, and how of a story. A summary covers the major plot events in the order in which they happened.	Streamlined: A summary retells the key details of a story in a reader's own words. Summaries do not include a reader's personal opinions or personal judgments. They stick to the important information and events in the story.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 45	Lesson 45 Reading Skills Exam Prep; Part 2: Summarizing a Story; Part 3: Determining the Meaning of Figurative Language; Part 4: Looking into Connotative Meaning; Exam Prep; Looking into Connotative Meaning	Wordy: Connotative Meaning in Stories It is important for readers to recognize the connotative meaning of words in the stories they read. This is because authors carefully choose their words to elicit a feeling in the reader or to help the reader understand parts of a character or setting. Authors choose words based on their positive or negative connotations. Understanding these words' implied meanings will help you as the reader get exactly what the author intends you to understand.	Streamlined: Connotative Meaning in Stories Authors carefully choose their words to create feelings in the reader or to help the reader understand parts of a character or setting. Authors choose words based on their connotations. Understanding these implied associations can help readers pick up exactly the meaning an author intends.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 45	Lesson 45 Reading Skills Exam Prep; Part 2: Summarizing a Story; Part 3: Determining the Meaning of Figurative Language; Part 4: Looking into Connotative Meaning; Exam Prep; Practice Question	distractor vocabulary not grade-level appropriate: Determined implies a naive outlook at something, while stubborn implies a realistic outlook on something.	Changed "naive" to "innocent": Determined implies an innocent outlook on something while stubborn implies a realistic outlook on something.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 45	Lesson 45 Reading Skills Exam Prep; Part 2: Summarizing a Story; Part 3: Determining the Meaning of Figurative Language; Part 4: Looking into Connotative Meaning; Part 5: Understanding the Impact of Word Choice; Exam Prep; Understanding the Impact of Word Choice; Tone	<p>Chunking needed: Tone</p> <p>The tone of a literary text is the author’s feelings or attitude toward the subject of the text. An author’s tone can be positive, such as an admiring or excited tone. The tone can be negative, such as a critical or doubtful tone. The tone can also be neutral, where it does not convey good or bad feelings, as in a casual or frank tone. Readers must look at the author’s word choices to figure out the author’s tone. Understanding the author’s tone helps readers better understand a story.</p>	<p>Bulleted items: Tone</p> <p>The tone of a literary text is the author’s feelings or attitude toward the subject of the text. An author’s tone can convey many impressions or kinds of atmosphere. Tone can be positive, such as an admiring or excited tone negative, such as a critical or doubtful tone neutral, where it does not convey good or bad feelings, as in a casual or frank tone Readers must look at the author’s word choices to figure out the author’s tone.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 45	Lesson 45, Unit Exam, Question 18	<p>Question is not necessary: Read the passage from chapter 12 of The Wonderful Wizard of Oz.</p> <p>The sky was darkened, and a low rumbling sound was heard in the air. There was a rushing of many wings, a great chattering and laughing, and the sun came out of the dark sky to show the Wicked Witch surrounded by a crowd of monkeys, each with a pair of immense and powerful wings on his shoulders.</p> <p>How does the first sentence contribute to the threatening tone in this passage?</p> <p>Select all that apply.</p> <p>The Wonderful Wizard of Oz, Chapter 12</p> <p>It explains the many warnings the Wicked Witch gave the travelers. It shows the exact place where the Winged Monkeys came from. It describes the color and sounds of the sky. It reveals the size of the army of Winged Monkeys.</p>	Removed
Publisher	Editorial Change	9781948544009	Teacher	Lesson 46	Lesson 46 Reading Skill: Looking into Poetry; Part 1: Reading Selection; Reading Introduction	<p>Extraneous information: You may have heard something like this piece of writing before. While simple, this writing style is known as a poem. What makes it a poem? Well, you will learn about that and more as you continue through this activity. First, you will need to read the texts provided here. Don’t worry about poetry as you continue to read The Wonderful Wizard of Oz. However, as you read the other selections, pay attention to what you notice that is different from or similar to the other readings you have read so far.</p>	Streamlined: You may have heard something like this piece of writing before. While simple, this writing style is known as a poem. What makes it a poem? You will learn about that and more. As you read "The Wonderful Wizard of Oz" and the other selections, consider how they are alike and different.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 46	Lesson 46, Checkpoint, Question 5	<p>This question was to be multiple choice not multiple answer: What type of figurative language are used in these lines?</p> <p>Select all that apply.</p>	Changed

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 47	Lesson 47 Reading Skill: Looking at Different Forms and Genres of Literature; Part 2: Reading Skill; Looking at Different Forms and Genres of Literature	Better chunking needed: Authors of literary texts structure and organize their writing in a certain way. This is called the form of a piece of writing. Literary text has three main forms: poetry, drama, and prose. Literary texts can also be divided into categories of writing with specific features. This is called the genre. You can tell the form and genre of a text by looking closely at its characteristics or features. Identifying the forms and genres of a piece of literature helps readers better understand the way literary texts work.	used bullets to make the material easier to access: Authors of literary texts structure and organize their writing in a certain way. This is called the form of a piece of writing. Literary text has three main forms: poetry drama prose Literary texts can also be divided into categories of writing with specific features. This is called the genre. You can tell the form and genre of a text by looking closely at its characteristics or features. Identifying the forms and genres of a piece of literature helps readers better understand the way literary texts work.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 47	Lesson 47, Checkpoint, Question 10	correct answer includes vocabulary that is not grade-level appropriate: It deals with a situation that is absurd.	Simplified answer: It deals with a situation that is silly.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 48	Lesson 48 Reading Skill: Determining Point of View and Perspective in Poetry; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Examples of Perspective in Poetry	"Village Blacksmith" analysis and poem: Awkward column layout: Analysis on left; poem on right	Switched position: Poem on left; analysis on right
Publisher	Editorial Change	9781948544009	Teacher	Lesson 48	Lesson 48 Reading Skill: Determining Point of View and Perspective in Poetry; Part 2: Reading Skill; Continue to Part 2 of 4; Continue to Part 3 of 4; Examples of Perspective in Poetry	"My Shadow" analysis and poem: Awkward column layout: Analysis on left; poem on right	Switched position: Poem on left; analysis on right
Publisher	Editorial Change	9781948544009	Teacher	Lesson 48	Lesson 48, Checkpoint, Question 14	Two answers applied to both poetry and prose.	Created different answers: It has stanzas; It has a point of view; it includes a theme; it includes rhyme
Publisher	Editorial Change	9781948544009	Teacher	Lesson 49	Lesson 49, Workbook, Question 3	distractor is outside the scope of the lesson: through words with more than one meaning	included a different detail: Through physical descriptions of the baby in its bed
Publisher	Editorial Change	9781948544009	Teacher	Lesson 49	Lesson 49, Checkpoint, Question 4	right answer does not reflect the definition in the lesson: a story's underlying message or big idea	changed answer to be more in line with the lesson: the lesson about life or being human shown through a story
Publisher	Editorial Change	9781948544009	Teacher	Lesson 49	Lesson 49, Checkpoint, Question 8	Stem does not use the language of the lesson: Which details from "Lost" support the theme that being lost is lonely?	Changed to "Which lines from 'Lost' support the theme that being lost is lonely?"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 49	Lesson 49, Checkpoint, Question 10	distractor was "almost right": flying away	changed to "obeying parents"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 50	Lesson 50, Unit Exam, Question 17	Theme can be stated more succinctly in the context of the poem: Nature's beauty calls to every person.	Changed to "Nature can excite and inspire a person."

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 51	Lesson 51 Reading Skill: Comparing and Contrasting Poems; Part 2: Reading Skill; Comparing and Contrasting Poems; Revisiting Topic and Theme in Poetry	Better formatting needed after Design for Purpose box	added subhead: Examining "My Bed is a Boat"
Publisher	Editorial Change	9781948544009	Teacher	Lesson 51	Lesson 51 Reading Skill: Comparing and Contrasting Poems; Part 2: Reading Skill; Comparing and Contrasting Poems; "Continue to Part 2 of 4" button; What Does it mean to Compare and Contrast?	another subhead needed to chunk large amount of text	added subhead: Tips for Comparing and Contrasting
Publisher	Editorial Change	9781948544009	Teacher	Lesson 51	Lesson 51, Checkpoint, Question 11	answers erroneously include "gems"	changed "gems" to "stones" for better accuracy
Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52 Reading Skill: Comparing and Contrasting Stories and Poems; Part 2: Reading Skill; Comparing and Contrasting Stories and Poems; Topic and Theme?	material could be better chunked	Chunked material using bullets and spacing: Theme, on the other hand, is more complex. Theme is what the reader is supposed to learn by reading and analyzing the text. It is a message or lesson. You can figure out the theme by studying word choice reflecting on perspective thinking about conflicts and how they are resolved asking yourself: What am I supposed to learn from the text?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52 Reading Skill: Comparing and Contrasting Stories and Poems; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Comparing and Contrasting Themes between Poems and Stories	Better chunking of dense material needed	Broke up text with three subheads: Consider Tone to Discover Theme; Consider Figurative Language to Discover Theme; Consider Character Change to Discover Theme
Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52 Reading Skill: Comparing and Contrasting Stories and Poems; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button	Chunking needed	Added subhead: Other Differences
Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52, Workbook, Question 2	Stem states a directive instead of a theme: Which example of figurative language from "The Project" best supports the theme of fill your time with meaningful hobbies that help you achieve goals?	Revised: Consider this theme: Meaningful hobbies can help people achieve their goals.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52, Checkpoint, Question 4	Answer is inaccurate in relation to the context of the important elements of the poem: It is okay to get rid of the things you no longer need.	Better-focused answer: Compromising is often the best solution.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52, Checkpoint, Question 5	Stem needs to be more in line with the vocabulary of the lesson: Which detail best supports the theme in "The Solution"?	Revised: Which stanza best supports the theme in "The Solution"?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52, Checkpoint, Question 8	Answers need to be better focused: Both topics focus on creating new things. Both topics explore the challenges of giving up possessions. Both topics tell life-changing experiences. Both topics describe ways to organize one's life.	Better focused answers: Both texts focus on creating new things; Both texts deal with taking time to do something the right way; Both texts describe ways to be better organized; Both texts explore the challenges of giving up possessions.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 52	Lesson 52, Checkpoint, Question 10	cheerful and positive are too close in meaning	changed cheerful to relieved
Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53 Reading Skill: Understanding the Elements in a Play; Part 1: Reading Selection; Reading Introduction	Disjointed: Plays have similar elements to stories. Both forms of literature have plots that follow a typical structure, settings that give the time and place in which the story occurs, and main characters that develop and change. Plays have some special elements that are developed in different ways. Plays are written for actors to perform on a stage in front of an audience. The actors' actions and dialogue reveals the elements of plot, setting, and characters.	Better organized: A drama is a specific style of literary text that is performed on a stage. It is also referred to as a play. Plays are written for actors to perform on a stage in front of an audience. The actions and dialogue of the actors, along with directions about the performance, reveal plot, setting, and characters.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53 Reading Skill: Understanding the Elements in a Play; Part 2: Reading Skill; Understanding the Elements in a Play	Better chunking needed for readability: Understanding the Elements in a Play A drama is a specific style of literary text that is performed on a stage. It is also referred to as a play. Plays are acted out by characters on a stage in front of an audience. The elements of a play are the same as the elements of a story. Like stories, plays take place in a specific setting, have multiple characters, and have a plot that moves the story along.	Better organized with subheads, bullets, and spacing: Understanding the Elements in a Play Plays are a specific form of literary text that is performed on a stage. But the elements of a play are the same as the elements of a story. Both forms of literature have plots that follow a typical structure settings that give the time and place in which the story occurs main characters that develop and change Plays are written to tell stories through actors' performances on a stage in front of an audience. The actions and dialogue of the actors show how the story unfolds.
Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53 Reading Skill: Understanding the Elements in a Play; Part 2: Reading Skill; Understanding the Elements in a Play	<p>Characteristics of a Play A playwright is the person who writes the text of a play. This person must select the subject matter of the play; establish its purpose and point of view; and develop the plot, setting, and characters. A playwright writes differently from other authors because he or she must create a text for actors to use to tell the story on stage.</p> <p>Playwrights must think about staging, which is everything that is needed to bring the play to life on the stage. One element of staging is the setting. In a story, the setting is when and where the events take place. It's the same thing in a play, but in a play you actually see the elements of the setting when it is performed onstage. However, when you just read a play, the setting is described with words, so you will need to use your imagination to visualize the setting. Another element of staging is the stage directions, which tell the actors how to move or speak their lines.</p> <p>Think back again to what you learned about the characteristics of a play. You learned that a play has special features. For example, conversation between two or more characters is called dialogue. A single character sometimes gives a speech called a monologue. When reading a play, you will also see that each character's name is displayed before what he or she says and any stage directions telling where he or she should move or act while they talk as well as providing details about the setting.</p> <p>Fun Fact Even though a playwright writes a play, the term is not "playwrite." This is because the suffix "wright" means craftsman. Years ago, this suffix was widely used to describe people's jobs. For example, a person who made wheels was called a "wheelwright." A person who wrote plays was a "playwright," and the term is still used today.</p>	<p>The Playwright's Role A playwright is the person who writes the text of a play. This person must select the subject matter of the play establish its purpose and point of view develop the plot, setting, and characters A playwright's work differs from what other authors write. Playwrights must create a text framework that actors use to tell the story on stage.</p> <p>Playwrights must think about staging, which is everything that is needed to bring the play to life on the stage.</p> <p>Elements of Staging One element of staging is the setting. Just as in stories, the setting of a play is when and where the events take place. But in a play, the audience actually sees some version of the setting on the stage.</p> <p>Staging includes set design and props that create the sense of time and place. Another element of staging is the stage directions, which tell the actors how to move or speak their lines. A play script usually includes stage directions before each scene to describe the setting.</p> <p>Plays are designed to be acted out. When you read a play instead of seeing it on stage, it is important to read the description of the setting in the playwright's stage directions from the script. When you read plays, you must use your imagination to visualize the setting Dialogue in Plays You have learned that plays have special features. One example is dialogue. As you know, dialogue is the conversation between two or more characters. In plays, dialogue occurs when characters speak to one another on stage. A single character sometimes gives a speech called a monologue.</p> <p>When you read a play, you actually read the script that the playwright created. The script clearly shows what the characters say and when they say it. Each character's name appears before the lines of dialogue he or she is supposed to say. The script sometimes also has stage directions telling the actor where to go on stage how to act while speaking</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53 Reading Skill: Understanding the Elements in a Play; Part 2: Reading Skill; Understanding the Elements in a Play	<p>In this example, stage directions in parentheses begin the example and describe Frederick’s living room. There are also stage directions with the characters’ dialogue. These tell the characters how to move, behave, and act while they are speaking their lines.</p> <p>(Frederick’s living room. A couch sits in the center of the room. Frederick and Cassandra are sitting on the couch playing cards and laughing, surrounded by newspapers. A coffee table is in front of the couch, covered with a few empty glasses, dirty plates, and a pizza box.)</p> <p>Fredrick: (holding his cards closely to his chest) Are you trying to see my cards?</p> <p>Cassandra: No! Are you saying I’m trying to cheat? (throws her cards on the table and folds her arms across her chest)</p> <p>As you read a play, you will notice that it is arranged like a story with an exposition, rising action, climax, falling action, and resolution. These plot elements fall into different acts. Acts are the major divisions of a play and are broken down into smaller parts called scenes.</p> <p>The three main elements of a play—the plot, setting, and the development of characters—come to life mainly through the characters’ actions, as described in the stage directions, and the characters’ dialogue.</p>	<p>Consider this example. (Frederick’s living room. A couch sits in the center of the room. Frederick and Cassandra are sitting on the couch playing cards and laughing, surrounded by newspapers. A coffee table is in front of the couch, covered with a few empty glasses, dirty plates, and a pizza box. Cassandra leans toward Frederick.)</p> <p>Frederick: (jumps up while holding his cards closely to his chest) Cassie! Are you trying to see my cards?</p> <p>Cassandra: (looks up at Frederick) No! Are you saying I’m trying to cheat? (throws her cards on the table and folds her arms across her chest)</p> <p>In this example, stage directions in parentheses describe the setting, which is Frederick’s living room. There are also stage directions before and after the characters’ lines of dialogue. These tell the characters how to move, behave, and act while they are speaking their lines.</p> <p>Other Elements in Plays As you read a play, you will notice that it is arranged like a story with an exposition, rising action, climax, falling action, and resolution. In a play, however, these plot elements fall into different acts. Acts are the major divisions of a play. Acts are broken down into smaller parts called scenes.</p> <p>The three main elements of a play—the plot, setting, and the development of characters—come to life mainly through the characters’ actions, as described in the stage directions, and the characters’ dialogue.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53 Reading Skill: Understanding the Elements in a Play; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Characters in a Play	"Do You Remember" Design for Purpose box listing character types is too big	decreased its size
Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53 Reading Skill: Understanding the Elements in a Play; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Characters in a Play; Direct and Indirect Characterization; Character Responses and Changes	image of screaming woman not instructional	deleted image
Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53 Reading Skill: Understanding the Elements in a Play; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; "Continue to Part 4 of 4" button; Examples of Plot, Setting, and Characters in a Play; Plot; Setting; Characters; Conclusion	Conclusion is wordy: You have now explored the different elements of a play. You learned how playwrights develop plot, setting, and characters through stage directions and dialogue. As you read through a play, look closely at the key details in the stage directions and dialogue to learn about how different elements of plot cause characters to respond and change. See what these details reveal about the play’s settings and how they affect the characters. Finally, look for the ways playwrights tell you about characters through direct and indirect characterization. Being able to identify and understand how these elements of a play work will deepen your understanding of the plays you read.	Revised: Playwrights develop plot, setting, and characters through stage directions and dialogue. As you read through a play, look closely at the key details in the stage directions and dialogue to learn about how elements of plot cause characters to respond and change. See what these details reveal about the play’s settings and how they affect the characters. Finally, look for the ways playwrights tell you about characters through direct and indirect characterization. Being able to identify and understand how these elements of a play work will deepen your understanding of the plays you read.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53, Workbook, Question 1	Use of appropriate literary vocabulary needed: How can this part in the play be described?	Revised: What part of plot is being dramatized here?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 53	Lesson 53, Checkpoint, Question 2	Stem needs to be better focused: Which best describes this part in the play?	Revised: Which part of the plot is this part of the play?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54 Reading Skill: Comparing a Recorded Version to the Text; Part 1: Reading Selection	Video clips separate from corresponding texts	combined video clips and corresponding text under one button
Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54 Reading Skill: Comparing a Recorded Version to the Text; Part 2: Reading Skill; Comparing a Recorded Version to the Text; Literary Mediums	<p>Subheading is redundant: Each medium has unique characteristics and techniques. In this lesson, you will focus on four different mediums.</p> <p>Literary Mediums There are four literary mediums:</p> <p>text audio video live</p> <p>These four mediums have many similarities and differences. Some you can see; some you can hear; and some you can see and hear, but in different ways. So you can get different things from different mediums.</p>	<p>Removed subheading: Each medium has unique characteristics and techniques. In this lesson, you will focus on four different mediums:</p> <p>text audio video live performance</p> <p>One you can read; another you can hear; and still another you can see and hear. These mediums are similar to one another, yet also have differences.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54 Reading Skill: Comparing a Recorded Version to the Text; Part 2: Reading Skill; Comparing a Recorded Version to the Text; Literary Mediums	Subhead inaccurate: Live Medium	Revised: Live Performance Medium
Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54 Reading Skill: Comparing a Recorded Version to the Text; Part 2: Reading Skill; Comparing a Recorded Version to the Text; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Comparing and Contrasting Text and Video; Finding Similarities in the Experience	<p>Clicking the button ifot the text of the poem under discussion is a distraction: Read the text and watch the video of the poem "The Piano."</p> <p>Click the button and read the poem "Piano."</p> <p>"Piano" poem</p> <p>Watch the video for "Piano."</p>	Removed button for text; added text inside the lesson
Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54; Workbook; Question 1	<p>Stem is confusing: Read the characteristic of a literary medium.</p> <p>The reading is heard but not seen.</p> <p>To which medium does this characteristic best apply?</p>	<p>Revised: Consider this characteristic of a literary medium: heard but not seen.</p> <p>To which medium does this characteristic best apply?</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54; Workbook; Question 3	Privacy Settings issue: "Sorry. Because of its privacy settings, this video cannot be played here."	Revised stem: Review the Chapter 1 passage about the cyclone from the Wonderful Wizard of Oz, and review the video, as well. How do the two mediums handle the event similarly?

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54; Checkpoint; Question 4	Stem is wordy: Read the characteristic of a literary medium. Contains written words in the form of phrases and sentences To which medium does this characteristic best apply?	Revised: Which is the best name for the medium that contains written words that are meant to be read?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 54	Lesson 54; Checkpoint; Question 5	Wordy: Read the characteristic of a literary medium. The story or poem is heard and seen. To which mediums does this characteristic best apply? Select all that apply.	Revised: In which literary medium does the audience hear and see?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 1: Reading Selection; Reading Introduction	Video clip: Watch the video of "She Walks in Beauty."	Supplied button instead
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 2: Comparing and Contrasting Poems; Exam Prep; Comparing and Contrasting Poems; Revisiting Topic and Theme in Poetry; What Does It Mean to Compare and Contrast?	Too much text in "Do You Remember" Design for Purpose box	Removed box, added content to lesson
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 3: Comparing and Contrasting Stories and Poems; Practice Question	Better pairing of works available in light of the answers: Which best describes how the topics of the Unaccustomed Earth and "Clover-Blossom" are similar?	Changed one work: Which best describes how the topics of the Unaccustomed Earth and "Clover-Blossom" are similar?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 5: Comparing a Recorded Version to the Text; Exam Prep; Comparing a Recorded Version to the Text; Literary Mediums	Extraneous information: Stories can be told in different mediums. These are the forms and materials used to create a work of art. Each medium has its own special characteristics, techniques, and purposes. Perhaps you read a book and then saw the movie or audio of the same story. What was the same? What was different? Experiencing a story in different mediums allows you to consider what is the same and what is different between the different versions. Literary Mediums Literary mediums are the different forms one can experience a story in. There are four literary mediums: text, audio, video, and live.	Revised: Stories can be told in different mediums—the forms and materials used to create a work of art. Each medium has its own special characteristics, techniques, and purposes. Experiencing a story in different mediums allows you to consider what is the same and what is different between the different versions.

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 5: Comparing a Recorded Version to the Text; Exam Prep; Comparing a Recorded Version to the Text; Literary Mediums; Text Medium	<p>Chunking needed: Text Medium</p> <p>In the text medium, the story, poem, or play is written down. The reader uses the author’s words to understand what is happening and to create a mental picture of the events, setting, and characters in his or her mind. Characteristics of this medium are written words in the form of phrases and sentences forming paragraphs; formatting features such as paragraphs, sections, headings, subheading, and chapters; and English conventions such as spelling, grammar, syntax, and so on. This text medium can be seen in paper (print) format or electronic (digital) format. Authors of text mediums relay their interpretation of the story to the reader. The purpose of a text medium is to convey a story or ideas through written words, to allow readers to use their imaginations to picture the story in their own minds, and to give readers a physical object they can touch and interact with.</p>	<p>Added bullets: Text Medium</p> <p>In the text medium, the story, poem, or play is written down. The reader uses the author’s words to understand what is happening and to create a mental picture of the events, setting, and characters in his or her mind. Characteristics of this medium are</p> <p>written words in the form of phrases and sentences forming paragraphs formatting features such as paragraphs, sections, headings, subheading, and chapters English conventions such as spelling, grammar, syntax, and so on. This text medium can be seen in paper (print) format or electronic (digital) format. Authors of text mediums relay their interpretation of the story to the reader. The purpose of a text medium is to</p> <p>convey a story or ideas through written words allow readers to use their imaginations to picture the story in their own minds give readers a physical object they can touch and interact with.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 5: Comparing a Recorded Version to the Text; Exam Prep; Comparing a Recorded Version to the Text; Literary Mediums; Text Medium; Audio Medium; Video Medium	<p>Chunking needed: Video Medium</p> <p>The video medium is a visual recording of a text—story, poem, or play—a piece of text, or the performance of the text. Most videos include sound (audio), but some older videos do not have spoken words; rather, they have only music that accompanies the video. This medium is useful because readers are not limited by their reading ability. In this medium, you can both hear and see a story. When viewing a story in this medium, the viewer focuses on the characters’ actions and the events. The reader does not have to visualize the story in his or her mind. Viewers can also see characters’ facial expressions, reactions, actions, and interactions. The purpose of this medium is for the reader to see and hear a story, poem, or play as if it is coming to life. The purpose is also to use images to communicate ideas and details from a story, poem, or play.</p>	<p>Added bullets: Video Medium</p> <p>The video medium is a visual recording. It can be used to present a text—a story, poem, or play—or the performance of the text. Most videos also include sound.</p> <p>In this medium, the audience can both hear and see a story. When viewing a story in this medium, the viewer focuses on the characters’ actions and the events. The reader does not have to visualize the story in his or her mind. Viewers can also see characters’ facial expressions, reactions, actions, and interactions.</p> <p>The purpose of this medium is</p> <p>for the reader to see and hear a story, poem, or play as if it is coming to life to use images to communicate ideas and details from a story, poem, or play</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 5: Comparing a Recorded Version to the Text; Exam Prep; Comparing a Recorded Version to the Text; Literary Mediums; Text Medium; Audio Medium	<p>Chunking needed: Audio Medium</p> <p>The audio medium is a recording of a story, poem, or play or an interpretation or performance of a story, poem, or play. The reader does not read the author’s words. Instead, someone reads the text out loud for the reader to listen to. This allows a reader to create mental images in his or her mind. The purpose of the audio medium is for the reader to hear the author’s words aloud. It also allows for interpretation by another artist. In this medium, the performer can choose to stress or not stress different parts of the story by changing speed, tone, or inflection.</p>	<p>Added bullets: Audio Medium</p> <p>The audio medium is a recording of a story, poem, or play or an interpretation or performance of a story, poem, or play. The reader does not read the author’s words. Characteristics of this medium include:</p> <p>Someone reads the text out loud for the reader to listen to The reader creates mental images in his or her mind. The purpose of the audio medium is for</p> <p>the reader to hear the author’s words aloud interpretation by another artist In this medium, the performer can choose to stress or not stress different parts of the story by changing speed, tone, or inflection.</p> <p>Video Medium</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55 Reading Skills Exam Prep; Part 5: Comparing a Recorded Version to the Text; Literary Mediums; Text Medium; Audio Medium; Video Medium; Live Medium; Similarities in Mediums; Differences in Mediums	<p>Passage is too dense: Differences in Mediums</p> <p>Text and audio mediums differ because in a text medium, the reader “hears” the story or poem in his or her own voice and in an audio medium, the reader hears someone else’s voice. In the audio medium, the performer can use different techniques to draw the reader’s or listener’s attention to different details. Text and video mediums are different because in a text medium, readers need to visualize words, characters, events, setting, dialogue, and character actions, whereas the video medium allows the viewer to see these elements. Texts can also give more background information than videos, but videos are easier to understand because the reader is not limited by his or her own reading abilities. Text and live mediums are different because live mediums portray events as they unfold, and the reader is not able to go back to review earlier information. Audio and video mediums differ because audio mediums still require readers to form their own mental pictures, whereas videos do that for them. Audio and live mediums differ for this same reason. Audio and live mediums are also different because live mediums allow viewers to hear and see the story. Video and live mediums differ because live events are limited by what the actors and actresses can do and show in real time.</p>	<p>Bulleted for better readability: Differences in Mediums</p> <p>Text and audio mediums differ because in a text medium, the reader “hears” the story or poem in his or her own voice and in an audio medium, the reader hears someone else’s voice. In the audio medium, the performer can use different techniques to draw the reader’s or listener’s attention to different details.</p> <p>In a text medium, readers need to visualize words, characters, events, setting, dialogue, and character actions. Video allows the viewer to see these elements. Texts can also give more background information than videos.</p> <p>Text and live mediums are different because live mediums portray events as they unfold, and the reader is not able to go back to review earlier information.</p> <p>Audio and video mediums differ because audio mediums still require readers to form their own mental pictures, whereas videos create image for them.</p> <p>Video and live mediums differ because live events are limited by what the actors and actresses can do and show in real time.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55; Unit Exam; Question 11	Stem needs clarity: What best describes the theme shown in “Clover-Blossom”?	Revised: Which answer best states the theme of “Clover Blossom”?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55; Unit Exam; Question 12	Stem needs clarity: Read the lines from “One Room.”	Revised: Read the stage directions and the lines from “One Room.”
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55; Unit Exam; Question 16	“Statement” is awkward: Which statement describes characteristics of the live medium?	Revised: Which phrase best describes characteristics of the live medium?
Publisher	Editorial Change	9781948544009	Teacher	Lesson 55	Lesson 55; Unit Exam; Question 16	<p>Subject of answers is confusing: The reading is heard and seen.</p> <p>The reading is seen but not heard.</p> <p>The reading is neither seen nor heard.</p> <p>The reading is heard but not seen.</p>	Changed to phrases for clarity: heard and seen; heard but not seen; seen but not heard; neither seen nor heard
Publisher	Editorial Change	9781948544009	Teacher	Lesson 56	Lesson 56 Reading Skills Exam Prep; Part 3: Describing A Story’s Plot and Setting; Exam Prep: Describe a Story’s Plot and Setting; Understanding the Elements of Plot	Plot diagram redundant	removed plot diagram
Publisher	Editorial Change	9781948544009	Teacher	Lesson 56	Lesson 56 Reading Skills Exam Prep; Part 3: Describing A Story’s Plot and Setting; Exam Prep: Describe a Story’s Plot and Setting; Understanding the Elements of Plot	Content needs re-ordering	Design for Purpose box placed at the end of the lesson

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 56	Lesson 56 Reading Skills Exam Prep; Part 4: Understanding Character Actions, Responses, and Changes; Exam Prep: Understanding Character Actions, Responses, and Changes; Understanding Characterization; How Plot Causes Characters to Respond or Change	"Helpful Hint" Design for Purpose box is irrelevant	removed
Publisher	Editorial Change	9781948544009	Teacher	Lesson 56	Lesson 56 Reading Skills Exam Prep; Part 5: Figuring Out Central Idea and Theme; Exam Prep; Figuring Out Central Idea and Theme	<p>Redundant information bulleted: The central idea of a story is the most important idea in the text. The theme reveals the author's message, or the lesson the reader learns from the story. Authors of literary text provide key details about the characters and plot that help support, or explain, these bigger ideas.</p> <p>The topic is the subject of a story. The theme is the author's message. The central idea is the most important idea the author explains in the text. Supporting details are key ideas that support, or explain, the central idea or theme.</p>	removed redundant information
Publisher	Editorial Change	9781948544009	Teacher	Lesson 57	Lesson 57 Reading Skills Exam Prep; Part 2: Figuring Out Point of View and Perspective; Exam Prep; Figuring Out Point of View and Perspective	<p>Better chunking of material necessary: Figuring Out Point of View and Perspective The way events are explained in a story depends on who is telling about them. Like people in real life, narrators and characters see things differently. They have different thoughts, feelings, and ideas about the things that happen. Some narrators tell stories that explain their own thoughts and feelings about the events that take place. Other narrators tell stories that explain the thoughts and feelings of others.</p> <p>Perspective refers to the narrator's thoughts, feelings, ideas, and attitude. Point of view refers to who is narrating, or telling, the story. The narrator is the character telling the story. Narration is the way events are explained to tell a story. First-person narration is a type of storytelling in which a character involved in the story gives his or her view of events, using the pronoun I. Third-person limited narration is a type of storytelling in which the narrator explains events from the view of one of the characters. Third-person omniscient narration is when the narrator explains events from the view of multiple characters.</p> <p>Point of View Point of view refers to the character explaining events in a literary text. In some stories, one character explains events from his or her point of view. In other stories, different characters explain events from their points of view.</p> <p>Types of Point of View First-person narrators are characters in the story with personal knowledge of events. They are there when things happen and tell about events from their own perspective. Third-person limited narrators explain the views of just one character in a story. Third-person omniscient narrators are "in the heads" of all the characters in a story.</p>	<p>Rearranged content and subheads: Figuring Out Point of View and Perspective The way events are explained in a story depends on who is telling the story. People see things differently. They have different thoughts, feelings, and ideas about things that happen. Some narrators tell stories that explain their own thoughts and feelings about the events that take place. Other narrators tell stories that explain the thoughts and feelings of others.</p> <p>The narrator is the person telling the story. Narration is the way events are explained in the story. Point of View Point of view refers to who is narrating, or telling, the story. In some stories, one character explains events from his or her point of view. In other stories, different characters explain events from their points of view.</p> <p>Types of Point of View First-person narration is the point of view in which a character involved in the story gives his or her view of events using the pronoun I. First-person narrators are characters in the story with personal knowledge of events. They were there when things happened. They tell about events they experienced themselves. Third-person limited narration is the point of view in which the narrator explains events from the view of just one character. Third-person omniscient narration is the point of view in which the narrator explains events from the view of multiple characters.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544009	Teacher	Lesson 57	Lesson 57 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Exam Prep; Looking Into Story Structure	<p>Redundant information: Looking into Story Structure A story's plot includes the events that happen in the story in the order they happen. A story's setting is the time and place these events occur. Characters' responses to conflict and interactions with one another in the setting move the plot forward.</p> <p>Structure refers to the events of the plot that are strung together to explain how a character struggles and resolves conflict. Organizational structure refers to how the story's events are strung together, or the order in which they are presented. Chronological structures present events in time order, or the order in which they happened. Description is a type of structure that provides details about the characters, events, or setting to help readers get a clearer understanding of them.</p>	removed redundancies
Publisher	Editorial Change	9781948544009	Teacher	Lesson 57	Lesson 57 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Exam Prep; Looking Into Story Structure; Structural Elements; Organizational Structures	<p>Better chunking needed: Organizational Structures The events that make up a plot can be strung together in different ways to fit into a story structure. Some stories make the most sense when experiences are described in chronological order, or the order they happened. Chronological order is just one way to tell a story so that the text flows smoothly throughout the story's plot. Another common way to tell a story is with description structure, which focuses on describing a character, place, or event in detail. Both of these can be used together as well.</p>	<p>Bulleted items: Organizational structure refers to how the story's parts are organized. The events that make up a plot can be strung together in different ways to fit into a story structure:</p> <p>Some stories make the most sense when experiences are described in chronological order, or in the order they happened. Another common way to tell a story is with description structure. This type of structure provides sensory details about the characters or setting to help readers get a clearer understanding of them. In addition, both of these structures can be used together.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 57	Lesson 57 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Exam Prep; Looking Into Story Structure; Structural Elements; Organizational Structures	<p>"Do You Remember" Design for Purpose box information can be bulleted: In a typical story plot, the main character struggles to solve a conflict as the story progresses. The way the events in a story are described helps readers draw connections between them and determine how one event leads to another and how the conflict is resolved.</p>	<p>bulleted information for better readability: In a typical story plot, the main character struggles to solve a conflict as the story progresses. The way the events in a story are described helps readers</p> <p>draw connections between events determine how one event leads to another determine how the conflict is resolved</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 57	Lesson 57 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Exam Prep; Looking Into Story Structure; Structural Elements; Organizational Structures; Pacing	<p>Better chunking necessary: Pacing The pacing of a story refers to how fast or slowly the plot moves forward. Authors can control the pacing of the text by using different types of sentences and language. Dialogue can quicken the pace of a story. So can using short sentences that describe the actions of characters. Long sentences that include descriptions of a character's thoughts or of people, places, or events can slow down the pace.</p>	<p>Bulleted items: Pacing The pacing of a story refers to how fast or slow the plot moves forward. Authors can control the pacing of the text by using different types of sentences and language:</p> <p>Dialogue can quicken the pace of a story. Using short sentences that describe the actions of characters can increase the pace. Long sentences that include descriptions of people, places, events, or characters' thoughts can slow down the pace.</p>
Publisher	Editorial Change	9781948544009	Teacher	Lesson 58	Lesson 58 Reading Skills Exam Prep; Part 4: Looking Into Connotative Meaning; Exam Prep; Looking Into Connotative Meaning	<p>Wordy: Looking into Connotative Meaning All words have meanings that you can look up in a dictionary. Sometimes two or more words have the same dictionary meaning but their implied meaning is different, such as the words curious and nosy. These words both can describe curiosity, but their implied meanings are different. A curious person wants to know things—in a neutral or positive way. Nosy people want to know more than they should. Being able to recognize the subtle differences between words and their meanings will help you gain a deeper understanding of literary texts.</p>	<p>Sgstreamlined text: Looking into Connotative Meaning Sometimes two or more words have the same dictionary meaning but their implied meaning is different. Example: the words curious and nosy. Their denotation is the same. But their connotations, or implied meanings, are different. A curious person wants to know things—in a neutral or positive way. Nosy people want to know more than they should.</p> <p>Being able to recognize the subtle differences between words and their meanings will help you gain a deeper understanding of literary texts.</p>

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Publisher	Editorial Change	9781948544009	Teacher	Lesson 58	Lesson 58 Reading Skills Exam Prep; Part 5: Understanding the Impact of Word Choice; Exam Prep; Understanding the Impact of Word Choice: Tone	Better chunking needed: Tone The tone of a literary text is the author's feelings or attitude toward the subject of the text. An author's tone can be positive, such as an admiring or excited tone. The tone can be negative, such as a critical or doubtful tone. The tone can also be neutral, where it does not convey good or bad feelings, as in a casual or frank tone. Readers must look at the author's word choices to figure out the author's tone. Understanding the author's tone helps readers better understand a text.	Bulleted items: Tone The tone of a literary text is the author's feelings or attitude toward the subject of the text. An author's tone can be positive, such as an admiring or excited tone. The tone can be negative, such as a critical or doubtful tone. The tone can also be neutral, where it does not convey good or bad feelings, as in a casual or frank tone. Readers must look at the author's word choices to figure out the author's tone. <u>Understanding the author's tone helps readers better understand a text.</u>
Publisher	New Content	9781948544009	Student	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning, Continue to Part 2 of 4 button, Analogy, Allusion, Idiom, Metaphor	Alphabetical order was used in ordering the figures of speech originally without attention to relationships among them, and that increased the cognitive load. Metaphor On a dark, clear night, you might say that "The sky was a starry umbrella." Clearly, this is figurative language, as the sky cannot be an umbrella. This description shows how the sky looked or felt. It makes a comparison of the sky to a starry umbrella. This type of comparison is called a metaphor. Here is another example of a metaphor. The new sofa was an elephant. By directly comparing the sofa to an elephant, this statement does more than just describe how big the sofa is. Because of the other meanings associated with an elephant, this metaphor might suggest that the sofa was very heavy and awkward to move around.	Chunked information for decreased cognitive load, created more engaging figures of speech where appropriate. Metaphor A metaphor compares two unlike things, just as a simile does. Metaphors, on the other hand, do not use the words like or as. Instead, metaphors equate the two unlike things. To use the comparison about the sky and the umbrella, the metaphor would be "The sky is a starry umbrella." Again, this is a figure of speech because it cannot be taken literally. Here are some other examples of metaphors: My grandmother's eyes are blue sapphires. Sapphires are very blue gemstones, so Grandma must have very blue eyes. The thunder was a lion. Lions are known for their loud roar, so the thunder must be very loud and sound like a roar.
Publisher	New Content	9781948544009	Teacher	Lesson 01	Lesson 01 Introduction	No introductory text.	Creative asset added: Course Intro Video
Publisher	New Content	9781948544009	Teacher	Lesson 01	Lesson 1 Language Skill: Context Clues; Part 2: Language Skill; Context Clues	Reading selection could benefit from explanation in a different medium.	Creative Asset added: Context Clues Video
Publisher	New Content	9781948544009	Teacher	Lesson 01	L01 Reading Skill: Central Ideas and Key Details, Part 1: Reading Selection, Reading Introduction	Connection to "Central Idea" needed emphasis earlier in the introduction. It appears in sentence 4 here: Before you can understand the information in a text, you need to know what the text is about. That may sound easy, but informational texts are often packed with facts, examples, and other details. This can make it tough to determine what the author actually wants readers to know. When you first determine the central idea of a text and how the author develops this idea, it is far easier to understand the information and the relationship between facts and other details.	"Central Idea" is included in the first sentence here: To really understand a text, you need to grasp its central idea, or what the author wants you to know about the topic. That may sound easy, but informational texts are often packed with facts, examples, and other details. Those elements can make it tough to determine what the author's main message actually is! But identifying that central idea is an important first step. After that, it is far easier to see relationships, supporting facts, and other details.
Publisher	New Content	9781948544009	Teacher	Lesson 02	Lesson 02 Reading Skill: Key Individuals, Ideas, Events; Part 2: Reading Skill; Identifying Key Individuals, Ideas, and Events	Additional explanation in the introductory text needed.	Added this blurb: Individuals, ideas, and events work together to make a text meaningful. Identifying each element and figuring out how each works with the others can help you find the text's meaning.
Publisher	New Content	9781948544009	Teacher	Lesson 02	Lesson 3 Writing Skill: Characteristics of Credible Sources; "Continue to Part 2 of 3" button	Reading selection could benefit from explanation in a different medium.	Creative Asset added: Search Terms Video

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Publisher	New Content	9781948544009	Teacher	Lesson 04	Lesson 04 Reading Skill: Inferences, Part 2: Reading Skill, Understanding Inferences, Inferences in Informational Texts, Making Inferences, Citing Textual Evidence	more detail needed regarding quoting and paraphrasing	<p>Added detail and bulleted important points: When you use the textual evidence from a source to support your inferences in an essay you are writing, you can quote or paraphrase the evidence:</p> <p>When you quote the ideas of the source, you take the words directly from the source and put them into your essay with quotation marks around them.</p> <p>When you paraphrase the ideas of the source, you put the ideas of the source in your own words and include those in your essay.</p> <p>Whether you are quoting or paraphrasing your source's information in your essay, you must cite the evidence. This means giving the source proper credit inside the essay and in a Works Cited page at the end. When you paraphrase, you also need to introduce the source in your essay. The introduction should come right before the paraphrase in your essay.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 04	Lesson 04 Reading Skill: Inferences, Part 2: Reading Skill, Understanding Inferences, Inferences in Informational Texts, Making Inferences, Citing Textual Evidence	Better chunking of information necessary	Added a "Continue to Part 3 of 4" button after the "Helpful Hint" Design for Purpose Box in Section "Citing Textual Evidence"
Publisher	New Content	9781948544009	Teacher	Lesson 04	Lesson 4 Writing Skill: Quoting and Paraphrasing Data; "Continue to Part 3 of 3" button	Instruction lacked visual interest.	Creative asset added: Quotation and Paraphrase Infographic
Publisher	New Content	9781948544009	Teacher	Lesson 04	Lesson 4 Reading Skill: Summarizing a Story; Part 1: Reading Selection; "The Road: Holding Her Down, Part 1" button	Reading selection lacked visual interest.	Creative Asset added: Looping Animation
Publisher	New Content	9781948544009	Teacher	Lesson 05	Lesson 05 Unit Exam, Question 11	Question tests contents from a reading from a previous lesson	Changed stem and answers to refer to the appropriate lesson's reading
Publisher	New Content	9781948544009	Teacher	Lesson 05	Lesson 05 Unit Exam, Question 16	Question tests contents from a reading from a previous lesson	Changed stem and answers to the appropriate text for this lesson
Publisher	New Content	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries, Continue to Part 2 of 4 button, Continue to Part 3 of 4 button, Summaries	context for value of a summary needed	Throughout your education, you will often be asked to write summaries of texts. That's because writing an effective summary shows that you can recognize the most important points in an informational text. That is a critical skill to master.

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Publisher	New Content	9781948544009	Teacher	Lesson 06	Lesson 06 Checkpoint, Qetsion 9	<p>Question did not fulfill the DO: In which two ways are facts and opinions in an informational text different?</p> <p>Select all that apply.</p> <p>Opinions are influenced by feelings, thoughts, beliefs, and perspectives on life Opinions vary based on the author’s perspective. Facts are based on assumptions as well as observation and research. Facts vary based on the author’s perspective.</p>	<p>"Which statement from the text influences the reader’s view of the film?" Technically Seven Continents is a below average film; At several points in the film [Malcolm Jones] turns directly to the camera to give the film’s funniest lines; In the bag the boys are amazed to find seven gold pieces in the shape of each of the Earth’s continents; The old book contains writing in an ancient coded language.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries	example was not age appropriate	added age appropriate example
Publisher	New Content	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries, Continue to Part 2 of 4 button, Recognizing Personal Opinions	<p>The information in this segment was irrelevant (personal versus expert opinions; "Opinions are influenced by a variety of factors. These include a person’s background, perspectives on life, wants and needs, experiences, beliefs, and values. Opinions may also reflect the way a person understands a subject. People who know very little about something may have a different opinion than their more knowledgeable counterparts. People’s opinions may also change as they learn more."</p>	<p>Simplified the segment, making it more age appropriate and connecting it better to the concepts of the lesson: Think about the movie you summarized for a friend. Imagine that you included these four statements:</p> <p>The movie was directed by Steven Spielberg. The actor who played the main character was in two other movies that you’ve seen. You saw the movie with your brother and his friend at the theatre on 12th Street. The plot of the movie was super exciting. How would you prove the first statement? You could do a quick search on the Internet. You would find that the statement is a true one. It is a fact. The same goes for the second statement. As for the third statement, that could be easily proven, as well. Your brother could confirm that you were with him and that you saw the movie at that particular theatre. But what about the fourth statement? How can you prove that the plot of the movie was “super exciting”? You can’t. What is exciting for one person may not be as exciting for another. That statement is a personal opinion.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinions and Summaries, Part 2: Reading Skill, Personal Opinions and Summaries, Continue to Part 2 of 4 button, Continue to Part 3 of 4 button, Continue to Part 4 of 4 button, example of a Summary	description of how to write a summary was not included in the lesson	added "Helpful Hint" DFP box
Publisher	New Content	9781948544009	Teacher	Lesson 06	Lesson 06 Reading Skill: Personal Opinion and Summary, Workbook, Question 1	distractors either did connect well enough with the stem or were too close to correct	changed distractors: added "A personal opinion may not describe the belief of the person holding it"; "a personal opinion can be proven" and deleted "A personal opinion cannot be debated and changed or altered"; "A personal opniion amy not be based on sufficient knowledge of a subject"; "a personal opinion cannot be used to support a position on a topic"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning	image needed a caption	added explanation of image under it: Have you ever heard of a couch potato? No, it isn't a type of potato; it's a figure of speech! A couch potato is a person who sits in front of the TV all day without exercising at all.
Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning, Continue to Part 2 of 4 button, Analogy, Allusion, Idiom, Metaphor, Continue to Part 3 of 4 button, Personification, Simile	<p>Alphabetical order was used in ordering the figures of speech originally without attention to relationships among them, and that increased the cognitive load: Simile</p> <p>As you have learned so far, several types of figurative language—like analogies and metaphors—compare things that are not alike. Another example is a simile. A simile is like a metaphor, except that it uses the words “like” or “as” to compare two things that are not alike. You might change the metaphor you saw earlier to a simile and say, “The sky was like a starry umbrella.” Here are some other examples of similes:</p> <p>Chris’s new coat was as white as snow. That new sofa is as big as an elephant.</p> <p>Comparing one thing to another emphasizes the characteristic being compared, even when the things being compared are unlike. Something that is white as snow is very, very white. Similarly, something that is as big as an elephant is very big. In both cases, the use of figurative language makes the writing more interesting than just saying that the coat was white or the sofa is very big.</p>	<p>Chunked information for decreased cognitive load, created more engaging figures of speech where appropriate: Simile</p> <p>A simile compares two things that are not alike. It uses the words like or as to compare the two things. For example, if you glance up at the sky on a starry night, you might say, “The sky is like a starry umbrella.” This is a figure of speech because it cannot be taken literally.</p> <p>Here are some other examples of similes:</p> <p>Darnell jumps like a grasshopper on the basketball court. Grasshoppers are known for their ability to jump very high. That characteristic is transferred onto Darnell through the simile. That new couch in the living room is as big as an elephant. Elephants are known to be very large animals. That characteristic is transferred onto the living room couch through the simile.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning, Continue to Part 2 of 4 button, Analogy, Allusion, Idiom, Metaphor, Continue to Part 3 of 4 button, Personification	<p>Alphabetical order was used in ordering the figures of speech originally without attention to relationships among them, and that increased the cognitive load.</p> <p>Personification</p> <p>Another type of figurative language is personification. Personification gives animals or objects human characteristics. Here are some examples:</p> <p>The leaves danced in the wind. The leaves are not literally dancing. Giving them human characteristics reinforces what they might look like. As the wind tosses them through the air, it looks as though they are dancing. I could hear the book crying my name, so I bought it. The book was not literally crying the speaker’s name—or anything else, for that matter. This use of figurative language tells that the speaker was intrigued by the book, but it does so in an interesting way.</p>	<p>Chunked information for decreased cognitive load, created more engaging figures of speech where appropriate. Personification</p> <p>Another type of figurative language is personification. Personification gives animals or nonliving objects human characteristics. Here are two examples:</p> <p>The leaves danced in the wind. The leaves were not really dancing. Giving them this human action shows what they looked like in the wind. As the wind tossed the leaves through the air, it looked as though they were dancing. The rain played a tune on the roof of our car. The rain was not really playing a tune. Giving the rain this human ability shows how the rain sounded. As the rain hit the roof of the car, it sounded like a musical piece.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning, Continue to Part 2 of 4 button, Analogy	<p>Alphabetical order was used in ordering the figures of speech originally without attention to relationships among them, and that increased the cognitive load. Analogy</p> <p>An analogy compares one thing to another, just like metaphors and similes, which you will learn about later. However, an analogy goes a step further by explaining why two things are alike. Analogies are often used to explain or clarify something. Consider these examples.</p> <p>A detective is like a doctor. Just as a doctor has to use his knowledge and skills to diagnose diseases, a detective has to do the same to investigate a crime. Brains are like computers. They process information and store everything—even though some information is much easier for the user to find when they need it.</p>	<p>Chunked information for decreased cognitive load, created more engaging figures of speech where appropriate. Analogy</p> <p>Like a simile and a metaphor, an analogy compares one thing to another. In fact, an analogy usually uses a simile or a metaphor to make its comparison. However, an analogy goes a step further by explaining in greater detail how the two things are alike. Analogies are often used to explain or clarify something. Consider these examples.</p> <p>A detective is like a doctor. Just as a doctor uses knowledge and skills to diagnose diseases, a detective does the same to investigate a crime. Brains are like computers. Just as a computer processes information and stores it, the brain does the same with a person's experiences and memories.</p>

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Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning, Continue to Part 2 of 4 button, Analogy, Allusion	<p>Alphabetical order was used in ordering the figures of speech originally without attention to relationships among them, and that increased the cognitive load. Allusion In “The Road: Pictures, Part 1,” Jack London writes:</p> <p>In Hobo Land the face of life is protean—an ever changing phantasmagoria, where the impossible happens and the unexpected jumps out of the bushes at every turn of the road.</p> <p>The word protean means “tending to change easily.” This word comes from the name of Proteus, a mythological shepherd who was a master of disguise. This is an example of an allusion. The word protean is an example of an allusion to a character in Greek mythology. Allusions can reference famous people, events, or statements. A few examples of allusions include:</p> <p>Abigail is a regular Einstein. She aced the math test.”</p> <p>This statement makes an allusion to Albert Einstein, a famous scientist who is well known for being very smart. Gary is good with computers, but programming and writing code are his Achilles’ heel.</p> <p>This statement makes an allusion to the story of Achilles. Achilles was a Greek warrior who was said to be invincible. But he had one weak point—his heel. Achilles was defeated when another warrior shot an arrow that pierced his heel.</p>	<p>Chunked information for decreased cognitive load, created more engaging figures of speech where appropriate. Allusion An allusion is a reference to someone famous, a past event, or a phrase used in the past. Allusions are used to clarify the item, person, or concept to which they are attached.</p> <p>Here are two examples of allusions:</p> <p>Raina aced her math test. She is a regular Einstein. This statement makes an allusion to Albert Einstein, a famous scientist who is well known for being very smart. Gary is good with computers, but writing code is his Achilles’ heel. This statement makes an allusion to the story of Achilles. He was an ancient Greek warrior who could never be beaten. However, he had one weak point—his heel. Achilles was defeated when another warrior shot an arrow that pierced his heel.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07 Reading Skill: Figurative Meaning, Part 2: Reading Skill, Figurative Language, Figurative Meaning, Continue to Part 2 of 4 button, Analogy, Allusion, Idiom	<p>Alphabetical order was used in ordering the figures of speech originally without attention to relationships among them, and that increased the cognitive load. Idiom Have you ever heard someone say, “Wow, it’s raining cats and dogs out there!” Did you look outside to see whether cats and dogs were falling from the sky? Probably not, because you knew that the person meant it was raining very heavily. This is an example of an idiom, which is an expression that means something much different than its literal meaning.</p> <p>Some idioms are rather confusing. If you have never heard someone use a particular idiom before, you may not know what it means. Read the following sentences, and identify the idioms. Do you know what they mean?</p> <p>Robert agrees to join us for dinner once in a blue moon. Amrita has had a chip on her shoulder ever since she wasn’t invited to Lila’s birthday party. The idiom in the first example is “once in a blue moon.” Something that happens once in a blue moon does not happen often. In the second sentence, the idiom is “has a chip on her shoulder.” This means that the person is angry or upset about something and cannot get over it.</p>	<p>Chunked information for decreased cognitive load, created more engaging figures of speech where appropriate. Idiom Have you ever heard someone say, “Wow, it’s raining cats and dogs out there!”? Did you look outside to see whether cats and dogs were falling from the sky? Probably not. Chances are you knew that the person was describing how heavily the rain was coming down. This is an example of an idiom, an expression that means something much different than its literal meaning.</p> <p>Unfamiliar idioms can be confusing. For example, in Ireland, the idiom “It’s throwing cobblers’ knives!” has the same meaning as “It’s raining cats and dogs.” An American who has never heard it before might be very confused—and scared! And it wouldn’t help to know that a cobbler’s knife is used to repair shoes and is very sharp! Read the following sentences, and identify the idioms. Do you know what they mean?</p> <p>Robert agreed to join us for dinner once in a blue moon. The idiom in this example is “once in a blue moon.” Something that happens once in a blue moon does not happen often. Amrita has had a chip on her shoulder ever since she wasn’t invited to Lila’s birthday party. The idiom here is “has a chip on her shoulder.” This means that Amrita is angry or upset about something and cannot get over it.</p>

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Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07, Checkpoint, Question 9	Important parts of the passage would need additional explanation: "on one same shift"; "Into the sweet scents and narrow confines of their uneventful existence"; "large airs of the world"; "freighted with the lusty smells of sweat and strife, and with the tangs and odors of strange lands and soils."	Replaced a more appropriate passage yet one that still addresses the standards: Read this sentence from The Road, Pictures, Part 1. London describes the children he sees in a gypsy camp. Ragged, half-naked children swarmed over the camp, though I noticed that they took care not to come near and bother the menfolk.
Publisher	New Content	9781948544009	Teacher	Lesson 07	Lesson 07, Checkpoint, Question 9	Question is a multiple answer but included only one right answer	added a second right answer: "the children are all over the campground"
Publisher	New Content	9781948544009	Teacher	Lesson 09	Lesson 09 Reading Skill: Technical Meaning, Part 2: Reading Skill, Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button	Example not "technical enough": Authors of informational texts use technical language for a variety of reasons. In general, the technical language is the most precise way of describing something. Think about the tools in a toolbox. Using the word hammer is much more precise than saying a tool that is used to drive in a nail. In all subjects, technical language works to describe the tools and ideas that are related to that field. The use of technical language is simply a case of using the right word or phrase to fit the situation and audience.	Included a more precise type of hammer to make the example more in line with the focus of the lesson: Technical language is the most precise way of describing something. Think about the tools in a toolbox. Using the word hammer is much more precise than saying tool. And using ball peen hammer is even more precise than hammer. It is also a more technical term.
Publisher	New Content	9781948544009	Teacher	Lesson 09	Lesson 09 Reading Skill: Technical Meaning; Part 2: Reading Skill; Technical Meaning	Reading selection could benefit from explanation in a different medium.	Creative Asset added: Technical Meaning Video
Publisher	New Content	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning	Wordy introduction: Have you ever read a text that had unfamiliar words that are used by certain people or for a specific subject? Of course you have! Every time you read a textbook for school, you likely encounter subject-specific language. You know from experience that your science textbook uses different vocabulary than your English textbook. Your math textbook requires understanding different words and phrases than your history textbook does. But specialized language is not just used in school! Whether you are poring over instructions for a new video game or are reading a science blog for a class report, you will come across language that is specific to the subject at hand.	Shortened blurb: All of your school textbooks, whether online or hardcover, contain subject-specific language. This is true for English Language Arts, science, math, and social studies, for example. Each subject requires you to understand words and phrases that are not used in the other subjects. But specialized language is not used just in school! Many areas of life use specific words. For example, you will come across specialized words in instructions for a new video game and on a blog about how to fix the brakes on your bike and added "Technical Meaning" video
Publisher	New Content	9781948544009	Teacher	Lesson 09	Lesson 09, Reading Skill: Technical Meaning, Part 2: Reading Skill: Technical Meaning, What is Technical Meaning?, "Continue to Part 2 of 4" button, "Continue to Part 3 of 4" button, Identifying and Determining Technical Language, "Continue to Part 4 of 4" button	More detail needed for accuracy in Design for Purpose box: A dictionary is a comprehensive reference resource that lists many of the words people use.	Added detail to Design for Purpose box: A dictionary lists words in alphabetical order and provides information about each word, including its meaning, origin, pronunciation, and part of speech.
Publisher	New Content	9781948544009	Teacher	Lesson 10	Lesson 10 Reading Skills Exam Prep; Part 1: Reading Selection; "The Road: Pinched, Part 1" button	Reading selection lacked visual interest.	Creative Asset added: Looping Animation

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Publisher	New Content	9781948544009	Teacher	Lesson 10	Lesson 10 Writing Skill: Creating an Outline; Continue to Part 2 of 4" button	Reading selection could benefit from explanation in a different medium.	Creative Asset added: Outlining Video
Publisher	New Content	9781948544009	Teacher	Lesson 10	Lesson 10 Readings Skills Exam Prep, Part 2: Reading Skill: Personal Opinions and Summaries, Exam Prep, Personal Opinions and Summaries, Recognizing Personal Opinions, Practice Question	<p>Answers were not in line with the question: Which detail from this passage should be included in a summary of The Road: Pinched, Part 1?</p> <p>The judge in this courtroom had more responsibility than most judges.</p> <p>All of the people who were on trial were hoboes.</p> <p>The regular punishment for vagrancy was a 30-day jail sentence.</p> <p>The narrator was shocked at how the trials of hoboes were handled.</p>	<p>Made answers more in line with the question and added "Select all that apply": The regular punishment for vagrancy was a 30-day jail sentence.</p> <p>All of the people were on trial for vagrancy.</p> <p>The court was located in Niagara Falls.</p> <p>The narrator was shocked at how the trials of hoboes were handled.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 10	Lesson 10 Reading Skills Exam Prep, Part 5: Technical Meaning, Exam Prep, Technical Meaning, What is Technical Meaning?	Practice question not included	<p>Added a practice question: Read this passage from Pinched, Part 1, of The Road.</p> <p>In the courtroom were the sixteen prisoners, the judge, and two bailiffs. The judge seemed to act as his own clerk. There were no witnesses. There were no citizens of Niagara Falls present to look on and see how justice was administered in their community. The judge glanced at the list of cases before him and called out a name. A hobo stood up. The judge glanced at a bailiff. "Vagrancy, your Honor," said the bailiff. "Thirty days," said his Honor. The hobo sat down, and the judge was calling another name and another hobo was rising to his feet.</p> <p>Which words from the passage are technical words?</p> <p>Select all that apply.</p> <p>vagrancy</p> <p>citizens</p> <p>cases</p> <p>bailiff</p>
Publisher	New Content	9781948544009	Teacher	Lesson 14	Lesson 14, Checkpoint, Question 6	<p>The stem and answers were changed due to inaccuracies: I suggest that we sixth graders begin the Stafford Middle School "Green Team." By working together, we can make positive changes throughout our school. We can improve the recycling program here at school, and we can find new ways that the school can reduce waste and energy use.</p> <p>How does this paragraph contribute to the development of the main idea of the passage?</p> <p>The Green Team</p> <p>It offers a strong proposition on the issue of the environment. It gives a solution to the environmental problems the writer has identified. It states the effects that the school's Green Team will have on the environment. It offers the first of a series of steps to clean up the school and the environment.</p>	<p>Read the paragraph from "The Green Team."</p> <p>I suggest that we sixth graders begin the Stafford Middle School "Green Team." By working together, we can make positive changes throughout our school. We can improve the recycling program here at school, and we can find new ways that the school can reduce waste and energy use.</p> <p>How does this paragraph contribute to the development of the central idea of the passage?It offers a proposition that will result in positive changes for the school. It states the effects that the school's Green Team will have on the environment.It offers a solution to the problem of getting the student body to recycle.It offers the first of a series of steps to clean up the school and the environment.</p>

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Publisher	New Content	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skills Exam Prep; Part 1: Reading Selection; "The Road: The Pen, Part 3" button	Reading selection lacked visual interest.	Creative Asset added: Looping Animation
Publisher	New Content	9781948544009	Teacher	Lesson 15	Lesson 15 Reading Skill Exam Prep, Part 2: Structural Elements	Practice Question not included	<p>added a practice question: Read this paragraph from "Party Time."</p> <p>If you follow these easy tips, your party can be fun and relaxing for you. You've divided the work and expense. Whatever you do, though, be sure to keep your folks informed of all aspects of your planning.</p> <p>What sentence is the best indicator that this is the concluding paragraph of the article?</p> <p>If you follow these easy tips, your party can be fun and relaxing for you.</p> <p>Whatever you do, though, be sure to keep your folks informed of all aspects of your planning.</p> <p>You've divided the work and expense.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 18	Lesson 18 Reading Skill: Author's Purpose; Part 1: Reading Selection; "The Road: Hoboes That Pass In the Night, Part 3" button	Reading selection lacked visual interest.	Creative Asset added: Looping Animation
Publisher	New Content	9781948544009	Teacher	Lesson 20	Lesson 20 Reading Skill: Exam Prep, Part 3 Evaluating Claims and Arguments	No practice question in this segment	<p>Added a practice question: Reread the second speech from "Managing School Recycling."</p> <p>Consider the claim the author makes: "I think we should rely on an honor system instead!"</p> <p>Explain whether you think the claim is well supported.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 21	Lesson 21 Reading Skill: Types of Informational Formats; "Continue to Part 3 of 3" button	Instruction lacked visual interest.	Creative asset added: Multimedia Formats Infographic
Publisher	New Content	9781948544009	Teacher	Lesson 22	Lesson 22 Reading Skill: Topics and Issues in Informational Formats, Part 1: Reading Selection, Reading Introduction, list of readings	Reading part issues readingcas a reading: "Heads Up iisual interest.	added infographic as a reading: "Heads Up: Concussions In Sports"
Publisher	New Content	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skills Exam Prep; Part 1: Reading Selection; "The Road: Bulls, Part 1" button	Reading selection lacked visual interest.	Creative Asset added: Looping Animation

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Publisher	New Content	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skill Exam Prep, Part 2: Types of Informational Formats	No Practice Question in this segment	Added Practice Question: What is a medium? anything that uses the written word placing the emphasis on video over audio the purpose for communicating with the reader <i>the way an author presents information to an audience</i>
Publisher	New Content	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skill Exam Prep, Part 5: Same Events Different Authors	No Practice Question in this segment	Added Practice Question: Imagine that a basketball team has won a championship. But the losing team was favored. How might the informational text of an author involved directly in the event differ from an author who heard about the loss later and writes about it?
Publisher	New Content	9781948544009	Teacher	Lesson 25	Lesson 25 Unit Exam, Question 14	Expectation of stem and answers is that students were taught chronology in this lesson: How are the structures of "The Boston Tea Party" and "Participating in the Boston Tea Party" similar? Both selections use a proposition-and-support structure. Both selections use a cause-and-effect structure. Both selections use a problem-and-solution structure. Both selections use a chronological structure.	Changed stem and answers: Read this paragraph from "Participating in the Boston Tea Party." The next morning, after we had cleared the ships of the tea, it was discovered that very considerable quantities of it were floating upon the surface of the water. To prevent the possibility of any of it being saved for use, a number of small boats were manned by sailors and citizens. They rowed them into those parts of the harbor wherever the tea was visible. By beating it with oars and paddles, they drenched it. What structure is used in this paragraph? problem-solution structure, cause-and-effect structure, step-by-step structure, proposition-and-support structure
Publisher	New Content	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skills Exam Prep; Part 2: Reading Skill: Describing Characters; Exam Prep; Describing Characters	No definition of main character	added definition of main character
Publisher	New Content	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skills Exam Prep; Part 3: Reading Skill: Describing a Story's Plot and Setting	"When" missing from definition of setting	Added "when" to definition of setting
Publisher	New Content	9781948544009	Teacher	Lesson 25	Lesson 25 Reading Skills Exam Prep; Part 5: Reading Skills: Figuring Out Central Idea and Theme; Exam Prep; Figuring Out Central Idea and Theme; Topic; Theme	"About life or human nature" is a phrase that was missing from the definition of theme.	Added the phrase
Publisher	New Content	9781948544009	Teacher	Lesson 27	Lesson 27 Reading Skills Exam Prep; Part 1: Reading Selection; "The Road: Bulls, Part 3" button	Reading selection lacked visual interest.	Creative Asset added: Looping Animation

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Publisher	New Content	9781948544009	Teacher	Lesson 27	Lesson 27: Reading Skills Exam Prep; Part 5: Technical Meaning	No Practice Question in this segment	<p>Added Practice Question: Review this paragraph from "Protect the Pollinators."</p> <p>The beauty that these insects create can easily go unnoticed. Pollinators help to create wonderful plant communities. These communities are full of lush foliage and beautiful flowers. These flowers attract many types of lovely insects, such as butterflies and moths. Other delightful wildlife can be found in these communities also. There are many different kinds, such as birds, bears, deer, lizards, and frogs.</p> <p>What are the technical words in this passage?</p> <p>Select all that apply.</p> <p>pollinators</p> <p>insects</p> <p>flowers</p> <p>communities</p>
Publisher	New Content	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 3: Reading Skills Exam Prep [sic]: Developing Ideas Through Structural Elements	No Practice Question in this segment	<p>Added Practice Question: Review "King Valley Middle School."</p> <p>Which sentence best focuses the reader's attention on the central idea of the letter?</p> <p>We know you'll do the right thing by letting the trees continue to beautify and shade our school.</p> <p>Our school windows face south, and in the afternoon, the Sun gets very hot.</p> <p>Please think about these reasons before you make the decision to cut down the trees.</p> <p>Since that time, they have grown to be very large and beautiful.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 28	Lesson 28 Reading Skills Exam Prep; Part 5: Reading Skills Exam Prep [sic]: Developing Ideas Through Organizational Patterns [sic]	no practice question in this segment	<p>Added a Practice Question: What does the step-by-step organizational structure focus on?</p> <p>why an event happened</p> <p>what solution is best</p> <p>when to include support</p> <p>how something is done</p>

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Publisher	New Content	9781948544009	Teacher	Lesson 29	Lesson 29 Reading Skills Exam Prep; Part 2: Reading Skills Exam Prep: Claims and Arguments; Exam Prep; Claims and Arguments; Arguments; Claims	This segment was missing in the review: Rhetorical Devices Authors of arguments have tools that they are able to use to help persuade their readers to agree with the claim. Appeals to ethos, pathos, and logos are the three devices. Ethos has to do with the credibility of the writer. Pathos involves the needs and values of the audience. And logos has to do with the strength of the claim, reasons, and evidence.	Added this segment: Rhetorical Devices Authors of arguments have tools that they are able to use to help persuade their readers to agree with the claim. Appeals to ethos, pathos, and logos are the three devices. Ethos has to do with the credibility of the writer. Pathos involves the needs and values of the audience. And logos has to do with the strength of the claim, reasons, and evidence.
Publisher	New Content	9781948544009	Teacher	Lesson 31	Lesson 31 Introduction	No introductory text.	Creative asset added: Course Intro Video
Publisher	New Content	9781948544009	Teacher	Lesson 31	Lesson 31 Reading Skill: Describing Characters; part 2: Reading Skill; Describing Characters; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button, Continue to Part 4 of 4" button, How Characters Respond or Change	Conclusion missing	Added conclusion
Publisher	New Content	9781948544009	Teacher	Lesson 32	Lesson 32 Reading Skill: Describing a Story's Plot and Setting; Part 2: Reading Skill; "Continue to Part 4 of 4" button	Reading selection could benefit from explanation in a different medium.	Creative Asset added: Plot Elements Video
Publisher	New Content	9781948544009	Teacher	Lesson 33	Lesson 33 Reading Skill: Understanding Character Actions, Response, and Changes; Part 2: Reading Skill; "Congtinue to Part 2 of 3" button	Instruction lacked visual interest.	Creative asset added: Characterization Infographic
Publisher	New Content	9781948544009	Teacher	Lesson 33	Lesson 33 Reading Skill: Understanding Character Actions, Responses, and Changes; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; How Plot Causes Characters to Respond or Change	Design for Purpose box needs more specific information as a "Do You Remember": Plot is what happens in a story. Typically, plot begins with an exposition that introduces the characters and a conflict that leads to rising action, a climax, falling action, and finally resolution.	Added important information: Plot is what happens in a story. Typically, plot follows this pattern: The story begins with the exposition that introduces the characters and setting. A problem or conflict arises that leads to the rising action. The tension or excitement in the story climbs to the highest point or climax. Once the climax has occurred, the conflict is resolved, and the falling action is less intense. Finally the story ends with the resolution.

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Publisher	New Content	9781948544009	Teacher	Lesson 34	Lesson 34 Reading Skill: Figuring Out Central Idea and Theme; Part 2: Reading Skill; Figuring Out Central Idea and Theme; Topic; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Theme	Critical bit of information about theme missing.	Added: Notice, also, how themes are not specific to one story. When you discover the theme of a story, you will see that it may not directly connect to the topic or central idea of the story but may apply to many stories.
Publisher	New Content	9781948544009	Teacher	Lesson 34	Lesson 34, Workbook, Question 2	Right answer is wrong with the new stem: "I felt very proud, for I thought I was just as good a man as anyone."	Right answer included: "If this road goes in, it must come out," said the Scarecrow, "and as the Emerald City is at the other end of the road, we must go wherever it leads us."
Publisher	New Content	9781948544009	Teacher	Lesson 34	Lesson 34, Workbook, Question 3	Answer choices not relevant with the new stem: His body is stuffed with straw; His mouth is painted on; He has no brain; He lives in a beautiful place.	Answers changed to the following: He is eager to see the wizard; He has feelings; He tells Dorothy his story; He was made only yesterday.
Publisher	New Content	9781948544009	Teacher	Lesson 35	Unit 7, Exam, Question 8	The answers provided do not express "feelings" as indicated by the verbs: understands, knows, accepts, trusts	Revised answer choices to be more in line with "feelings" as expressed in the stem: surprised, sad, glad, fearful
Publisher	New Content	9781948544009	Teacher	Lesson 36	Lesson 36 Language Skill: Understanding Active and Passive Voice; Part 2: Language Skill; "Continue to Part 2 of 3" button; "Continue to Part 3 of 3" button	Reading selection could benefit from explanation in a different medium.	Creative Asset added: Active and Passive Voice Video
Publisher	New Content	9781948544009	Teacher	Lesson 38	Lesson 38 Reading Skill: Identifying Explicit and Implicit Information; Part 2: Reading Skill; Identifying Explicit and Implicit Information; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Implicit vs. Explicit Information	Design for Purpose box could offer a "how to"	Added "Helpful Hint Design for Purpose box: To determine whether the information you have found is explicit or implicit, ask yourself these questions: Is the information directly stated in the text? If so, the information is explicit. Is the information only hinted at in the text? If so, the information is implicit.

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Publisher	New Content	9781948544009	Teacher	Lesson 38	Lesson 38, Checkpoint, Question 8	<p>Better distractors needed: Which details from Chapter 7 of The Wonderful Wizard of Oz provide explicit information about the characters?</p> <p>Select all that apply.</p> <p>The Wonderful Wizard of Oz, Chapter 7</p> <p>“Ah,” said the Tin Woodman sadly, “I wish I had a heart to beat.” Seeing they were bigger than the Lion, and remembering that there were two of them and only one of him, the Kalidahs again rushed forward, and the Lion crossed over the tree and turned to see what they would do next.</p> <p>“If you wish,” said the Lion, “I will go into the forest and kill a deer for you ...” This adventure made the travelers more anxious than ever to get out of the forest, and they walked so fast that Dorothy became tired, and had to ride on the Lion’s back.</p>	Revised distractor: But the Lion went away into the forest and found his own supper. ...
Publisher	New Content	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 2: Figuring Out Point of View and Perspective; Exam Prep; Figuring Out Point of View and Perspective; Point of View; Types of Point of View; Point of View in the Wonderful Wizard of Oz; Narrator's Perspective	More thorough explanation needed: In this paragraph, the narrator develops the characters’ perspectives by telling how they feel directly. The narrator states that both Jimmy and Mark were excited about band tryouts, and that Mark was more certain than Jimmy about joining the band.	More thorough explanation added: The narrator states that both Jimmy and Mark are excited about the competitions. Through the narrator’s interpretation of Mark’s and Jimmy’s feelings as excitement, the narrator reveals that he or she feels positively toward the competition and the boys. When the narrator reveals that Mark is anxiously waiting for Monday afternoon, however, the reader knows that the narrator is worried for Mark and so feels positively toward him. Additionally, the narrator reveals Jimmy’s uncertainty about joining the band and so lets the reader know that the narrator may be worried for him, as well.
Publisher	New Content	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 2: Figuring Out Point of View and Perspective; Exam Prep; Figuring Out Point of View and Perspective; Point of View; Types of Point of View; Point of View in the Wonderful Wizard of Oz; Narrator's Perspective	More detail needed: In this passage, the author suggests how Jimmy feels about basketball by showing that he was focused on his fantasy of playing basketball while Mark was talking about band.	Better explanation added: In this passage, the narrator suggests how Jimmy feels about basketball by showing that he is focused on his fantasy of playing basketball while Mark is talking about the band. Because the narrator provides this description of Jimmy’s actions, the narrator reveals his or her feelings toward Jimmy: Jimmy is still undecided and thus the narrator is concerned for him.
Publisher	New Content	9781948544009	Teacher	Lesson 40	Lesson 40 Reading Skills Exam Prep; Part 3: Looking Into Story Structure; Practice Question	<p>Better passage from story is available: Read this sentence from “The Decision Maker.”</p> <p>“[Jimmy’s] playing was effortless, and the sounds were as smooth as Mark said they would be, as smooth as silk.”</p> <p>How does this sentence contribute to the story’s plot?</p>	<p>Better passage included: Read the passage from “The Decision Maker.”</p> <p>Jimmy looked at his friend and, without uttering another word, walked confidently to his closet and pulled out his favorite trumpet. The long metal tube became part of Jimmy’s hands as if it belonged there.</p> <p>How does the passage contribute to the story’s plot?</p>
Publisher	New Content	9781948544009	Teacher	Lesson 41	Lesson 41 Reading Skill: Summarizing a Story; Part 2: Reading Skill; Summarizing a Story	Reading selection could benefit from explanation in a different medium.	Creative Asset added: Objective Summary Video

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Publisher	New Content	9781948544009	Teacher	Lesson 41	Lesson 41, Workbook, Question 3	<p>Better answer/distractors necessary (all Lion but the right answer): Which key detail from chapter 10 of The Wonderful Wizard of Oz should be included in a summary?</p> <p>The Wonderful Wizard of Oz, Chapter 10</p> <p>The Lion rests and feels ready to continue on the journey. Dorothy urges her friends to carry on, despite the hardships they faced along the way. The Lion falls asleep for a long time and is surprised at how long he sleeps. The Lion thinks his strength and size would protect him, but he realizes that even things smaller than he could hurt him.</p>	<p>Changed answer/distractors: Which key detail from chapter 10 of The Wonderful Wizard of Oz should be included in a summary? Dorothy urges her friends to continue to look for the yellow brick road; the family in the farmhouse includes two children, a man, and a woman; the Lion rests and feels ready to continue on the journey; the Tin Woodman and the Scarecrow stay up all night while Dorothy and Toto sleep.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 42	Lesson 42, Checkpoint, Question 8	<p>Better focus in answers needed: It helps the reader understand how much Nick appreciates attitude. It helps the reader understand how much Nick wants to make some new friends. It helps the reader understand how Nick now sees things in a different way. It helps the reader understand how out of place Nick feels in his new environment.</p>	<p>Answers have better focus: It helps the reader understand how unfamiliar the new environment is to Nick; It helps the reader understand how much Nick wants to make some new friends; It helps the reader understand how Nick now sees things in a different way; It helps the reader understand how much Nick dislikes his new home.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 42	Lesson 42, Checkpoint, Question 10	<p>distractor need to be more "wrong": his body vibrated</p>	<p>changed distractor: with the rhythm</p>
Publisher	New Content	9781948544009	Teacher	Lesson 42	Lesson 42, Checkpoint, Question 10	<p>only three answers supplied</p>	<p>added a fourth: thousands and thousands</p>
Publisher	New Content	9781948544009	Teacher	Lesson 43	Lesson 43, Workbook, Question 1	<p>Answers are not connotation; they are denotation: Read the passage from Chapter 11 of The Wonderful Wizard of Oz.</p> <p>"I am only a Scarecrow, stuffed with straw. Therefore I have no brains, and I come to you praying that you will put brains in my head instead of straw, so that I may become as much a man as any other in your dominions."</p> <p>What is the connotation of the word praying in this passage?</p> <p>The Wonderful Wizard of Oz, Chapter 11</p> <p>to make to ask to put to beg</p>	<p>Added connotation in answer choices: Praying has a positive connotation and implies that the Scarecrow really believes that Oz has a power beyond normal people; Praying has a negative connotation and implies that the Scarecrow is begging Oz to help him because Oz is so much more powerful than everyone else; Praying has a neutral connotation and implies that the Scarecrow is just asking Oz to do what everyone says Oz can do.</p>
Publisher	New Content	9781948544009	Teacher	Lesson 44	Lesson 44 Reading Skill: Understanding the Impact of Word Choice; Part 2: Reading Skill; Understanding the Impact of Word Choice; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button; Word Choice and Tone	<p>Design for Purpose box not complete</p>	<p>Added missing information: Idiom is a commonly-used phrase whose meaning is entirely different from the literal meaning of the words.</p> <p>It's raining cats and dogs.</p>

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Publisher	New Content	9781948544009	Teacher	Lesson 44	Lesson 44, Checkpoint, Question 5	Poor choices for focus of stem: he could tell the winds had recently changed and blew in from somewhere far away. Farizah smiled, although she had a bit of a lump in her throat. She took the same path she always did with Amir, but as she neared the ocean, she sensed a certain crispness in the air. Farizah swept her now teary eyes across the water's horizon.	Changed answers: A wave of awe overcame her; One day, her brother had to help their aunt, who was visiting for the week, so Farizah was on her own for the afternoon; It was so wonderful to think of all that is out there in the world; She reached down and picked up a shiny, gold ring, as perfect and brilliant as the sun.
Publisher	New Content	9781948544009	Teacher	Lesson 46	Lesson 46, Workbook, Question 1	All answers are wrong: _____ to describe the beauty of the pasture to contrast the ideas from the first stanza to invite the reader to come along with the poet to show how much time tis being spent in the pasture	Changed answers: to show an additional chore that the speaker wants to complete; to further persuade the speaker's companion to join him; to prove to his companion that the chores must get done; to emphasize that the speaker wants his companion to join him
Publisher	New Content	9781948544009	Teacher	Lesson 46	Lesson 46, Checkpoint, Question 4	Answers poorly written: It shows why flint is not as good as other stones. It shows that there is value in everything. It demonstrates that flint is also useful. It shows how flint is less desirable than other stones.	Better focus and clarity: It shows that the value of flint is not in its beauty; It shows how flint is less desirable than other stones; it demonstrates that flint is not as beautiful as the other stones; It shows why flint is not as functional as other stones
Publisher	New Content	9781948544009	Teacher	Lesson 46	Lesson 46, Checkpoint, Question 10	Stem is inaccurate: What does the personification in this stanza suggest?	Fixed inaccuracy: What does the metaphor in this stanza suggest?
Publisher	New Content	9781948544009	Teacher	Lesson 46	Lesson 46, Checkpoint, Question 10	Answers are inaccurate: that roses think they better than other flowers that lilies are gentle flowers that lilies are better than roses that the rose is the most beautiful flower	changed answers: that the rose is the most beautiful flower; that roses and lillies compete against one another; that the rose is like a queen on a throne; that roses think they are better than other flowers.
Publisher	New Content	9781948544009	Teacher	Lesson 47	Lesson 47 Reading Skill: Looking at Different Forms and Genres of Literature; Part 2: Reading Skill; "Continue to Part 2 of 4" button; "Continue to Part 3 of 4" button: Prose; Characteristics of Fictional Prose; Characteristics of Short Stories, Novellas, and Novels	Better transition into the chart needed: Even though short stories, novellas, and novels are similar in certain ways, they have specific characteristics that set them apart from each other.	Added for better clarity: From the number of words to the number of characters, short stories, novellas, and novels can differ greatly. But they all have at least one main character, at least one setting, and at least one climax in the plot.
Publisher	New Content	9781948544009	Teacher	Lesson 47	Lesson 47, Workbook, Question 3	Subjects of answers include three "legends" and one "historical fiction"	Individualized the subjects: legend, science fiction, mystery, historical fiction
Publisher	New Content	9781948544009	Teacher	Lesson 47	Lesson 47, Checkpoint, Question 7	Repetition of answers: strong hook strong hook historical information strong hook	Fixed repetition: Mysteries have a strong hook; Mysteries focus on a crime; Mysteries have supernatural elements; Mysteries include historical information
Publisher	New Content	9781948544009	Teacher	Lesson 47	Lesson 47, Checkpoint, Question 10	repetition of two answers: It addresses themes of human nature such as materialism	removed repeated question, added another: It is a story from the past that was originally believed to be true.
Publisher	New Content	9781948544009	Teacher	Lesson 47	Lesson 47, Checkpoint, Question 14	Repetition of answers: Lady of all beauty" helps the reader better understand the focus on nature in the poem. "Lady of all beauty" helps the reader better understand the focus on nature in the poem. "Lady of all beauty" helps the reader better understand the focus on nature in the poem. "She sets the world on fire" helps the reader better visualize the topic of the poem.	Created new answers: "Lady of all beauty" helps the reader understand the comparison with the rose in the poem; "Sweetness in an apple tree" helps the reader better understand the beauty of the rose; "When with moss and honey" helps the reader better understand where the rose is located; "She sets the world on fire" helps the reader better visualize the power of the rose.
Publisher	New Content	9781948544009	Teacher	Lesson 48	Lesson 48, Checkpoint, Question 11	one answer marked right was wrong	fixed the error

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Publisher	New Content	9781948544009	Teacher	Lesson 49	Lesson 49 Reading Skill: Determining Topic and Theme in Poetry; Part 1: Reading Selection; Reading Introduction	Wordy: Have you ever read a poem for the first time and thought something like: "This was a great poem about nature"? If you read it a second time, maybe you uncovered a deeper meaning. You realized, "Actually, this isn't about nature, it's about the hidden beauty all around us." When you read, you usually get an idea somewhat quickly of what a poem is about on the surface. It takes analysis and careful thought to understand the deeper messages of a poem. As you read the	Focused: Just as poetry is similar to fiction because both have a point of view and perspective, they also include a topic and theme. As you read a poem, you probably figure out the topic somewhat quickly. It can even sometimes be revealed in the title! But discovering the theme is a bit harder. It takes analysis and careful thought to understand the deeper messages of a poem. As you read the selections, think about what each poem's topic is, and then think about what it might be expressing about life or what it is to be human.
Publisher	New Content	9781948544009	Teacher	Lesson 49	Lesson 49, Checkpoint, Question 15	three answers neutral/positive; one negative: caring, playful, casual; serious	removed "casual"; included "demanding" for two negatives
Publisher	New Content	9781948544009	Teacher	Lesson 52	Lesson 52, Workbook, Question 1	Stem states a directive instead of a theme: Which detail best supports the theme of fill your time with meaningful hobbies that help you achieve goals in "The Project"?	Revised: Consider this theme: Meaningful hobbies can help people achieve their goals.
Publisher	New Content	9781948544009	Teacher	Lesson 52	Lesson 52, Checkpoint, Question 6	answers are not examples of themes: Dedicate your free time to helping others. Use your free time to focus on accomplishing goals. Accept that not every creation reaches completion. Visit a recreational center to improve your life.	More Theme-like choices: Hobbies can be rewarding creative outlets; Recreational centers offer new experiences; Not every creation can reach completion; Helping others can be rewarding.
Publisher	New Content	9781948544009	Teacher	Lesson 52	Lesson 52, Checkpoint, Question 9	Answers need to be better focused: Both encourage readers to be more organized. Both highlight the benefits of being productive. Both describe ways to accomplish a goal. Both explain how to follow in the footsteps of your parents.	Better focused answers: Both literary texts deal with a decision that a character makes; Both literary texts deal with a problem that must be solved; Both literary texts explain how to learn from others; Both literary texts are written in the same genre.
Publisher	New Content	9781948544009	Teacher	Lesson 54	Lesson 54 Reading Skill: Comparing a Recorded Version to the Text; Part 1: Reading Selection	Missing: button for text/video of "The Best Thing in the World"	Added button for the text and video of the poem
Publisher	New Content	9781948544009	Teacher	Lesson 59	Lesson 59 Reading Skills Exam Prep; Part 5: Determining Topic and Theme in Poetry	no practice question	Included Practice Question: Reread "Ode to the Cat." What is the theme of the poem?
Publisher	New Content	9781948544009	Teacher	Lesson 59	Lesson 59 Reading Skills Exam Prep; Part 6: Comparing and Contrasting Poems	no practice question	Included Practice Question: Although both "Ode to a Cat" and "Alley Cat" are about cats, how do the topics differ?

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Publisher	New Content	9781948544009	Teacher	Unit 1	Amazing Journey Welcome to Unit 1.	Need intro text.	<p>Welcome to Unit 1 of English 061!</p> <p>You are about to begin an amazing journey, one where you will discover new and important things about the world of information in which you live. Yes, you read that right—the world of information!</p> <p>Think about it. Anytime you communicate with a friend, family member, or classmate, or anytime you are on Instagram or texting, you are sending and receiving information! You wrote an essay? It consists of information. You read a chapter? It's information. You completed a project? You guessed it ... It includes information.</p> <p>Informational text, as it is called, is what this course is about. Through each unit of the course, you will learn new things as both a reader and a writer of informational text. So, consider each unit an important stop on this journey.</p> <p>As with any journey, you'll need a road map. It keeps you on the right track and helps to avoid detours! Here's the road map for this course:</p> <p>You will complete six units. Each unit has five lessons. Each of the first four lessons of each unit includes four paths: vocabulary and language reading writing a checkpoint, or quiz The last lesson of each unit includes a review and a unit exam. All five lessons in each unit include a discussion board, where you will communicate with your classmates about course-related information! On this journey, you will also follow another road—literally! In each lesson, you will read a chapter or part of a chapter of <i>The Road</i> by Jack London. London decided to become a real-life hobo—and wrote about it.</p> <p>Before your journey begins, here is one final bit of information. The sixth unit of the course is the course review unit, which will help you reach your final destination on this journey: a good grade! But, along with that, you will have gained deeper understanding of your world of information.</p> <p>First Stop: Unit 1!</p>
Publisher	New Content	9781948544009	Teacher	Unit 1	Amazing Journey Welcome to Unit 1.	Need intro text.	<p>As a reader, you will explore the elements of informational text:</p> <p>central ideas and key details important individuals and events explicit and implicit evidence inferences</p> <p>You will learn how to use context clues to understand unfamiliar words and concepts that you encounter as you read. You will also learn important Greek and Latin roots and affixes to help expand your vocabulary.</p> <p>As a writer, you will explore the research process:</p> <p>how to create a research question how to evaluate and cite sources how to paraphrase and quote information</p> <p>Time to begin!</p>

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Publisher	New Content	9781948544009	Teacher	Unit 10	Believe in Yourself Welcome to Unit 10.	Need intro text.	<p>Welcome to Unit 4!</p> <p>You've reached the halfway mark on your journey! Congratulations!</p> <p>Halfway there's a good place to be. A lot is behind you, don't you agree? You haven't just started, but you're not quite done. Not Unit 6 yet, but past Unit 1!</p> <p>Does that give you a clue as to this unit's focus? You guessed it—poetry!</p> <p>Your journey through this unit will cover a lot of poetic territory: from the elements of poetry to poetic structures to the techniques poets use to figurative language in poetry. You will also learn about graphic elements in poetry.</p> <p>Along with those topics, you will learn about the different types or forms of poetry. You will go from counting syllables to counting lines as you discover many of the different types of poems!</p> <p>You will also examine point of view and perspective in poetry as well as topic and theme.</p> <p>And, yes, you will be writing some of your own poetry!</p> <p>Also included in this unit will be practice with pronoun case and indefinite pronouns. You will also be introduced to drama—but not the kind of drama that your friends might cause! The drama you will learn about in this unit includes plays that are performed in front of real audiences.</p> <p>Ready, set, go into Unit 4. You've already learned lots, but there's still more!</p>
Publisher	New Content	9781948544009	Teacher	Unit 11	Over the Rainbow; Welcome to Unit 11	Need intro text.	<p>Unit Introduction added (Note: Unit 5 in this course corresponds to Unit 11 in the Texas course): Welcome to Unit 5!</p> <p>What is the same? What is different?</p> <p>Those two questions are the focus of this unit. From poem to poem and from story to poem, you will discover similarities and differences in the way each handles topic and theme. You will also compare and contrast reading and listening. Are you wondering what that means? You will read poems and then the same poems will be read to you through audio recordings! What are the similarities and differences between those two experiences? You will find out.</p> <p>Also included in this unit is more drama! You will learn about staging and other elements of plays. You will compare and contrast plays with stories.</p> <p>You will explore the four literary mediums—text, audio, video, and live performance—and compare and contrast each with the others.</p> <p>You will also discover more about pronouns, and you will write, revise, and submit your poetry!</p>

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Publisher	New Content	9781948544009	Teacher	Unit 12	It Really Was No Miracle Welcome to Unit 12.	Need intro text.	<p>Welcome to Unit 6!</p> <p>This final unit of the course reviews each of the previous lessons of the course. This review will help you prepare for the End of Course Writing Exam and the Final Exam.</p> <p>Be sure to complete the practice questions in the reviews. Paying close attention to them is important because they function as previews of the questions you will encounter on the Final Exam.</p> <p>You will find new reading material as you are reviewing the material of the course, and you will head back to Kansas with Dorothy!</p>
Publisher	New Content	9781948544009	Teacher	Unit 2	We've Only Just Begun Welcome to Unit 2.	Need intro text.	<p>Second Stop: Unit 2.</p> <p>Welcome!</p> <p>As the second stop on your journey, Unit 2 has many valuable things to offer you as both a reader and writer of informational text.</p> <p>As a reader, you will</p> <p>distinguish fact from opinion in objective summaries learn important information about what authors have in their writing toolboxes, including connotation, figurative language, and technical language Do you know why correct spelling is so important? Do you know when to use a glossary instead of a thesaurus? Not only will you learn the answers to these questions and more in Unit 2, you will also gain insight as to why these skills are so important in the world of informational text!</p> <p>As a writer, you will be assigned your first essay's topic and you will create a research question. Why a research question? Because the answers you find will then make it easier for you to construct your thesis statement. You will also learn about the different organizational structures that writers use and how using them can benefit you as a writer, as well.</p>

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Publisher	New Content	9781948544009	Teacher	Unit 3	Middle Of The Road Welcome to Unit 3.	Need intro text.	<p>Third Stop: Unit 3</p> <p>Welcome!</p> <p>Unit 3 is the halfway stop on your journey. Once you complete this unit, you are halfway to your destination!</p> <p>This unit, as with the previous two, offers you valuable knowledge and skills as both a reader and writer of informational text.</p> <p>As a reader, you will learn how</p> <p>sentences, paragraphs, sections, and chapters are the important building blocks for informational text and how writers use them for a variety of purposes</p> <p>authors develop their ideas through those structural elements and how determining the specific organizational structure in an informational text can help you understand what the author wants you to know</p> <p>Do you know the function of brackets or ellipses or parentheses in informational text? How about how to use commas correctly? That information and more is also included in this unit.</p> <p>As a writer, you will</p> <p>draft, revise, edit, and submit your informational essay.</p>
Publisher	New Content	9781948544009	Teacher	Unit 4	My Own Strange Path Welcome to Unit 4.	Need intro text.	<p>Fourth Stop: Unit 4.</p> <p>Welcome!</p> <p>Congratulations! You are halfway to your destination! There's no arguing about that – you've completed three units and you have three to go. But in this unit, you will be arguing!</p> <p>This unit introduces you to argument—but not the kind of argument you might be familiar with!</p> <p>As a reader, you will learn</p> <p>what argument means</p> <p>the different parts of an argument</p> <p>how to analyze and evaluate arguments</p> <p>authors' different purposes for writing</p> <p>authors' different perspectives in writing</p> <p>As a writer, you will</p> <p>Begin your argument (essay)!</p> <p>This unit also includes other valuable skills and knowledge. Do you know how many types of sentences there are? Do you know the difference between independent and dependent clauses? What does subject-verb agreement mean? What are prepositions? You'll find the answers to those questions in this unit, as well.</p>

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Publisher	New Content	9781948544009	Teacher	Unit 5	Long Walk Home Welcome to Unit 5.	Need intro text.	<p>Fifth Stop: Unit 5.</p> <p>Welcome!</p> <p>In this unit, you will learn about different mediums. You may not be familiar with the word, but you use what the word represents anytime you put on a pair of headphones, or turn on the car radio, or go to a movie, or read a book! As you read the first lesson of this unit, look for the definition of the term.</p> <p>Along with the concept of medium, as a reader, you will learn</p> <p>the important differences between topics and issues the different genres of informational text how authors of informational text work with important events how different authors can look at the same event differently As a writer, you will</p> <p>draft, revise, edit, and submit your argument essay You will also learn about conjunctions, transitions, and sentence patterns and how they can help you strengthen your skills as both a reader and writer</p>
Publisher	New Content	9781948544009	Teacher	Unit 6	End of the Line Welcome to Unit 6.	Need intro text.	<p>Final Stop: Unit 6.</p> <p>Welcome!</p> <p>This final unit of the course will help you prepare for the Final Exam and the End of Course Writing Exam because it reviews each of the previous lessons of the course.</p> <p>Be sure to complete the practice questions in the reviews. Paying close attention to them is important because they function as previews of the questions you will encounter on the Final Exam.</p> <p>You will find new reading material as you are reviewing the material of the course, and you will complete Jack London's autobiographical story, as well.</p>

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Publisher	New Content	9781948544009	Teacher	Unit 7	Ease On Down the Road Welcome to Unit 7.	Need intro text.	<p>Note: this is the first unit of the StrongMind course and the seventh unit of the Texas course: Introduction to Course and to Unit 1 added: Welcome to Unit 1 of English 062!</p> <p>As you journey through this course, you will discover new and important things about the three Ps: prose, poetry, and plays!</p> <p>Before beginning your journey, look at this course roadmap:</p> <p>You will complete six units. Each unit contains five lessons. The first four lessons of each unit are A vocabulary skill or a vocabulary and language skill combined A reading skill A writing skill A checkpoint (quiz) The last lesson of each unit includes a review and a unit exam The sixth or last unit of the course is a review of the course with the final exam at the end All lessons include a discussion board where you will communicate with your classmates Throughout the course, you will travel with Dorothy and her dog Toto, the Scarecrow, and the Cowardly Lion on their adventures as they head to the City of Emeralds to get help from the Great Oz.</p>
Publisher	New Content	9781948544009	Teacher	Unit 7	Ease On Down the Road Welcome to Unit 7.	Need intro text.	<p>Unit 1</p> <p>In this unit, the concept of plot in stories is the first stop on your journey. Along with defining the five elements of plot, you will apply what you've learned to readings in the lesson.</p> <p>Character is your next stop. Not only will you learn about character actions, responses, and changes, but you will learn the difference between direct and indirect characterization. And, after that comes central idea and theme.</p> <p>Also in this unit, you will discover how to use semicolons and colons correctly as well as irregular verbs.</p>
Publisher	New Content	9781948544009	Teacher	Unit 8	We're Off to See the Wizard Welcome to Unit 8.	Need intro text.	<p>Welcome to Unit 2!</p> <p>Do you know the difference between point of view and perspective? How about the difference between active and passive voice? How about between explicit and implicit information? If you answered "no" to any of these questions, you are in the right place!</p> <p>On your journey through this unit, you will discover how those items compare. And there's more!</p> <p>You will learn about the different ways stories are structured and how authors can speed up or slow down their stories. You will come to understand the different ways authors use sentences, chapters, scenes, and summaries. You will learn to "read between the lines" for inferences and find support for them through textual evidence and supporting details in stories. You will also begin your first writing project of the course: a personal narrative.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781948544009	Teacher	Unit 9	Can I Go On? Welcome to Unit 9.	Need intro text.	<p>Welcome to Unit 3!</p> <p>In the first reading of this unit, you will discover that Dorothy and her friends are getting closer to Oz—just as you are getting closer to the halfway mark of this course! You won't see emeralds or need green glasses to continue on your journey through this unit. However, you might still learn some "gems" or some bright and sparkling skills and information.</p> <p>In fact, one of those priceless gems is summary! Why is this a priceless gem? Writing an effective summary is one of the most important skills to master for high school and college. In this unit, you will learn</p> <p>how to identify the important information that goes into a summary of a story why story summaries must be objective In addition, you will analyze poorly written and well-written summaries.</p> <p>Maybe these aren't gems, but authors use figurative language, connotation, and word choice to make their writing sparkle! You will analyze these in stories, as well. You will also learn about count and non-count nouns and predicate adjectives here.</p> <p>Your personal narrative will need some additional attention, too! You will submit your final masterpiece at the end of the unit.</p> <p>Be sure to stay on that "yellow brick road" so you will reach your destination. After you complete this unit, you are halfway there!</p>
English Language Arts and Reading, Grade 7 <i>7th Grade Language Arts</i> (ISBN 9781948544016)							
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 01	Lesson 01 Reading Skill, under heading "Reading Fluency"	TEA review stated more content needed in Narrative about Reading Fluency	Added information in the content to explain the purpose of reading fluency and how to adjust it based on reading purpose.
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 01	Lesson 01 Reading Skill, under heading "Reading Fluency"; "Try it Yourself"	TEA review stated more content needed in Activity about Reading Fluency	Added audio recording and prompt for students to follow the reading with their finger on the screen, a strategy used for increasing reading fluency.
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for complete complex sentences with subject-verb agreement.	Added link to revision checklist that specifically asks students to revise drafts for complete complex sentences with subject-verb agreement.
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for complete complex sentences with avoidance of splices.	Added link to revision checklist that specifically asks students to revise drafts for complete complex sentences with avoidance of splices.
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for complete complex sentences with avoidance of run-ons.	Added link to revision checklist that specifically asks students to revise drafts for complete complex sentences with avoidance of run-ons.
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 15	Lesson 15 Writing Activity; Click Lesson 15 tab	TEA review stated more content needed in Activity about revising drafts for prepositional phrases.	Added link to revision checklist that specifically asks students to revise drafts for prepositional phrases.
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 36	Lesson 36 Reading Skill, scroll down to Workbook	TEA review stated more content needed in Activity about analyzing plot elements, including the use of suspense, to advance the plot.	Added Workbook question that asks students to analyze how suspense advances the plot.
State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 45	Lesson 45 Discussion Board, Prompt 2	TEA review stated more content needed in Activity about inferring multiple themes within texts using text evidence	Replaced Prompt 2 with prompt that asks students to infer multiple themes within texts using text evidence

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State Review Panel	Editorial Change	9781948544016	Teacher	Lesson 45	Lesson 45 Discussion Board, Prompt 2	TEA review stated more content needed in Activity about inferring multiple themes across texts using text evidence	Replaced Prompt 2 with prompt that asks students to infer multiple themes across texts using text evidence
Publisher	Editorial Change	9781948544016	Teacher	L01 Checkpoint Question 14	L01 Checkpoint, click right arrow to Question 14	One answer option ("A research question sometimes leads to a hypothesis or prediction") introduced content that was never covered in instruction	Changed answer option to "Formulating a research question should be the final step in a research question" and marked it incorrect
Publisher	Editorial Change	9781948544016	Teacher	L01 Reading Skill Workbook Question 1	L01 Reading Skill, click on Part 2: Reading Skill, scroll down to Workbook Question 1	Original question text asked students to determine multiple central ideas from a short paragraph. Paragraph was determined to be too short to contain multiple central ideas.	Question and answer options were entirely replaced with new question and answer options, asking students to determine multiple central ideas from a much longer text (a book chapter rather than a short paragraph) to better address the standard/D.O.
Publisher	Editorial Change	9781948544016	Teacher	L02 Checkpoint Question 1	L02 Checkpoint, scroll down to Question 1	Correct answer "strenuous" was too high-level of a word for students to be able to guess its meaning	Answer option "strenuous" was revised to the word "energetic"
Publisher	Editorial Change	9781948544016	Teacher	L02 Checkpoint Question 12	L02 Checkpoint, click right arrow to Question 12	The answer option "websites with addresses that end with .edu, .gov, and .us" was not covered in instructional content	Replaced with "documentaries," which is covered in instructional content
Publisher	Editorial Change	9781948544016	Teacher	L02 Checkpoint Question 3	L02 Checkpoint, click right arrow to Question 3	One incorrect answer option "the purpose of the text" was too plausible	Answer option "the purpose of the text" was revised to "an evaluation of the quality of the text"
Publisher	Editorial Change	9781948544016	Teacher	L02 Checkpoint Question 3	L02 Checkpoint, click right arrow to Question 3	The word "objective" was not included in question stem	Added word "objective" to question stem to state: "What should you include in an objective summary of an informational text?"
Publisher	Editorial Change	9781948544016	Teacher	L02 Language Skill Workbook Question 2	L02 Language Skill, scroll down to Workbook questions, click right arrow to Question 2	The incorrect answer option "begin" could have been a plausible answer choice	Incorrect answer option "begin" was changed to "join"
Publisher	Editorial Change	9781948544016	Teacher	L02 Reading Skill Workbook Question 2	L02 Reading Skill, click on Part 2: Reading Skill, scroll down to Workbook questions, click right arrow to Question 2	Question stem gave away correct answer option by using the word "excellent"	Question stem revised to "Which is a key detail from the text that supports the central idea that great white sharks are good at hunting?"
Publisher	Editorial Change	9781948544016	Teacher	L03 Reading Skill Workbook Question 2	L03 Reading Skill, click on Part 2: Reading Skill, scroll down to Workbook and click right arrow to Question 2	One incorrect answer option "The beads were sewed in the right place and I could not contain myself for joy; but immediately I lost all interest in the doll" was too plausible to be clearly incorrect	Replaced answer option with more clearly incorrect quotation from the text: "I tumbled off the seat and searched under it until I found my aunt's cape, which was trimmed with large beads"
Publisher	Editorial Change	9781948544016	Teacher	L04 Reading Skill	L04 Reading Skill, click on Part 2: Reading Skill, click "Continue to Part 2 of 4," click "Continue to Part 3 of 4," click "Continue to Part 4 of 4," under heading "Try It Yourself"	Paragraphs were supplied for students to try identifying organizational patterns, but no instruction or explanation was supplied at the end of activity	Added paragraph of explanation after passages: "This is an informational text, with two small sections that are each titled with a heading. Here, the author is using the organizational pattern called topics/subjects. The headings function as guideposts to show readers that the first paragraph is defining and describing stingrays, and the second paragraph is about stingrays' "stings." The text starts with a general description and introduction to the central idea of stingrays as dangerous animals, then narrows down to the key details that support that claim."

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Publisher	Editorial Change	9781948544016	Teacher	L05 Unit Exam Question 18	L05 Unit 1 Exam, click right arrow to Question 18	Question stem ("What information would you leave out of a website citation?") did not match answer options	Revised question stem to state "What information should you include in a website citation?" to match correct and incorrect answer options
Publisher	Editorial Change	9781948544016	Teacher	L06 Checkpoint Question 14	L06 Checkpoint, click right arrow to Question 14	"Explanatory essay" is used in question stem, not matching instruction	Replaced "explanatory essay" with "informational essay" in question stem to more accurately match instruction
Publisher	Editorial Change	9781948544016	Teacher	L09 Writing Skill	L09 Writing Skill, under heading "Types of Organizational Structures"	Do You Remember? box was placed too early in instruction	Moved Do You Remember? box to follow "Cause and Effect" heading at end of "Types of Organizational Structures" section
Publisher	Editorial Change	9781948544016	Teacher	L09 Writing Skill	L09 Writing Skill, click on "Continue to Part 2 of 3," under heading "Comparison and Contrast"	Several unnecessary examples for comparison-and-contrast section made section too long and not parallel or consistent with other sections	Cut the three bulleted examples of how authors can structure a comparison and contrast essay
Publisher	Editorial Change	9781948544016	Teacher	L11 Language Skill Workbook Question 6	L11 Language Skill, click on Part 2: Language Skill, scroll down to Workbook, click right arrow to Question 6	Question stem did not ask both parts of the question as reflected in answer choices. Asked "What does the word adaptation mean? Use your knowledge of suffixes to help you determine the meaning." Answer choices gave both part of speech and meaning, i.e. "a verb; a past tense of adapt."	Revised question stem to state "What is the part of speech and meaning of the word adaptation?"
Publisher	Editorial Change	9781948544016	Teacher	L11 Reading Skill	L11 Reading Skill, click on Part 2: Reading Skill, click on "Continue to Part 2 of 4," click on "Continue to Part 3 of 4," under heading "What is an Author's Perspective?"	Text in Did You Know? box was not written clearly. Stated: The author's perspective is most obvious in persuasive texts. The author is clearly in favor of the opinion in the text. However, informative and entertaining texts also have a perspective. The perspective includes the author's attitude, tone, and what information he or she chooses to include.	Rewrote text in Did You Know? box more clearly: "Authors' perspectives are most obvious in persuasive texts, in which they are trying to convince readers to take a particular side. However, the authors of informational and entertaining texts also have their own perspectives. Perspective includes the author's attitude, tone, and what information he or she chooses to include or leave out."
Publisher	Editorial Change	9781948544016	Teacher	L12 Language Skill Workbook Question 2	L12 Language Skill, scroll down to Workbook, click right arrow to Question 2	Part of question stem unnecessary to test knowledge of vocabulary word. Question stated: "Read the sentence. Some people don't consider playing sports as feminine, but I think they're wrong. Which answer is a synonym for the word feminine?"	Edited question stem to state "Which answer is a synonym for the word feminine?"
Publisher	Editorial Change	9781948544016	Teacher	L13 Language Skill Workbook Question 2	L13 Language Skill, click on Part 2: Language Skill, scroll down to Workbook, click right arrow to Question 2	Vocabulary word "discount" was tested as a noun when it was taught as a verb in this lesson: "Read the sentence. Since the box was damaged, they offered the game to us at a [blank]_. Which word best completes the sentence?"	Revised question stem to use "discount" as a verb. New question stem: Read the sentence. Since the box was damaged, they offered to [blank] the price of the game for us. Which word best completes the sentence?
Publisher	Editorial Change	9781948544016	Teacher	L14 Checkpoint Question 8	L14 Checkpoint, click right arrow to Question 8	Correct answer hinged on student understanding the meaning of the word "stern"	Changed "extremely stern" to lower-level words "serious and solemn"
Publisher	Editorial Change	9781948544016	Teacher	L14 Writing Skill	L14 Writing Skill, click on "Continue to Part 2 of 3," click on "Continue to Part 3 of 3," under heading "Strategies for Revision," first bulleted list	Bulleted list did not include instruction on writing "flow" which is tested on Unit 3 exam	Added bullet stating: "Remember that the "flow" of your essay is important: how one idea, paragraph, or sentence flows into the next. To improve the flow, vary the length and type of sentences, use synonyms rather than repeating words, and make sure all ideas logically connect."

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Publisher	Editorial Change	9781948544016	Teacher	L14 Writing Skill Workbook Question 2	L14 Writing Skill, scroll down to Workbook, click right arrow to Question 2	Question does not include purpose of student paragraph and thus it is unclear what the correct answer might be	Added "written for a school assignment" to question stem
Publisher	Editorial Change	9781948544016	Teacher	L15 Unit Exam Question 5	L15 Unit 3 Exam, click right arrow to Question 5	Answer option "Matt and Dan both have an unusual hatred for the smell of glue" was possibly inappropriate	Revised answer option to "Matt and Dan both have an unusual dislike for the smell of burned toast"
Publisher	Editorial Change	9781948544016	Teacher	L16 Reading Skill	L16 Reading Skill, click on Part 2: Reading Skill, click "Continue to Part 2 of 4," under heading "The Claim"	Example of claim was more of a thesis statement and included reasons: "Because standardized tests are costly, create stress, and do not accurately show students' academic abilities, they should not be administered in schools."	Rewrote text to state: "Standardized tests should not be given in schools."
Publisher	Editorial Change	9781948544016	Teacher	L16 Reading Skill	L16 Reading Skill, click on Part 2: Reading Skill, click on "Continue to Part 2 of 4," click on "Continue to Part 3 of 4," under heading "Reasoning"	"Reasoning" section was missing instruction about how to combine a claim and reasons into a thesis statement.	Added paragraph: "A thesis statement combines a claim and reasons. A strong thesis statement for an argument essay about standardized testing could be: Standardized tests should not be given in schools because they are costly, create stress, and do not accurately show students' academic abilities."
Publisher	Editorial Change	9781948544016	Teacher	L17 Checkpoint Question 13	L17 Checkpoint, click right arrow to Question 13	Question asked for student to identify multiple claims in a paragraph: "Which sentences make claims?" The idea of multiple claims is not covered in instruction and too complex for a 7th grade course.	Revised question stem to state: "Which sentences make claims?"
Publisher	Editorial Change	9781948544016	Teacher	L17 Checkpoint Question 13	L17 Checkpoint, click right arrow to Question 13	Because question stem was revised to ask for one central claim, change from multiple answer to one correct answer was necessary.	Replaced answer option "Social media also disrupts family relationships" with answer option "Both teens and parents spend many more hours in front of social media and away from each other."
Publisher	Editorial Change	9781948544016	Teacher	L17 Reading Skill	L17 Reading Skill, click on "Part 2: Reading Skill," click on "Continue to Part 2 of 3," under heading "Other Types of Logical Fallacies"	"Straw man" explanation was incomplete and lacking instruction that is assessed in Checkpoint question: "The straw man is a fallacy that simplifies the opposing argument."	Added explanation to state: "The straw man occurs when the arguer simplifies the opposing side's argument so that it is easier to "win." The words "straw man" create an image of an artificial opponent that is easier to knock down than the real opponent."
Publisher	Editorial Change	9781948544016	Teacher	L18 Checkpoint Question 5	L18 Checkpoint, click right arrow to Question 5	Students may not understand the term "co op" in answer option and choose the wrong answer.	Revised answer option "I prefer to shop at the co op" to "I prefer to drive on one way streets."
Publisher	Editorial Change	9781948544016	Teacher	L18 Checkpoint Question 5	L18 Checkpoint, click right arrow to Question 5	Students may not understand the term "governor elect" in answer option and choose the wrong answer.	Revised answer option "This is the governor elect" to "This is the state governor."
Publisher	Editorial Change	9781948544016	Teacher	L18 Reading Skill	L18 Reading Skill, click on "Part 2: Reading Skill," under heading "What is Evidence?" and after the Do You Remember? box	Explanation of "sufficient evidence" was insufficient	Added brief explanation of "sufficient" evidence: The evidence to support an argument needs to be sufficient. In other words, it needs to be enough evidence that an audience can be convinced.
Publisher	Editorial Change	9781948544016	Teacher	L19 Checkpoint Question 5	L19 Checkpoint, click right arrow to Question 5	Correct answer option stated "the reasoning is circular," which is not a term or concept covered in instruction	Revised answer option to "his reasoning does not show logical connections"

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Publisher	Editorial Change	9781948544016	Teacher	L19 Checkpoint Question 7	L19 Checkpoint, click right arrow to Question 7	One incorrect answer option could have been a plausible answer choice: "does not make logical connections"	Revised answer option to be more incorrect: "introduces a bandwagon logical fallacy"
Publisher	Editorial Change	9781948544016	Teacher	L19 Reading Skill Workbook Question 1	L19 Reading Skill, click on "Part 2: Reading Skill," scroll down to Workbook Question 1	Answer option "sound" is not a type of evidence and an implausible answer option	Revised "sound" to "statistics"
Publisher	Editorial Change	9781948544016	Teacher	L19 Reading Skill Workbook Question 1	L19 Reading Skill, click on "Part 2: Reading Skill," scroll down to Workbook Question 1	Answer option "relevant" is not a type of evidence and an implausible answer option	Revised "relevant" to "expert opinion"
Publisher	Editorial Change	9781948544016	Teacher	L21 Checkpoint Question 14	L21 Checkpoint, click right arrow to Question 14	Answer option "next to three reasons" was unclear and could have been a correct or incorrect answer option	Replaced answer option with "at the beginning of the concluding paragraph"
Publisher	Editorial Change	9781948544016	Teacher	L22 Checkpoint Question 2	L22 Checkpoint, click right arrow to Question 2	Question item was built around the idea that 7th graders would understand the concept of "aged cheese" being more strongly flavored	Replaced with question: "Read the sentence. The wrinkly skinned, tired-looking elephant was clearly more _blank_ than its more energetic companions. Which word correctly completes the sentence?"
Publisher	Editorial Change	9781948544016	Teacher	L22 Writing Skill Workbook Question 1	L22 Writing Skill, scroll down to Workbook Question 1	Incorrect answer option "Next week" was too implausible of an answer	Replaced "Next week" with "in addition"
Publisher	Editorial Change	9781948544016	Teacher	L23 Checkpoint Question 13	L23 Checkpoint, click right arrow to Question 13	Answer option "it creates a more formal tone" was listed as a correct answer and was technically incorrect	Replaced with incorrect answer option "creates a more formal tone"
Publisher	Editorial Change	9781948544016	Teacher	L23 Writing Skill Workbook Question 2	L23 Writing Skill, scroll down to Workbook, click right arrow to Question 2	Correct answer option "The conclusion connects the data to the thesis statement" was unclear and incorrect	Replaced with incorrect answer option "The conclusion connects the data to the evidence"
Publisher	Editorial Change	9781948544016	Teacher	L24 Checkpoint Question 12	L24 Checkpoint, click right arrow to Question 12	Question stem stated: "What is the effect of Obama's use of idioms such as talking back, cutting class or dropping out in this speech?" The word "idioms" is not covered in instruction	Changed "idioms" to "phrases"
Publisher	Editorial Change	9781948544016	Teacher	L24 Reading Skill Workbook Question 1	L24 Reading Skill, click on Part 2: Reading Skill, scroll down to Workbook Question 1	Correct answer option "It is serious, in order to be relatable with students who are struggling with similar issues" was too similar to another incorrect answer option, and was also awkwardly worded	Revised answer option to state: "It is serious, in order to convey the difficulty and importance of the issue"
Publisher	Editorial Change	9781948544016	Teacher	L24 Reading Skill Workbook Question 2	L24 Reading Skill, click on Part 2: Reading Skill, scroll down to Workbook, click right arrow to Question 2	Correct answer option "It reflects the persistence and stubbornness of his mission" might have been viewed as incorrect by students because of the negativity of the tone	Revised to "It reflects Churchill's determination and strong will to win"
Publisher	Editorial Change	9781948544016	Teacher	L25 Unit Exam Question 4	L25 Unit 5 Exam, click on right arrow to Question 4	Answer option "intrigued" was too high-level of a word for 7th grade	Changed "intrigued" to "fascinated" (lower reading level)

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Publisher	Editorial Change	9781948544016	Teacher	L27 Reading Skills Exam Prep - Part 3 Practice Question	L27 Reading Skill Exam Prep, click on Part 3: Interaction of Key individuals, Events, and Ideas, click on Practice Question	Language in answer option was too complex: "Reforms in safety protocol on ships were implemented"	Revised answer option to state: "Safety procedures on ships were changed"
Publisher	Editorial Change	9781948544016	Teacher	L32 Checkpoint Question 7	L32 Checkpoint, click right arrow to Question 7	Question stem asked: "From which perspective is the sentence beginning, "For, you see..." told from?" Perspective is not an accurate word for this question stem as covered in instruction.	Revised question stem to ask about "point of view" instead: "From which point of view is the sentence beginning "For, you see..." told?"
Publisher	Editorial Change	9781948544016	Teacher	L32 Reading Skill	L32 Reading Skill	Title of Reading Skill was "Developing Points of View" which could have potentially been confusing for students and too similar to previous Reading Skill title	Revised title to "Developing Multiple Points of View" which more accurately described content
Publisher	Editorial Change	9781948544016	Teacher	L33 Language Skill	L33 Language Skill, click on Part 2: Language Skill, under heading "Language Use and Spelling"	Heading "Spelling and Reference Materials" was unnecessary and potentially confusing	Deleted heading "Spelling and Reference Materials"
Publisher	Editorial Change	9781948544016	Teacher	L36 Writing Skill	L36 Writing Skill, under "What Is a Narrative?" heading	Purple Design for Purpose box stating "What If...?" reflected original intention of Writing Project to be fictional or nonfictional narrative. This was revised to be only a nonfiction narrative writing project.	Deleted Design for Purpose box
Publisher	Editorial Change	9781948544016	Teacher	L36 Writing Skill	L36 Writing Skill, under heading "What Is a Narrative?"	Introductory paragraphs under heading "What Is a Narrative?" were potentially confusing for students, mixing fictional and nonfiction narratives. Previously stated: Narrative writing tells about an interesting event or experience. A narrative story may be fiction, which is partly or entirely made up, or nonfiction, which is based on fact. The purpose of most narratives is to entertain the reader, though some nonfiction narratives, such as biographies or histories, also help to inform. A well-written narrative can help the reader understand something new about the world and/or the reader's own life. Authors get ideas for narratives from real events that happened to them. Authors of nonfiction tell true stories about their own real-life events, or about things that interest them. Authors of fiction may draw from their own real-life events as inspiration for their stories. In this project, you will write a personal narrative. A personal narrative comes from an event that happened to you. However, you may choose to turn it into either a nonfiction or fiction narrative.	Revised to state: A story, or narrative, can be about real or imaginary people or events. A narrative may be nonfiction, based on fact. Or it may be fiction, entirely made up. Usually, the purpose of both kinds of narratives is to entertain readers, although they can also help to inform or persuade. A well-written narrative helps the reader understand something new about the world and/or the readers' own lives. In this project, you will write a nonfiction personal narrative about an event that happened to you.
Publisher	Editorial Change	9781948544016	Teacher	L36 Writing Skill	L36 Writing Skill, under heading "The Writing Project"	List of "fictionalized narrative" bullet point descriptors was potentially confusing. Previously stated: A fictionalized narrative is a fiction story narrated by the author, a character, or a narrator	Deleted fictionalized narrative bulleted list to refine focus for students on Writing Project as nonfiction narrative
Publisher	Editorial Change	9781948544016	Teacher	L38 Language Skill	L38 Language Skill, click on Part 2: Language Skill, under heading "Progressive Verb Tenses"	Blue Design for Purpose "Key Concepts & Ideas" students containing progressive verb tenses could have been potentially confusing for students; not the type of information that should be presented in a DFP box.	Removed box and changed to non-colored box bulleted list (content remains the same)
Publisher	Editorial Change	9781948544016	Teacher	L38 Reading Skill	L38 Reading Skill, click on Part 2: Reading Skill, under heading "Interaction of Narrative Elements"	Bulleted list about chain reactions and feedback loops were potentially confusing and unnecessary	Rewrote bulleted list as a sentence that states: For example, a chain reaction might cause one event, which in turn might cause a character to make a decision, which might cause another event, and so on.

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Publisher	Editorial Change	9781948544016	Teacher	L43 Writing Skill	L43 Writing Skill, click on "Continue to Part 2 of 4," click on "Continue to Part 3 of 4," under heading "Writing a Resolution"	Bullet text "Question ending: This is similar to the reflection ending, but the writer asks the reader to think about what happened, rather than having the characters do so" covers a type of ending that could potentially be confusing for students with this type of essay assignment.	Deleted bullet
Publisher	Editorial Change	9781948544016	Teacher	L44 Checkpoint Question 2	L44 Checkpoint, click right arrow to Question 2	Incorrect answer option "That is an industrious area full of factories and warehouses" could potentially be correct.	Revised to "industrious area full of trees and grass" to make distractor more incorrect
Publisher	Editorial Change	9781948544016	Teacher	L44 Checkpoint Question 4	L44 Checkpoint, click right arrow to Question 4	Question stem asked "What does it mean to be objective?" which was too broad and not what was meant to be assessed	Revised question stem to ask "What does it mean to write an objective summary?"
Publisher	Editorial Change	9781948544016	Teacher	L44 Reading Skill	L44 Reading Skill, click on Part 2: Reading Skill, click on "Continue to Part 2 of 4," under heading "Valid and Invalid Details"	Instruction referred to "valid and invalid details," which could have been potentially confusing for students	Revised "valid and invalid details" to "important and unimportant details"
Publisher	Editorial Change	9781948544016	Teacher	L44 Reading Skill	L44 Reading Skill, click on Part 2: Reading Skill, click on "Continue to Part 2 of 4," under heading "Critical Elements of an Objective Summary"	Heading title "Valid and Invalid Details" could have been potentially confusing for students	Revised heading title to "Important Supporting Details"
Publisher	Editorial Change	9781948544016	Teacher	L44 Reading Skill	L44 Reading Skill, click on Part 2: Reading Skill, under heading "Critical Elements of an Objective Summary"	Text in "Before Moving On" box was unnecessary and potentially confusing	Deleted "Before Moving On" box
Publisher	Editorial Change	9781948544016	Teacher	L45 Unit 3 Exam Question 15	L45 Unit 3 Exam, click right arrow to Question 15	An incorrect answer option "Jason was a one-man bird symphony" was technically correct	Revised so that "Jason was a one-man bird symphony" is additional correct answer option
Publisher	Editorial Change	9781948544016	Teacher	L45 Unit 3 Exam Question 9	L45 Unit 3 Exam, click right arrow to Question 9	Incorrect answer option "the most important event in the plot" could have been potentially confusing for students	Revised to clearer incorrect answer option "the most exciting point in the plot"
Publisher	Editorial Change	9781948544016	Teacher	L48 Checkpoint Question 8	L48 Checkpoint, click right arrow to Question 8	Incorrect answer option "personification" could have been seen as correct	Revised answer option to more incorrect "denotation"
Publisher	Editorial Change	9781948544016	Teacher	L48 Language Skill	L48 Language Skill, click on Part 2: Language Skill, click on "Continue to Part 2 of 5," under heading "Literary Allusions"	Definition of "literary allusion" was too narrow and inaccurate: "references commonly known pieces of literature or pop culture"	Revised definition to be broader and more accurate: "references to commonly known stories, people, events, or ideas from literature or pop culture"
Publisher	Editorial Change	9781948544016	Teacher	L52 Reading Skill Workbook Question 2	L52 Reading Skill, click on Part 2: Reading Skill, scroll down to Workbook, click right arrow to Question	Word "cheerful" in correct answer option gave away answer to next Workbook question	Revised answer option to say "upbeat": "upbeat music"

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Publisher	Editorial Change	9781948544016	Teacher	L53 Language Skill	L53 Language Skill, click on Part 2: Language Skill, click on "Continue to Part 2 of 4," click on "Continue to Part 3 of 4," under heading "Parallel Structure"	Sideways carats < > used in instruction were interpreted by LMS code to be HTML, thereby omitting necessary words from examples. With errors, text stated: "This list uses the structure + of the + team" instead of <position> + of the + <activity> team."	Replaced necessary text to state: This list uses the structure position + of the + team.
Publisher	Editorial Change	9781948544016	Teacher	L53 Language Skill	L53 Language Skill, click on Part 2: Language Skill, click on "Continue to Part 2 of 4," click on "Continue to Part 3 of 4," under heading "Parallel Structure"	Sideways carats < > used in instruction were interpreted by LMS code to be HTML, thereby omitting necessary words from examples. With errors, text stated: "Each item in the list of actions uses the structure + the + ."	Replaced necessary text to state: Each item in the list of actions uses the structure past tense verb + the noun.
Publisher	Editorial Change	9781948544016	Teacher	L54 Writing Skill	L54 Writing Skill, click "Continue to Part 2 of 3," under heading "Graphic Elements of a Sonnet"	E.E. Cummings' poem "crazy jay blue" was used without necessary copyright permissions	Removed image of poem
Publisher	Editorial Change	9781948544016	Teacher	L54 Writing Skill	L54 Writing Skill, click on "Continue to Part 2 of 3," under heading "Graphic Elements of a Sonnet"	E.E. Cummings' poem "crazy jay blue" was used without necessary copyright permissions	Removed caption of poem image
Publisher	Editorial Change	9781948544016	Teacher	L55 Unit 5 Exam Question 15	L55 Unit 5 Exam, click right arrow to Question 15	Word incorrectly used in question stem: "Benjamin Franklin famously performed many experiments with electricity. How do these lines alter that fact?"	Changed word "alter" to "portray": Benjamin Franklin famously performed many experiments with electricity. How do these lines portray that fact?
Publisher	Editorial Change	9781948544016	Teacher	L55 Unit 5 Exam Question 2	L55 Unit 5 Exam, click right arrow to Question 2	Wording of correct answer option was written awkward and unclear: "What it says the most with the fewest words"	Revised wording of correct answer option to "When it contains the most meaning with the fewest words"
Publisher	Editorial Change	9781948544016	Teacher	L55 Writing Skill	L55 Writing Skill, click "Continue to Part 2 of 4," under heading "The Grammar of Poetry"	E.E. Cummings' poem "crazy jay blue" was used without necessary copyright permissions	Removed image of poem
Publisher	Editorial Change	9781948544016	Teacher	L55 Writing Skill	L55 Writing Skill, click "Continue to Part 2 of 4," under heading "The Grammar of Poetry"	E.E. Cummings' poem "crazy jay blue" was used without necessary copyright permissions	Removed instruction related to poem: "In "crazy jay blue," Cummings uses run-together words and strange word order to evoke the chaotic, scolding call of a blue jay. He uses parentheses to set apart certain lines of the poem. And he uses lowercase letters to challenge the traditional ideas of poetry."
Publisher	Editorial Change	9781948544016	Teacher	L56 Reading Skills Exam Prep	L56 Reading Skills Exam Prep, click on "Part 3: Multiple Points of View," click on "Practice Questions," scroll down to Question 2	Question offered five answer options instead of four	Removed one answer option: "Music can be as sweet as a lullaby or as explosive as a volcano," he continued."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781948544016	Teacher	L56 Reading Skills Exam Prep, under heading "Under Multiple Point of View" Practice Question 2	L56 Reading Skills Exam Prep, scroll down to buttons	Button title was "Part 3: Points of View," which could have been confusing with button above it called "Part 2: Point of View (POV)"	Changed button title to "Multiple Points of View"
Publisher	New Content	9781948544016	Teacher	L01 Reading Skill	L01 Reading Skill, click on Part 1: Reading Selection, click on The Story of My Life, Chapter 1	Reading selection lacked visual interest	"Bio Card," or illustrated short biography, of author Helen Keller added
Publisher	New Content	9781948544016	Teacher	L02 Reading Skill	L02 Reading Skill, click on Part 2: Reading Skill, click on "Continue to Part 2 of 4," click on "Continue to Part 3 of 4," under heading "What Is an Objective Summary?"	Instruction lacked visual interest	Added video instruction about summarizing texts
Publisher	New Content	9781948544016	Teacher	L05 Reading Skills Exam Prep	L05 Reading Skills Exam Prep, click Part 1: Reading Selection, click The Story of My Life, Chapter 5	Reading selection lacked visual interest	Added looping animation to illustrate and enhance part of the text
Publisher	New Content	9781948544016	Teacher	L05 Writing Skill	L05 Writing Skill, under heading "Giving Others Credit within Your Writing"	Instruction lacked visual interest	Added infographic titled "Why Cite Sources?"
Publisher	New Content	9781948544016	Teacher	L08 Language Skill	L08 Language Skill, click "Continue to Part 2 of 4," click "Continue to Part 3 of 4," under red "Rules" box	Instruction lacked visual interest	Added "Phrases and Clauses" video
Publisher	New Content	9781948544016	Teacher	L08 Writing Skill	L08 Writing Skill, click "Continue to Part 2 of 4," under heading "Charts and Tables"	No instruction explaining different types of graphs and charts that are tested in a Workbook question (Writing Workbook Question 2)	Added section titled "Types of Graphs and Charts" that provides instruction of bar graphs, line graphs, and circle graphs or pie charts.
Publisher	New Content	9781948544016	Teacher	L10 Reading Skills Exam Prep	L10 Reading Skills Exam Prep, click Part 1: Reading Selections, click on The Story of My Life, Chapter 9	Reading selection lacked visual interest	Added looping animation to illustrate and enhance part of the text
Publisher	New Content	9781948544016	Teacher	L15 Reading Skills Exam Prep	L15 Reading Skills Exam Prep, click Part 1: Reading Selection, click on The Story of My Life, Chapter 13	Reading selection lacked visual interest	Added looping animation to illustrate and enhance part of the text

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Publisher	New Content	9781948544016	Teacher	L16 Reading Skill	L16 Reading Skill, click Part 2: Reading Skill, click "Continue to Part 2 of 4," click "Continue to Part 3 of 4"	Instruction lacked visual interest	Added infographic titled "Explaining and Evaluating an Argument"
Publisher	New Content	9781948544016	Teacher	L20 Reading Skills Exam Prep	L20 Reading Skills Exam Prep, click Part 1: Reading Selection, click The Story of My Life, Chapter 17	Reading selection lacked visual interest	Added looping animation to illustrate and enhance part of the text
Publisher	New Content	9781948544016	Teacher	L25 Reading Skills Exam Prep	L25 Reading Skills Exam Prep, click Part 1: Reading Selection, click The Story of My Life, Chapter 21, Part 1	Reading selection lacked visual interest	Added looping animation to illustrate and enhance part of the text
Publisher	New Content	9781948544016	Teacher	L31 Reading Skill	L31 Reading Skill, click on Part 1: Reading Selection, click on Alice's Adventures in Wonderland, Chapter 1, Part 1	Reading selection lacked visual interest and context	Added "BioCard" of author Lewis Carroll to beginning of reading selection, containing illustration and short bio of author
Publisher	New Content	9781948544016	Teacher	L31 Reading Skill	L31 Reading Skill, click on Part 1: Reading Selection, click on A Horse Tale	Reading selection lacked visual interest and context	Added "BioCard" of author Anna Sewell to beginning of reading selection, containing illustration and short bio of author
Publisher	New Content	9781948544016	Teacher	L33 Language Skill	L33 Language Skill, click on Part 2: Language Skill, under heading "Spellings to Memorize"	Instruction lacked visual interest	Added infographic titled "Spelling Rules"
Publisher	New Content	9781948544016	Teacher	L38 Reading Skill	L38 Reading Skill, click on Part 2: Reading Skill, under heading "How Characters Interact with Plot"	Instruction lacked visual interest	Added infographic titled "Choose Your Own Adventure! *Using Narrative Elements"
Publisher	New Content	9781948544016	Teacher	L46 Reading Skill	L46 Reading Skill, click on Part 1: Reading Selection, click "Sonnet 130: 'My mistress' eyes are nothing like the sun'"	Reading selection lacked visual interest and context	Added "BioCard" of author William Shakespeare to beginning of reading selection, containing illustration and short bio of author
Publisher	New Content	9781948544016	Teacher	L47 Reading Skill	L47 Reading Skill, click on Part 1: Reading Selection, click on "Dust of Snow"	Reading selection lacked visual interest and context	Added "BioCard" of author Robert Frost to beginning of reading selection, containing illustration and short bio of author
Publisher	New Content	9781948544016	Teacher	L48 Reading Skill	L48 Reading Skill, click on Part 1: Reading Selection, click on "Annabel Lee"	Reading selection lacked visual interest and context	Added "BioCard" of author Edgar Allan Poe to beginning of reading selection, containing illustration and short bio of author

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Publisher	New Content	9781948544016	Teacher	L48 Reading Skill	L48 Reading Skill, click on Part 1: Reading Selection, click on "The Song of Wandering Aengus"	Reading selection lacked visual interest and auditory reinforcement	Added illustrated and animated video of Yeats' poem "The Song of Wandering Aengus" read aloud
Publisher	New Content	9781948544016	Teacher	L49 Reading Skill	L49 Reading Skill, click on Part 1: Reading Selection, click on "I Wandered Lonely as a Cloud"	Reading selection lacked visual interest and context	Added "BioCard" of author William Wordsworth to beginning of reading selection, containing illustration and short bio of author
Publisher	New Content	9781948544016	Teacher	L53 Reading Skill	L53 Reading Skill, click on Part 1: Reading Selection, click on "Charge of the Light Brigade"	Reading selection lacked visual interest and auditory reinforcement	Added video of a reading of Tennyson's poem "Charge of the Light Brigade"
Publisher	New Content	9781948544016	Teacher	Unit 1 Introduction	Unit 1 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 10 Introduction	Unit 10 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 11 Introduction	Unit 11 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 12 Introduction	Unit 12 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 2 Introduction	Unit 2 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 3 Introduction	Unit 3 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 4 Introduction	Unit 4 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 5 Introduction	Unit 5 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 6 Introduction	Unit 6 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 7 Introduction	Unit 7 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 8 Introduction	Unit 8 Introduction	No introductory text	Added introductory text
Publisher	New Content	9781948544016	Teacher	Unit 9 Introduction	Unit 9 Introduction	No introductory text	Added introductory text

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English Language Arts and Reading, Grade 8 <i>8th Grade Language Arts</i> (ISBN 9781948544023)							
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 01 Reading Skill	Lesson 01 Reading Skill, Click "Continue" 1 time, under heading "Generating Questions"	TEA review stated more content needed in Narrative about generating teacher-guided questions for informal inquiry	Added content that provides specific teacher-generated questions for informal inquiry
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 09 Writing Activity	Lesson 09 Writing Activity, Click "Lesson 9" Button	TEA review stated more content needed in Activity about refining major research questions, guided by the secondary set of questions.	Added content that provides a specific set of secondary questions used to refine a research question
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 09 Writing Activity	Lesson 09 Writing Activity, click "Lesson 90" button	TEA review stated more content needed in Activity about examining sources for bias, including omission	Added content that specifically asks students to examine sources for bias, including omission
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for avoidance of splices	Added link to revision checklist that specifically asks students to revise drafts for avoidance of splices
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for complete complex sentences with avoidance of run-ons	Added link to revision checklist that specifically asks students to revise drafts for complete complex sentences with avoidance of run-ons
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for complete complex sentences with avoidance of fragments	Added link to revision checklist that specifically asks students to revise drafts for complete complex sentences with avoidance of fragments
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for consistent, appropriate verb tenses	Added link to revision checklist that specifically asks students to revise drafts for consistent, appropriate verb tenses
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for consistent, appropriate use of active voice	Added link to revision checklist that specifically asks students to revise drafts for consistent, appropriate use of active voice
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for consistent, appropriate use of passive voice	Added link to revision checklist that specifically asks students to revise drafts for consistent, appropriate use of passive voice
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for prepositions	Added link to revision checklist that specifically asks students to revise drafts for prepositions
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for prepositional phrases	Added link to revision checklist that specifically asks students to revise drafts for prepositional phrases
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for influence on subject-verb agreement	Added link to revision checklist that specifically asks students to revise drafts for influence on subject-verb agreement
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for pronoun-antecedent agreement	Added link to revision checklist that specifically asks students to revise drafts for pronoun-antecedent agreement
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for correct capitalization	Added link to revision checklist that specifically asks students to revise drafts for correct capitalization
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for punctuation, including commas in nonrestrictive phrases	Added link to revision checklist that specifically asks students to revise drafts for punctuation, including commas in nonrestrictive phrases
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for punctuation, including semicolons	Added link to revision checklist that specifically asks students to revise drafts for punctuation, including semicolons
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for punctuation, including parentheses	Added link to revision checklist that specifically asks students to revise drafts for punctuation, including parentheses

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State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for punctuation, including colons	Added link to revision checklist that specifically asks students to revise drafts for punctuation, including colons
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 15 Writing Activity	Lesson 15 Writing Activity, Part 1	TEA review stated more content needed in Activity about revising drafts for correct spelling, including commonly confused terms	Added link to revision checklist that specifically asks students to revise drafts for correct spelling, including commonly confused terms
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 31 Writing Skill	Lesson 31 Writing Skill, Click "Continue" 3 times, Under heading "Refinding a Research Question"	TEA review stated more content needed in Narrative about generating teacher-guided questions for formal inquiry	Added content that provides specific teacher-generated questions for formal inquiry
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 47 Writing Skill	Lesson 47 Writing Skill, Click "Continue" 3 times, under heading "Counterclaim" and the dropdown menu	TEA review stated more content needed in Activity about analyzing structures of argument text by explaining counter arguments.	Added interactive question that specifically asks students to explain a counter argument
State Review Panel	Editorial Change	9781948544023	Teacher	Lesson 49 Writing Activity	Lesson 49 Writing Activity, click "Lesson 49" button	TEA review stated more content needed in Activity about examining sources for faulty reasoning	Added content that specifically asks students to examine sources for faulty reasoning

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Tanglewood Publishing, Inc.

English Language Arts and Reading, Grade 8

Surviving the Angel of Death: The Story of a Mengele Twin Auschwitz (ISBN 9781939100245)

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	Editorial Change	9781939100238	Student	11	Page 11	"Pair with a classmate and discuss what strength of character means to him or her."	"Instruct students to turn and talk to your partner. Discuss what strength of character means to him or her."
State Review Panel	New Content	9781939100238	Student	7	Page 7	Add language "ELLs will also sort words following specific patterns/rules"	Added: "ELLs will also sort words following specific patterns and/or rules." Also changed one other instance of ELPS to ELLs.
State Review Panel	New Content	9781939100238	Student	7	Page 8 in corrected guide	New Content: add "student will reflect..." to #4	Added a bullet (check box) that says: "Students will reflect deeply about their own lives and choices."
State Review Panel	New Content	9781939100238	Student	19	Page 19	New Content: Life Connection: Adding "Instruct students to turn and talk to your partner"	Added requested language: "Instruct students to turn and talk to your partner"
State Review Panel	New Content	9781939100238	Student	32	Page 33 - 34 in corrected guide	Add a new second bullet: ELL students – Brainstorm a word bank of familiar words to describe the pictures. Then divide the words into the three categories in the Venn diagram.	Added bullet that says: "ELL students – Brainstorm a word bank of familiar words to describe the pictures. Then divide the words into the three categories in the Venn diagram." Also added a Compare & Contrast Venn Diagram Word Bank.
State Review Panel	New Content	9781939100238	Student	38	Page 40 on corrected guide	New content: add language: "Including editing for standard grammar and usage"	Added requested language to this sentence: "All elements should be subjected to the full writing process, including editing for standard grammar and usage."
Publisher	Editorial Change	9781939100238	Student	12	Page 12	"Determine if refusing to stand up for someone is an acceptable thing to do."	Added phrase to this sentence: "Students will reflect deeply about their own lives and choices by determining if refusing to stand up for someone is an acceptable thing to do."

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The College Board							
English Language Arts and Reading – <i>SpringBoard, English Language Arts and Reading, Grade 6, 2020 Texas Edition</i> (ISBN 9781457311352)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781457311420	Student	27	Peer Editing Graphic Organizer	The space between the write-on lines in the graphic organizer is uneven.	The space between the write-on lines has been evenly spaced.
Publisher	Editorial Change	9781457311420	Student	152	photo caption	There is a misplaced prepositional phrase in the first sentence of the caption, "Dogs have been bred to rescue people caught in avalanches for a long time."	The first sentence in the caption has been revised to read, "For many years, dogs have been trained to rescue people caught in avalanches."
Publisher	Editorial Change	9781457311420	Student	197	Language Workshop: "Helen Keller" fourth paragraph	In the third sentence of the fourth paragraph of the passage, "Helen Keller," the second occurrence of the name "Anne" should be "Helen."	The sentence "Anne interpreted all of the lectures and textbooks for Anne." has been replaced with "Anne interpreted all of the lectures and textbooks for Helen."
Publisher	Editorial Change	9781457311499	Teacher	74	Language Workshop: Spanish Activities: Colaboración académica Box 4	The first question in Box 4 should end in a question mark and not a period.	The period at the end of the first question has been replaced with a question mark.
Publisher	Editorial Change	9781457311499	Teacher	98	Language Workshop: Spanish Activities: Lectura atenta de un Texto base, passage title	The title of the passage, "Los perros os hacen humanos" has a typo.	The passage title has been corrected to read, "Los perros nos hacen humanos."
Publisher	Editorial Change	9781457311499	Teacher	234	Language Workshop: Standards Addressed box	The English Language Proficiency Standard listed in the Standards Addressed box is written incorrectly.	The ELPS standard "4(A)" has been revised to appear as "(4)(A)."
Publisher	Editorial Change	9781457311499	Teacher	242	Language Workshop: Standards Addressed box	The English Language Proficiency Standard listed in the Standards Addressed box is written incorrectly.	The ELPS standard "4(A)" has been revised to appear as "(4)(A)."
Publisher	Editorial Change	9781457311499	Teacher	252	Texas Essential Knowledge and Skills box	Standard 6.10(B)(i) is listed twice.	"6.10(B)(i)" has been removed from the list of additional standards addressed and left as a focus standard.
English Language Arts and Reading, Grade 7 <i>SpringBoard, English Language Arts and Reading, Grade 7, 2020 Texas Edition</i> (ISBN 9781457311369)							
Publisher	Editorial Change	9781457311437	Student	27	Peer Editing Graphic Organizer	The space between the write-on lines in the graphic organizer is uneven.	The space between the write-on lines has been evenly spaced.
Publisher	Editorial Change	9781457311437	Student	93	Language Workshop: passage paragraph 8	In paragraph 8 of the passage, the word "strengthening" should read "strengthen."	The word "strengthening" has been replaced with the word "strengthen."
Publisher	Editorial Change	9781457311505	Teacher	74	Language Workshop: Spanish Activities: passage paragraph 4	In paragraph 4 of the passage, there is an extra space between "77" and "kids."	The space between "77" and "kids" has been removed so that it reads, "77kids."
Publisher	Editorial Change	9781457311505	Teacher	136	Language Workshop: Spanish Activities: Colaboración académica Box 1	The word "caos" within the first question in Box 1 should be italicized.	The word "caos" has been italicized.
Publisher	Editorial Change	9781457311505	Teacher	162	Language Workshop: Spanish Activities: glossed vocabulary word: absuelto	The last word in the definition "juradot" should read "jurado."	The word "juradot" has been replaced with "jurado."
Publisher	Editorial Change	9781457311505	Teacher	240	Language Workshop: Standards Addressed box	The English Language Proficiency Standard listed in the Standards Addressed box is written incorrectly.	The ELPS standard "4(A)" has been revised to appear as "(4)(A)."
Publisher	Editorial Change	9781457311505	Teacher	248	Language Workshop: Standards Addressed box	The English Language Proficiency Standard listed in the Standards Addressed box is written incorrectly.	The ELPS standard "4(A)" has been revised to appear as "(4)(A)."

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English Language Arts and Reading, Grade 8 <i>SpringBoard, English Language Arts and Reading, Grade 8, 2020 Texas Edition (ISBN 9781457311376)</i>							
Publisher	Editorial Change	9781457311444	Student	27	Peer Editing Graphic Organizer	The space between the write-on lines in the graphic organizer is uneven.	The space between the write-on lines has been evenly spaced.
Publisher	Editorial Change	9781457311444	Student	47	Language Workshop: Language Resources box	The verb "represent" should be added to the last column, last row of the table.	The verb "represent" has been added to the last column, last row of the table.
Publisher	Editorial Change	9781457311444	Student	255	Setting a Purpose for Reading, bullet 3	The last bullet of the Setting a Purpose for Reading has been revised to strengthen the alignment to TEKS breakout 8.5(l)(ii).	The last bullet of the Setting a Purpose for Reading has been revised to read, "Pause when you do not understand something in the text, and try rereading, using background knowledge, asking questions, or annotating to deepen your understanding. [anno]8.5(l)"
Publisher	Editorial Change	9781457311444	Student	258	Language Workshop: "Fear Busters: 10 Tips to Overcome Stage Fright!", paragraph 10	Text is missing from the second sentence of paragraph 10.	The missing text from the second sentence of paragraph 10 has been restored so the sentence reads, "Soon enough, your body will tell your brain that you're happy ... and before you know it, any fear you have will melt away."
Publisher	Editorial Change	9781457311444	Student	264	Setting a Purpose for Reading, bullet 3	The last bullet of the Setting a Purpose for Reading has been revised to strengthen the alignment to TEKS breakout 8.5(l)(ii).	The last bullet of the Setting a Purpose for Reading has been revised to read, "Monitor your comprehension and stop to reread the text, use your background knowledge, or ask questions to improve your understanding. [anno] 8.5(l)"
Publisher	Editorial Change	9781457311444	Student	400	Seedfolks, paragraph 26	The last sentence of paragraph 26 includes a typo. The word "stone-till" should be "stone-still."	The word "stone-till" has been replaced with "stone-still."
Publisher	Editorial Change	9781457311512	Teacher	47	Language Workshop: Spanish Activities: Recursos de Lenguaje box	Content in the Language Resources chart was misplaced.	The following corrections have been made to the content under the Verbo column: The first row has been left blank. The word "representar" in the second row has been replaced with "simbolizar." The word "metaforizar" has been added to the third row, and the word "representar" has been added to the last row.
Publisher	Editorial Change	9781457311512	Teacher	78	Language Workshop: Spanish Activities: Colaboración académica Box 4	The closing quotation is missing after the title "Harrison Bergeron" in the suggested student answer frame.	The closing quotation has been added to the suggested student answer stem so that it reads, "El mensaje de "Harrison Bergeron" es ____."
Publisher	Editorial Change	9781457311512	Teacher	136	Language Workshop: Spanish Activities: Activity title, "Objetivos de lenguaje" and head, "Language Objectives"	The activity title should be "Colaboración académica" and the head should be "Objetivos de lenguaje."	The activity title has been replaced with "Colaboración académica" and the head has been replaced with "Objetivos de lenguaje."
Publisher	Editorial Change	9781457311512	Teacher	195	Language Workshop: Spanish Activities: Recursos de Lenguaje box	The "g" in the word, "gracioso" should be lowercase.	The capitalized "g" in the word "gracioso" has been replaced with a lowercase "g."
Publisher	Editorial Change	9781457311512	Teacher	220	Language Workshop: Spanish Activities: Genre Banner	Within the genre banner "Obra de teatro: Fragmentode," the word "fragmentode" should be "fragmento."	The word "fragmentode" has been replaced with "fragmento."
Publisher	Editorial Change	9781457311512	Teacher	244	Language Workshop: Standards Addressed box	The English Language Proficiency Standard listed in the Standards Addressed box is written incorrectly.	The ELPS standard "4(A)" has been revised to appear as "(4)(A)."
Publisher	Editorial Change	9781457311512	Teacher	252	Language Workshop: Standards Addressed box	The English Language Proficiency Standard listed in the Standards Addressed box is written incorrectly.	The ELPS standard "4(A)" has been revised to appear as "(4)(A)."

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Publisher	Editorial Change	9781457311512	Teacher	255	Teacher Steps 1 and 2	Teacher Steps 1 and 2 have been revised to strengthen the alignment to TEKS breakout 8.5(I)(ii).	Teacher Steps 1 and 2 have been replaced with the following: "[1]Read aloud the section about making adjustments while reading. Use an analogy to help students understand the concept of monitoring their comprehension and making adjustments when they don't understand something they have read. For example, you could compare reading a complex text to playing a soccer game. Players on a team don't simply pay attention to the ball. They monitor the positions of the other players, they look out for obstacles on the field, they use their knowledge from prior games to improve their play, and they stop at half-time to listen to guidance from their coach before they keep playing. Similarly, strong readers don't simply pay attention to the words on the page. They continuously monitor whether they understand what the text is saying, they look out for obstacles like unfamiliar words, they draw on prior knowledge to help them understand the text, and they take breaks to ask questions of themselves or of their teacher when they need help understanding. [2] Use the About the Author paragraph to model how to make adjustments when reading. Read the first sentence out loud, and then use a think aloud to model asking questions of the text. You might ask, "What does it mean to publish novels? Does that mean he wrote the novels?" "
Publisher	Editorial Change	9781457311512	Teacher	256	Teacher Step 5	Teacher Step 5 has been revised to strengthen the alignment to TEKS breakout 8.5(I)(ii).	Teacher Step 5 has been replaced with the following: "[5] As students are reading, monitor their progress. Be sure they are engaged with the text and remind them to pause and make adjustments when their understanding breaks down."
Publisher	Editorial Change	9781457311512	Teacher	259	Teacher Step 7	Teacher Step 7 has been revised to strengthen the alignment to TEKS breakout 8.5(I)(ii).	Teacher Step 7 has been replaced with the following: "[7] During or after reading the text for the first time, guide the class in a discussion about the setting and how it relates to the characters. Ask the Making Observations questions and evaluate students' initial understanding of the historical novel. Have them pair share their responses to the questions in the final bullet point, and assess whether they effectively monitored their own comprehension, noted when their understanding broke down, and made appropriate adjustments."
Publisher	New Content	9781457311444	Student	35	Working from the Text, below Step 9	An additional step has been added below Step 9 to strengthen the alignment to TEKS breakout 8.5(F)(ii).	The following content has been added as new Step 10 and subsequent steps have been renumbered: "Use the evidence you gathered to express your understanding about Odysseus's character. In one or two sentences, describe Odysseus."
Publisher	New Content	9781457311444	Student	41	below The Return and the last bullet of the Setting a Purpose for Reading	New content has been added below the The Return section and an additional bullet to the Setting a Purpose section to strengthen the alignment to TEKS breakout 8.5(F)(ii).	The new content reads as follows: "Using Evidence to Support Understanding [B-head] To understand how Meg's journey is an example of the Hero's Journey archetype, you will need to read closely and make inferences about the characters and the conflict. These inferences will help you come to a greater understanding about the text as a whole. Strong readers keep track of evidence that develops their understanding of a text. One strategy for keeping track of evidence is annotation. Use the Setting a Purpose for Reading instructions to help you annotate the text and gather evidence. [Setting a Purpose for Reading bullet] Underline evidence in the text that helps you understand IT's character. 8.5(F)"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781457311444	Student	125	below the Making Observations	New content has been added below the Making Observations feature to strengthen the alignment to TEKS breakout 8.5(G)(i).	The following new section of instruction has been added, and subsequent steps have been renumbered: "Evaluating Details to Determine Key Ideas [B-head] [4.] Examining details in a text can help readers understand the key ideas the author wants to convey. Look back at your color-coded underlining of the similarities and differences between Grant and Lee. Use those details you underlined to create a Venn diagram in your Reader/Writer Notebook. Evaluate the details you organized into the Venn diagram to determine the key ideas in this text. [teacher edition anno]Though they came from different backgrounds and had different aspirations, both men were great generals."
Publisher	New Content	9781457311444	Student	255	above the Setting a Purpose for Reading	New content has been added above the Setting a Purpose for Reading feature to strengthen alignment to TEKS breakout 8.5(I)(ii).	The following new section of instruction has been added: Making Adjustments While Reading[B-head] While reading complex texts, readers sometimes need to pause and make adjustments when their understanding breaks down. When you don't understand something you are reading, try the following adjustments: <ul style="list-style-type: none"> • Reread the word, phrase, or sentence that you do not understand. Reread out loud to see if hearing the sentence helps you understand it. • Use your background knowledge to make sense of what you are reading. • Ask questions about the text. Jot down questions in the My Notes section and return to them later to see if you know the answer after reading more of the text. • Use annotations, like metacognitive markers, to note the parts of the text where you <u>have questions or comments.</u>"
Publisher	New Content	9781457311444	Student	259	Making Observations	New content has been added above the Making Observations feature to strengthen alignment to TEKS breakout 8.5(I)(ii).	An additional bullet has been added to the Making Observations feature that reads, "Where did you pause and make adjustments as you read? How did the adjustments support your understanding?"
Publisher	New Content	9781457311512	Teacher	35	Teacher Step 10	The existing Teacher Step 10 has been revised to strengthen the alignment to TEKS breakout 8.5(F)(ii).	Teacher Step 10 has been revised to become the following three new steps, and subsequent steps have been renumbered: "[10] Complete the Working from the Text section. Check that students understand the difference between an observation of textual detail (e.g., In paragraph 5, Odysseus says he would not listen to his men) versus an inference based on the text (e.g., Odysseus is a leader whose men will follow him even when they disagree with him). [11] Model for students how to use evidence from the text to support their understanding. For example: I understand that Odysseus is a clever character because in paragraph 22, he outsmarts the Cyclops to help his men escape. Consider providing students with the following sentence frames to express an understanding of Odysseus's character using evidence from the text: I know that Odysseus is ___ because the text says ____ . I understand that Odysseus is ___ because in paragraph X it says ____ . [12] The questions starting on the next page focus on the author's technique, so it is important that all students have a chance to contribute to each response."
Publisher	New Content	9781457311512	Teacher	41	Teacher Step 1	The existing Teacher Step 1 has been revised to strengthen the alignment to TEKS breakout 8.5(F)(ii).	The existing Teacher Step 1 has been revised to read, "Read aloud the Preview, review the four steps within the Return stage, and discuss the information about using evidence to develop understanding to activate prior knowledge and prepare students for the text."
Publisher	New Content	9781457311512	Teacher	125	Teacher Step 9	Teacher Step 9 has been revised to strengthen the alignment to TEKS breakout 8.5(G)(i).	The following content has been added to the end of Teacher Step 9: "Support students in evaluating the details they annotated to determine key ideas. Model this process during the reading of the first seven paragraphs."

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The Lampo Group, LLC (Ramsey Education)

Social Studies, Personal Financial Literacy
Foundations in Personal Finance - High School Edition (ISBN 9781936948482)

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781936948123	Student	S-1	Not provided	1_D (viii) develop financial goals for the medium term that are attainable, narrative	Created a new student activity (Chapter 3) to go with existing student activity "Smart Goals"; new activity requires students to create budget reflecting short-, medium-, and long-term goals; students are then asked to determine how long each goal would take, how might financial goals change later in life, and explain why it's important to included all three savings goals on your monthly budget
Publisher	New Content	9781936948123	Student	S-1	Not provided	1_D (ix) develop financial goals for the medium term that are realistic, narrative	Created a new student activity (Chapter 3) to go with existing student activity "Smart Goals"; new activity requires students to create budget reflecting short-, medium-, and long-term goals; students are then asked to determine how long each goal would take, how might financial goals change later in life, and explain why it's important to included all three savings goals on your monthly budget
Publisher	New Content	9781936948123	Student	S-1	Not provided	1_D (x) develop financial goals for the medium term that are time based, narrative	Created a new student activity (Chapter 3) to go with existing student activity "Smart Goals"; new activity requires students to create budget reflecting short-, medium-, and long-term goals; students are then asked to determine how long each goal would take, how might financial goals change later in life, and explain why it's important to included all three savings goals on your monthly budget
Publisher	New Content	9781936948123	Student	S-1	Not provided	2_C (ii) develop a budget that incorporates medium-term financial goals, narrative	Created a new student activity (Chapter 3) to go with existing student activity "Smart Goals"; new activity requires students to create budget reflecting short-, medium-, and long-term goals; students are then asked to determine how long each goal would take, how might financial goals change later in life, and explain why it's important to included all three savings goals on your monthly budget
Publisher	New Content	9781936948123	Student	S-3	Not provided	4_A (i) analyze costs of owning versus renting housing, narrative	Wrote additional content "Should I rent or buy a home?" (Chapter 4); covers adavantages and disadvantages of owning vs. renting and journal question: "Summarize, in your own words, some things you should consider when making the financial decision to rent or own your home."
Publisher	New Content	9781936948123	Student	S-3	Not provided	4_A (ii) analyze benefits of owning versus renting housing, narrative	Wrote additional content "Should I rent or buy a home?" (Chapter 4); covers adavantages and disadvantages of owning vs. renting and journal question: "Summarize, in your own words, some things you should consider when making the financial decision to rent or own your home."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781936948123	Student	S-5	Not provided	6_A (i) discuss the role of financial institutions in saving, narrative	Wrote additional content "The Role of Financial Institutions in Your Savings Plan" (Chapter 8); Discussion types of institutions and the services they offer and how those services align with short-, medium-, and long-term savings goals; includes 4 discussion questions on liquidity, diversification, and interest rates
Publisher	New Content	9781936948123	Student	S-6	Not provided	7_B (iv) explain sources of income during retirement, including Social Security, narrative	Wrote new content "Sources of Income in Retirement" (Chapter 8); discusses expenses during retirement and predicting cost of living; discusses personal retirement plans, employer retirement plans, public pension plans and working during retirement; includes student assignment (writing Prompt) persuasive essay about the importance of planning, saving, and investing for retirement
Publisher	New Content	9781936948123	Student	S-2	Not provided	9_A (i) discuss how character can adversely or positively impact an individual's credit rating, narrative	Wrote additional content "The Credit Industry - What You Need to Know..." (Chapter 4); information about components of the credit score and the five "C's" of credit worthiness: Character, Capacity, Capital, Collateral, and Conditions; discussion questions provided at end of content regarding factors of credit worthiness and credit industry marketing
Publisher	New Content	9781936948123	Student	S-2	Not provided	9_A (ii) discuss how character can adversely or positively impact an individual's ability to obtain credit, narrative	Wrote additional content "The Credit Industry - What You Need to Know..." (Chapter 4); information about components of the credit score and the five "C's" of credit worthiness: Character, Capacity, Capital, Collateral, and Conditions; discussion questions provided at end of content regarding factors of credit worthiness and credit industry marketing
Publisher	New Content	9781936948123	Student	S-2	Not provided	9_A (iii) discuss how capacity can adversely or positively impact an individual's credit rating, narrative	Wrote additional content "The Credit Industry - What You Need to Know..." (Chapter 4); information about components of the credit score and the five "C's" of credit worthiness: Character, Capacity, Capital, Collateral, and Conditions; discussion questions provided at end of content regarding factors of credit worthiness and credit industry marketing
Publisher	New Content	9781936948123	Student	S-2	Not provided	9_A (iv) discuss how capacity can adversely or positively impact an individual's ability to obtain credit, narrative	Wrote additional content "The Credit Industry - What You Need to Know..." (Chapter 4); information about components of the credit score and the five "C's" of credit worthiness: Character, Capacity, Capital, Collateral, and Conditions; discussion questions provided at end of content regarding factors of credit worthiness and credit industry marketing

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781936948123	Student	S-2	Not provided	9_A (v) discuss how collateral can adversely or positively impact an individual's credit rating, narrative	Wrote additional content "The Credit Industry - What You Need to Know..." (Chapter 4); information about components of the credit score and the five "C's" of credit worthiness: Character, Capacity, Capital, Collateral, and Conditions; discussion questions provided at end of content regarding factors of credit worthiness and credit industry marketing
Publisher	New Content	9781936948123	Student	S-2	Not provided	9_A (vi) discuss how collateral can adversely or positively impact an individual's ability to obtain credit, narrative	Wrote additional content "The Credit Industry - What You Need to Know..." (Chapter 4); information about components of the credit score and the five "C's" of credit worthiness: Character, Capacity, Capital, Collateral, and Conditions; discussion questions provided at end of content regarding factors of credit worthiness and credit industry marketing
Publisher	New Content	9781936948123	Student	S - 4	Not provided	14_A (i) explain the importance of guardianship of minor children, narrative	Wrote additional content "What is Estate Planning?" (Chapter 9) that discusses the importance and purpose of estate planning, legal documents, wills, living wills, guardianship of minors, estate taxes, and trusts; journal question for students: In your own words, explain the importance of guardianship of minor children, wills, and beneficiary designation.
Publisher	New Content	9781936948123	Student	S-4	Not provided	14_A (ii) explain the importance of wills, narrative	Wrote additional content "What is Estate Planning?" (Chapter 9) that discusses the importance and purpose of estate planning, legal documents, wills, living wills, guardianship of minors, estate taxes, and trusts; journal question for students: In your own words, explain the importance of guardianship of minor children, wills, and beneficiary designation.
Publisher	New Content	9781936948123	Student	S-4	Not provided	14_A (iii) explain the importance of beneficiary designation, narrative	Wrote additional content "What is Estate Planning?" (Chapter 9) that discusses the importance and purpose of estate planning, legal documents, wills, living wills, guardianship of minors, estate taxes, and trusts; journal question for students: In your own words, explain the importance of guardianship of minor children, wills, and beneficiary designation.
Publisher	New Content	9781936948123	Student	S-4	Not provided	14_B (i) explain the importance of a power of attorney, narrative	Wrote additional content "What is Estate Planning?" (Chapter 9) that discusses the importance and purpose of estate planning, legal documents, wills, living wills, guardianship of minors, estate taxes, and trusts; journal question for students: In your own words, explain the importance of guardianship of minor children, wills, and beneficiary designation.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781936948123	Student	S-4	Not provided	14_B (ii) explain the importance of a living will, narrative	Wrote additional content "What is Estate Planning?" (Chapter 9) that discusses the importance and purpose of estate planning, legal documents, wills, living wills, guardianship of minors, estate taxes, and trusts; journal question for students: In your own words, explain the importance of guardianship of minor children, wills, and beneficiary designation.
Publisher	New Content	9781936948123	Student	S-4	Not provided	14_B (iii) explain the importance of a medical directive, narrative	Wrote additional content "What is Estate Planning?" (Chapter 9) that discusses the importance and purpose of estate planning, legal documents, wills, living wills, guardianship of minors, estate taxes, and trusts; journal question for students: In your own words, explain the importance of guardianship of minor children, wills, and beneficiary designation.
Publisher	New Content	9781936948123	Student	S-1	Not provided	1_D (vi) develop financial goals for the medium term that are specific, narrative	Created a new student activity (Chapter 3) to go with existing student activity "Smart Goals"; new activity requires students to create budget reflecting short-, medium-, and long-term goals; students are then asked to determine how long each goal would take, how might financial goals change later in life, and explain why it's important to included all three savings goals on your monthly budget
Publisher	New Content	9781936948123	Student	S-1	Not provided	1_D (vii) develop financial goals for the medium term that are measurable, narrative	Created a new student activity (Chapter 3) to go with existing student activity "Smart Goals"; new activity requires students to create budget reflecting short-, medium-, and long-term goals; students are then asked to determine how long each goal would take, how might financial goals change later in life, and explain why it's important to included all three savings goals on your monthly budget

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ThinkCERCA							
English Language Arts and Reading, Grade 6 <i>ThinkCERCA, Texas Edition, 6th Grade (ISBN 9780999856109)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780999856154	Student	21st-Century Olympics (Additional Reading Practice)	end of reading selection	[new text being added] (1) The Olympics returned to Athens in 2004. The cost of hosting the games is thought to have directly contributed to the Greek government’s crippling debt. Many of the sports facilities built for the games are rotting and in disrepair.	insert footnote
State Review Panel	New Content	9780999856154	Student	21st-Century Olympics (Additional Reading Practice)	multiple choice question	replace question 4 with new question: What is the most likely reason the author included the information about the 2004 Athens Olympics in a footnote instead of in the main text? A. The footnoted information provides background information, but it is not directly related to the main topic of the paragraph. B. The footnoted information is likely to go out of date quickly and may need to be removed. C. The footnoted information reflects poorly on de Coubertin. D. The footnoted information is meant to be read last.	new question on footnotes
State Review Panel	New Content	9780999856154	Student	Should the United States Build a High-Speed Rail System?	beginning of reading selection	[new text being added] Headnote: At the time this article was published it stated “California is the only place in the United States that has plans for high-speed rail.” Since the article was published, Florida also developed plans to build a high-speed rail link between Tampa and Orlando.	insert headnote
State Review Panel	New Content	9780999856154	Student	Should the United States Build a High-Speed Rail System?	multiple choice question	[replace question #1 with new question] 1. Why does the article begin with a headnote? A. To give readers a preview about the topics in the article. B. To explain unfamiliar words that appear in the selection. C. To correct a mistake that was made in the original article. D. To give readers updated information about the article.	new question on headnotes
State Review Panel	New Content	9780999856154	Student	Text Features (direct instruction)	insert after slide 8	[new text being added]	add 4 new paragraphs on headnotes, footnotes, and prefaces to lesson on text features
English Language Arts and Reading, Grade 7 <i>ThinkCERCA, Texas Edition, 7th Grade (ISBN 9780999856147)</i>							
State Review Panel	New Content	9780999856161	Student	[new direct instruction lesson on independent	N/A	[new direct instruction lesson]	New direct instruction lesson on independent reading
State Review Panel	New Content	9780999856161	Student	Poetry: The Raven	New question #4	4. Listen to the audio recording of the poem while you read the text. What is the most important way that the audio can help readers when analyzing the poem? The reader can hear what the author sounds like. The definitions of the words are provided. The rhyme and rhythm of the poem become clearer. There is an explanation of the meaning at the end.	New multiple choice question to test students’ understanding of characteristics of digital text.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780999856161	Student	Scientists Hint at Why Laughter Feels So Good	Summarizing step	[new sentence frames in summarizing step]: Dr. Dunbar used a variety of evidence from the study, such as _____, While each of the types of evidence from ___ to ___proved both quantitatively and qualitatively that _____, the strongest piece of evidence was _____.	New sentence stems replacing "Evidence from the study conducted by Dr. Dunbar that showed _____."
State Review Panel	New Content	9780999856161	Student	The Research Process [packet for research paper assignment], after p. 10	2 new pages, following current p. 10	[2 new pages of material to be added]	New instructional material on evaluating digital and multimodal texts
State Review Panel	New Content	9780999856161	Student	The Research Process [packet for research paper assignment], after p. 2	2 new pages, following current p. 2	[2 new pages of material to be added]	New material on brainstorming for informal inquiry
State Review Panel	New Content	9780999856161	Student	Vocabulary Strategies [direct instruction]	New question #5	[new question] If you look up the word acquiesce in the dictionary and see the pronunciation guide [a kwee 'es], you know A. it has 2 syllables and rhymes with nuisance B. it has 3 syllables and rhymes with repossess C. it has 2 syllables and rhymes with aqua D. it has 3 syllables and rhymes with quieter	new multiple choice question to test students' understanding of syllabication and pronunciation in a dictionary entry.
State Review Panel	New Content	9780999856161	Student	Vocabulary Strategies [direct instruction], after slide 28	Two new slides to be inserted after slide 28	[new slides to be added]	two new slides to instruct students on syllabication and pronunciation
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the library easier to navigate for teachers	New library interface is organized by a Core view, Scope & Sequence view, Themes view, and Assessments view for teachers.
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the library easier to navigate for teachers	Page is redesigned to show recommended paired Skills Lessons
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the library easier to navigate for teachers	All teacher "Favorited" Lessons now lives in their Class Planner.
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the differentiation of lessons more easily understood by teachers	New page layout

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780999856154	Teacher	N/A	Overall	Usability and branding	Teacher interface colors and font are updated.
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to showcase the Direct Instruction lessons	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvements to showcase the key information of a Writing Lesson	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Assignments	User interface improvement to optimize the Assignment flow for teachers and differentiation	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Classes	User interface improvements to help teachers with organizing key features with class management	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Classes	User interface improvements to help teachers with organizing key features with class management with rostering	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Classes	User interface improvements to help teachers with organizing key features with assignments management	New page layout
English Language Arts and Reading, Grade 8 <i>ThinkCERCA, Texas Edition, 8th Grade (ISBN 9780999856178)</i>							
State Review Panel	New Content	9780999856189	Student	How Playwrights Develop Dramatic Action Through Scenes [direct instruction]	new lesson	[new lesson]	new lesson on how playwrights develop dramatic action through scenes
State Review Panel	New Content	9780999856191	Student	Informational and Explanatory Writing	first 5 slides	[5 new slides]	new slides that focus on informational writing

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780999856187	Student	Making Arguments About Ideas Across Texts [direct instruction]	after current slide 2	Literary texts can be classified into genres based on their plot, subject matter, and characters. Common literary genres include realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, and science fiction. Realistic fiction is a story that could happen in real life. The characters resemble real life. Adventure stories usually feature believable characters but take place outside of the character's ordinary life. The plot usually includes danger or action. Historical fiction is set in the past. The plot is based on something that really happened, but some details are made up. Science fiction is often set in the future. The plot is driven by technology or science. Mysteries usually feature realistic characters. The protagonist usually solves a crime or series of crimes. Fantasies take place in unrealistic settings and feature magical creatures as characters.	new instructional material on characteristics of common types of texts (genres)
State Review Panel	New Content	9780999856188	Student	Making Arguments About Ideas Across Texts [direct instruction]	multiple choice questions	[3 new multiple choice questions]	new multiple choice questions on literary genre features
State Review Panel	New Content	9780999856186	Student	Research Skills [direct instruction]	after current slide 9	Interacting meaningfully with the source can help you evaluate it and decide how to use it. Researchers interact with sources in a number of ways. Annotating to draw attention to key words, phrases, and images Notetaking to summarize the source Illustrating the source to better understand it	new instructional material on interacting meaningfully with texts
State Review Panel	New Content	9780999856185	Student	The Research Process [packet for the research writing lesson]	after current p. 11	[new page to be inserted]	activity for students to generate questions about their reading
State Review Panel	New Content	9780999856190	Student	The Research Process [packet for the research writing lesson]	after current p. 10	[new page to be inserted]	new instructional material on reading online texts critically
State Review Panel	New Content	9780999856192	Student	The Research Process [packet for the research writing lesson]	after current p. 2	[3 new pages to be inserted]	new instructional material and activity on generating questions

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9780999856193	Student	The Research Process [packet for the research writing lesson]	after current p. 37	[2 new pages to be inserted]	new instructional material and activity on presenting work
State Review Panel	New Content	9780999856194	Student	N/A			
State Review Panel	New Content	9780999856195	Student	N/A			
State Review Panel	New Content	9780999856196	Student	N/A			
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the library easier to navigate for teachers	New library interface is organized by a Core view, Scope & Sequence view, Themes view, and Assessments view for teachers.
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the library easier to navigate for teachers	Page is redesigned to show recommended paired Skills Lessons
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the library easier to navigate for teachers	All teacher "Favorited" Lessons now lives in their Class Planner.
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to make the differentiation of lessons more easily understood by teachers	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Overall	Usability and branding	Teacher interface colors and font are updated.
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvement to showcase the Direct Instruction lessons	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Library	User interface improvements to showcase the key information of a Writing Lesson	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Assignments	User interface improvement to optimize the Assignment flow for teachers and differentiation	New page layout

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780999856154	Teacher	N/A	Classes	User interface improvements to help teachers with organizing key features with class management	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Classes	User interface improvements to help teachers with organizing key features with class management with rostering	New page layout
Publisher	Editorial Change	9780999856154	Teacher	N/A	Classes	User interface improvements to help teachers with organizing key features with assignments management	New page layout

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TPS Publishing, Inc.							
English Language Arts and Reading, Kindergarten							
TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten - Print Class Set (ISBN 9781788051521)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052061	Student	19	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052061	Student	19	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052061	Student	19	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052061	Student	20	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052061	Student	24	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052061	Student	26	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.
State Review Panel	New Content	9781788052061	Student	26	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052061	Student	27	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052061	Student	39	bottom of page add:		<p>Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them.</p> <p>and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with</p>
State Review Panel	New Content	9781788052061	Student	42	Q7 Add		<p>Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?</p>
State Review Panel	New Content	9781788052061	Student	188	add to this page:		<p>You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples:</p> <p>plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052061	Student	189	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052061	Student	193	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.
State Review Panel	New Content	9781788052061	Student	194	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052061	Student	206	point 9 add:		Practice spelling words you see a lot. Look at page 72. Practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	27	add to bottom paragraph:		Students will most likely be familiar with high-frequency words, such as "and", "but" and "the" as they will have been exposed to these words more than others. Students will demonstrate and apply their phonetic knowledge, in this lesson, by identifying these types of words, sounding them out and reading them accurately.
State Review Panel	New Content	9781788052078	Teacher	27	add to bottom paragraph		Students may be familiar with how to hold a book, from watching adults hold newspapers and seeing pictures of people holding books. In this lesson, students will gain print awareness, by learning about the front cover and back cover and the correct direction to read i.e. left to right and top to bottom.
State Review Panel	New Content	9781788052078	Teacher	29	add to bottom paragraph:		Have students identify all the high-frequency words in the poem by circling them. This demonstrates their phonetic knowledge. They should then sound them out, spell them and read them aloud. They should aim to find at least 25 to apply their knowledge.
State Review Panel	New Content	9781788052078	Teacher	31	add to ideas for extension		Students could also put together a research based list of high-frequency words. They should aim to find at least 25.
State Review Panel	New Content	9781788052078	Teacher	32	change last line of first paragraph to:	Parents should be involved with sounding words with them when they read a bedtime story, to raise their familiarity with high-frequency words.	When reading at home, students should identify, read and spell high-frequency words. Their parents can support them and challenge them to find at least 25 in their storybook.
State Review Panel	New Content	9781788052078	Teacher	32	middle paragraph after the bullets add		Have students choose a book from the classroom library and pick out high-frequency words to test they have grasped what these types of words are. They should make a list of these words and read them accurately. Lastly, they should practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	33	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052078	Teacher	33	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052078	Teacher	33	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052078	Teacher	34	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052078	Teacher	38	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052078	Teacher	40	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052078	Teacher	40	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052078	Teacher	41	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You
State Review Panel	New Content	9781788052078	Teacher	53	bottom of page add:		Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052078	Teacher	56	Q7 Add		Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?
State Review Panel	New Content	9781788052078	Teacher	259	add to teacher lesson notes		Tell students they will learn about standard English conventions and edit drafts using what they have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	260	last paragraph add:		Explain to students that a high-frequency word is a word that is used a lot. Tell them some examples and make sure they have grasped the concept. Ask students to edit their drafts by correcting any misspelled high-frequency words.
State Review Panel	New Content	9781788052078	Teacher	263	add to this page:		You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	264	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	268	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052078	Teacher	269	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052078	Teacher	274	performance task bottom of page		Practice spelling the words on this page.
State Review Panel	New Content	9781788052078	Teacher	281	point 9 add:		Practice spelling words you see a lot. Look at page 99. Practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	283	ELL activity add:		Use the high-frequency word list at the back of the Archway resource to set homework for students to practice spelling these words.
Publisher	Editorial Change	9781788052061	Student	53	large text line 3	sat.	sitting.
Publisher	Editorial Change	9781788052061	Student	62	line 10	objects	actions
Publisher	Editorial Change	9781788052061	Student	71	line 3	remember	to remember
Publisher	Editorial Change	9781788052061	Student	78	table row 2	to understand	understanding
Publisher	Editorial Change	9781788052061	Student	87	line 5	understand	to understand
Publisher	Editorial Change	9781788052061	Student	103	line 4	the exact same	exactly the same
Publisher	Editorial Change	9781788052061	Student	106	table row 5	something that is spoken not written	spoken, not written
Publisher	Editorial Change	9781788052061	Student	146	2. line 3	prediction about what is happening.	prediction.
Publisher	Editorial Change	9781788052061	Student	151	table row 6 line 1	that rhyme	that may rhyme
Publisher	Editorial Change	9781788052061	Student	171	final table row line 1/2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788052061	Student	183	penultimate line	writer make	author write
Publisher	Editorial Change	9781788052061	Student	206	line 1	A special noun. A naming word.	Special nouns. Naming words.
Publisher	Editorial Change	9781788052061	Student	206	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052061	Student	208	line 11	work	to work
Publisher	Editorial Change	9781788052061	Student	209	line 4	something	about something
Publisher	Editorial Change	9781788052061	Student	246	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052061	Student	246	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052061	Student	246	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052061	Student	249	table row 2 line 1	Convince	To convince
Publisher	Editorial Change	9781788052061	Student	249	table row 6 line 2	that rhyme.	that may rhyme.
Publisher	Editorial Change	9781788052061	Student	250	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052061	Student	250	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052061	Student	250	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052061	Student	251	table row 5 line 1/2	run, write, shout	to run, to write, to shout

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788052078	Teacher	76	large text line 3	sat.	sitting.
Publisher	Editorial Change	9781788052078	Teacher	85	line 10	objects	actions
Publisher	Editorial Change	9781788052078	Teacher	100	line 3	remember	to remember
Publisher	Editorial Change	9781788052078	Teacher	116	table row 2	to understand	understanding
Publisher	Editorial Change	9781788052078	Teacher	125	line 5	understand	to understand
Publisher	Editorial Change	9781788052078	Teacher	141	line 4	the exact same	exactly the same
Publisher	Editorial Change	9781788052078	Teacher	151	table row 5	something that is spoken not written	spoken, not written
Publisher	Editorial Change	9781788052078	Teacher	199	2. line 3	prediction about what is happening.	prediction.
Publisher	Editorial Change	9781788052078	Teacher	212	table row 6 line 1	that rhyme	that may rhyme
Publisher	Editorial Change	9781788052078	Teacher	239	final table row line 1/2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788052078	Teacher	251	penultimate line	writer make	author write
Publisher	Editorial Change	9781788052078	Teacher	281	line 1	A special noun. A naming word.	Special nouns. Naming words.
Publisher	Editorial Change	9781788052078	Teacher	281	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052078	Teacher	291	line 11	work	to work
Publisher	Editorial Change	9781788052078	Teacher	292	line 4	something	about something
Publisher	Editorial Change	9781788052078	Teacher	338	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052078	Teacher	338	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052078	Teacher	338	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052078	Teacher	341	table row 2 line 1	Convince	To convince
Publisher	Editorial Change	9781788052078	Teacher	341	table row 6 line 2	that rhyme.	that may rhyme.
Publisher	Editorial Change	9781788052078	Teacher	342	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052078	Teacher	342	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052078	Teacher	342	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052078	Teacher	343	table row 5 line 1/2	run, write, shout	to run, to write, to shout
English Language Arts and Reading, Kindergarten TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten - Print with basic online class set (ISBN 9781788050296)							
State Review Panel	New Content	9781788052061	Student	19	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052061	Student	19	after 5th line add:		We spell words by putting the letters in the right order.

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State Review Panel	New Content	9781788052061	Student	19	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052061	Student	20	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052061	Student	24	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052061	Student	26	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.
State Review Panel	New Content	9781788052061	Student	26	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052061	Student	27	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052061	Student	39	bottom of page add:		<p>Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them.</p> <p>and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with</p>
State Review Panel	New Content	9781788052061	Student	42	Q7 Add		<p>Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?</p>
State Review Panel	New Content	9781788052061	Student	188	add to this page:		<p>You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples:</p> <p>plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052061	Student	189	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052061	Student	193	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.
State Review Panel	New Content	9781788052061	Student	194	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052061	Student	206	point 9 add:		Practice spelling words you see a lot. Look at page 72. Practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	27	add to bottom paragraph:		Students will most likely be familiar with high-frequency words, such as "and", "but" and "the" as they will have been exposed to these words more than others. Students will demonstrate and apply their phonetic knowledge, in this lesson, by identifying these types of words, sounding them out and reading them accurately.
State Review Panel	New Content	9781788052078	Teacher	27	add to bottom paragraph		Students may be familiar with how to hold a book, from watching adults hold newspapers and seeing pictures of people holding books. In this lesson, students will gain print awareness, by learning about the front cover and back cover and the correct direction to read i.e. left to right and top to bottom.
State Review Panel	New Content	9781788052078	Teacher	29	add to bottom paragraph:		Have students identify all the high-frequency words in the poem by circling them. This demonstrates their phonetic knowledge. They should then sound them out, spell them and read them aloud. They should aim to find at least 25 to apply their knowledge.
State Review Panel	New Content	9781788052078	Teacher	31	add to ideas for extension		Students could also put together a research based list of high-frequency words. They should aim to find at least 25.
State Review Panel	New Content	9781788052078	Teacher	32	change last line of first paragraph to:	Parents should be involved with sounding words with them when they read a bedtime story, to raise their familiarity with high-frequency words.	When reading at home, students should identify, read and spell high-frequency words. Their parents can support them and challenge them to find at least 25 in their storybook.
State Review Panel	New Content	9781788052078	Teacher	32	middle paragraph after the bullets add		Have students choose a book from the classroom library and pick out high-frequency words to test they have grasped what these types of words are. They should make a list of these words and read them accurately. Lastly, they should practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	33	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052078	Teacher	33	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052078	Teacher	33	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052078	Teacher	34	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052078	Teacher	38	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052078	Teacher	40	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052078	Teacher	40	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052078	Teacher	41	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You
State Review Panel	New Content	9781788052078	Teacher	53	bottom of page add:		Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052078	Teacher	56	Q7 Add		Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?
State Review Panel	New Content	9781788052078	Teacher	259	add to teacher lesson notes		Tell students they will learn about standard English conventions and edit drafts using what they have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	260	last paragraph add:		Explain to students that a high-frequency word is a word that is used a lot. Tell them some examples and make sure they have grasped the concept. Ask students to edit their drafts by correcting any misspelled high-frequency words.
State Review Panel	New Content	9781788052078	Teacher	263	add to this page:		You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	264	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	268	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052078	Teacher	269	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052078	Teacher	274	performance task bottom of page		Practice spelling the words on this page.
State Review Panel	New Content	9781788052078	Teacher	281	point 9 add:		Practice spelling words you see a lot. Look at page 99. Practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	283	ELL activity add:		Use the high-frequency word list at the back of the Archway resource to set homework for students to practice spelling these words.
Publisher	Editorial Change	9781788052061	Student	53	large text line 3	sat.	sitting.
Publisher	Editorial Change	9781788052061	Student	62	line 10	objects	actions
Publisher	Editorial Change	9781788052061	Student	71	line 3	remember	to remember
Publisher	Editorial Change	9781788052061	Student	78	table row 2	to understand	understanding
Publisher	Editorial Change	9781788052061	Student	87	line 5	understand	to understand
Publisher	Editorial Change	9781788052061	Student	103	line 4	the exact same	exactly the same
Publisher	Editorial Change	9781788052061	Student	106	table row 5	something that is spoken not written	spoken, not written
Publisher	Editorial Change	9781788052061	Student	146	2. line 3	prediction about what is happening.	prediction.
Publisher	Editorial Change	9781788052061	Student	151	table row 6 line 1	that rhyme	that may rhyme
Publisher	Editorial Change	9781788052061	Student	171	final table row line 1/2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788052061	Student	183	penultimate line	writer make	author write
Publisher	Editorial Change	9781788052061	Student	206	line 1	A special noun. A naming word.	Special nouns. Naming words.
Publisher	Editorial Change	9781788052061	Student	206	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052061	Student	208	line 11	work	to work
Publisher	Editorial Change	9781788052061	Student	209	line 4	something	about something
Publisher	Editorial Change	9781788052061	Student	246	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052061	Student	246	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052061	Student	246	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052061	Student	249	table row 2 line 1	Convince	To convince
Publisher	Editorial Change	9781788052061	Student	249	table row 6 line 2	that rhyme.	that may rhyme.
Publisher	Editorial Change	9781788052061	Student	250	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052061	Student	250	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052061	Student	250	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052061	Student	251	table row 5 line 1/2	run, write, shout	to run, to write, to shout

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Publisher	Editorial Change	9781788052078	Teacher	76	large text line 3	sat.	sitting.
Publisher	Editorial Change	9781788052078	Teacher	85	line 10	objects	actions
Publisher	Editorial Change	9781788052078	Teacher	100	line 3	remember	to remember
Publisher	Editorial Change	9781788052078	Teacher	116	table row 2	to understand	understanding
Publisher	Editorial Change	9781788052078	Teacher	125	line 5	understand	to understand
Publisher	Editorial Change	9781788052078	Teacher	141	line 4	the exact same	exactly the same
Publisher	Editorial Change	9781788052078	Teacher	151	table row 5	something that is spoken not written	spoken, not written
Publisher	Editorial Change	9781788052078	Teacher	199	2. line 3	prediction about what is happening.	prediction.
Publisher	Editorial Change	9781788052078	Teacher	212	table row 6 line 1	that rhyme	that may rhyme
Publisher	Editorial Change	9781788052078	Teacher	239	final table row line 1/2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788052078	Teacher	251	penultimate line	writer make	author write
Publisher	Editorial Change	9781788052078	Teacher	281	line 1	A special noun. A naming word.	Special nouns. Naming words.
Publisher	Editorial Change	9781788052078	Teacher	281	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052078	Teacher	291	line 11	work	to work
Publisher	Editorial Change	9781788052078	Teacher	292	line 4	something	about something
Publisher	Editorial Change	9781788052078	Teacher	338	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052078	Teacher	338	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052078	Teacher	338	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052078	Teacher	341	table row 2 line 1	Convince	To convince
Publisher	Editorial Change	9781788052078	Teacher	341	table row 6 line 2	that rhyme.	that may rhyme.
Publisher	Editorial Change	9781788052078	Teacher	342	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052078	Teacher	342	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052078	Teacher	342	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052078	Teacher	343	table row 5 line 1/2	run, write, shout	to run, to write, to shout

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English Language Arts and Reading, Kindergarten <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (ISBN 9781788051545) and TPS Publishing Inc. Creative English Language Arts & Reading Grade Kindergarten - Online Class Set (ISBN 9781788051859)</i>							
State Review Panel	Editorial Change	9781788052061	Student	228	keyword source box	only a book is mentioned as a source and says it is "a book" when it could be the book, internet, people, etc.	Change to book, internet, people, etc.
State Review Panel	New Content	9781788052061	Student	19	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052061	Student	19	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052061	Student	19	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052061	Student	20	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052061	Student	24	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052061	Student	26	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.
State Review Panel	New Content	9781788052061	Student	26	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052061	Student	27	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You

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State Review Panel	New Content	9781788052061	Student	39	bottom of page add:		<p>Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them.</p> <p>and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with</p>
State Review Panel	New Content	9781788052061	Student	42	Q7 Add		<p>Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?</p>
State Review Panel	New Content	9781788052061	Student	188	add to this page:		<p>You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples:</p> <p>plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"</p>

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State Review Panel	New Content	9781788052061	Student	189	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052061	Student	193	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.
State Review Panel	New Content	9781788052061	Student	194	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052061	Student	206	point 9 add:		Practice spelling words you see a lot. Look at page 72. Practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	27	add to bottom paragraph:		Students will most likely be familiar with high-frequency words, such as "and", "but" and "the" as they will have been exposed to these words more than others. Students will demonstrate and apply their phonetic knowledge, in this lesson, by identifying these types of words, sounding them out and reading them accurately.
State Review Panel	New Content	9781788052078	Teacher	27	add to bottom paragraph		Students may be familiar with how to hold a book, from watching adults hold newspapers and seeing pictures of people holding books. In this lesson, students will gain print awareness, by learning about the front cover and back cover and the correct direction to read i.e. left to right and top to bottom.
State Review Panel	New Content	9781788052078	Teacher	29	add to bottom paragraph:		Have students identify all the high-frequency words in the poem by circling them. This demonstrates their phonetic knowledge. They should then sound them out, spell them and read them aloud. They should aim to find at least 25 to apply their knowledge.
State Review Panel	New Content	9781788052078	Teacher	31	add to ideas for extension		Students could also put together a research based list of high-frequency words. They should aim to find at least 25.
State Review Panel	New Content	9781788052078	Teacher	32	change last line of first paragraph to:	Parents should be involved with sounding words with them when they read a bedtime story, to raise their familiarity with high-frequency words.	When reading at home, students should identify, read and spell high-frequency words. Their parents can support them and challenge them to find at least 25 in their storybook.
State Review Panel	New Content	9781788052078	Teacher	32	middle paragraph after the bullets add		Have students choose a book from the classroom library and pick out high-frequency words to test they have grasped what these types of words are. They should make a list of these words and read them accurately. Lastly, they should practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	33	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052078	Teacher	33	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052078	Teacher	33	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052078	Teacher	34	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052078	Teacher	38	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052078	Teacher	40	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.

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State Review Panel	New Content	9781788052078	Teacher	40	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052078	Teacher	41	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You
State Review Panel	New Content	9781788052078	Teacher	53	bottom of page add:		Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052078	Teacher	56	Q7 Add		Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?
State Review Panel	New Content	9781788052078	Teacher	259	add to teacher lesson notes		Tell students they will learn about standard English conventions and edit drafts using what they have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	260	last paragraph add:		Explain to students that a high-frequency word is a word that is used a lot. Tell them some examples and make sure they have grasped the concept. Ask students to edit their drafts by correcting any misspelled high-frequency words.
State Review Panel	New Content	9781788052078	Teacher	263	add to this page:		You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	264	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052078	Teacher	268	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.

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State Review Panel	New Content	9781788052078	Teacher	269	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052078	Teacher	274	performance task bottom of page		Practice spelling the words on this page.
State Review Panel	New Content	9781788052078	Teacher	281	point 9 add:		Practice spelling words you see a lot. Look at page 99. Practice spelling these words.
State Review Panel	New Content	9781788052078	Teacher	283	ELL activity add:		Use the high-frequency word list at the back of the Archway resource to set homework for students to practice spelling these words.
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Publisher	Editorial Change	9781788052061	Student	62	line 10	objects	actions
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Publisher	Editorial Change	9781788052061	Student	206	line 2	It describes itself.	They describe themselves.
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Publisher	Editorial Change	9781788052061	Student	209	line 4	something	about something
Publisher	Editorial Change	9781788052061	Student	246	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052061	Student	246	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052061	Student	246	table row 5 line 1	When words are said	Say words
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Publisher	Editorial Change	9781788052061	Student	249	table row 6 line 2	that rhyme.	that may rhyme.
Publisher	Editorial Change	9781788052061	Student	250	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052061	Student	250	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052061	Student	250	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052061	Student	251	table row 5 line 1/2	run, write, shout	to run, to write, to shout

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Publisher	Editorial Change	9781788052078	Teacher	85	line 10	objects	actions
Publisher	Editorial Change	9781788052078	Teacher	100	line 3	remember	to remember
Publisher	Editorial Change	9781788052078	Teacher	116	table row 2	to understand	understanding
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Publisher	Editorial Change	9781788052078	Teacher	212	table row 6 line 1	that rhyme	that may rhyme
Publisher	Editorial Change	9781788052078	Teacher	239	final table row line 1/2	run, write, shout	to run, to write, to shout
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Publisher	Editorial Change	9781788052078	Teacher	342	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052078	Teacher	342	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052078	Teacher	343	table row 5 line 1/2	run, write, shout	to run, to write, to shout
English Language Arts and Reading, Kindergarten TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print Class Set (ISBN 9781788051866)							
State Review Panel	Editorial Change	9781788052108	Student	308	last line	What do you notice about eBooks and reading on a screen?	Change to 'What are words on a screen?'
State Review Panel	Editorial Change	9781788052108	Student	447	last keyword box	a source is not only a book	a source can be online, interviews, books, etc.
State Review Panel	New Content	9781788052115	Student	52	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052108	Student	52	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052108	Student	52	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052115	Student	53	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052115	Student	57	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052115	Student	59	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.
State Review Panel	New Content	9781788052108	Student	59	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052115	Student	60	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Student	72	bottom of page add:		<p>Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them.</p> <p>and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with</p>
State Review Panel	New Content	9781788052108	Student	75	Q7 Add		<p>Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?</p>
State Review Panel	New Content	9781788052108	Student	375	add to this page:		<p>You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples:</p> <p>plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052108	Student	376	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052108	Student	380	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.
State Review Panel	New Content	9781788052108	Student	381	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052108	Student	393	point 9 add:		Practice spelling words you see a lot. Look at page 72. Practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	73	add to bottom paragraph:		Students will most likely be familiar with high-frequency words, such as "and", "but" and "the" as they will have been exposed to these words more than others. Students will demonstrate and apply their phonetic knowledge, in this lesson, by identifying these types of words, sounding them out and reading them accurately.
State Review Panel	New Content	9781788052115	Teacher	73	add to bottom paragraph		Students may be familiar with how to hold a book, from watching adults hold newspapers and seeing pictures of people holding books. In this lesson, students will gain print awareness, by learning about the front cover and back cover and the correct direction to read i.e. left to right and top to bottom.
State Review Panel	New Content	9781788052115	Teacher	75	add to bottom paragraph:		Have students identify all the high-frequency words in the poem by circling them. This demonstrates their phonetic knowledge. They should then sound them out, spell them and read them aloud. They should aim to find at least 25 to apply their knowledge.
State Review Panel	New Content	9781788052115	Teacher	77	add to ideas for extension		Students could also put together a research based list of high-frequency words. They should aim to find at least 25.
State Review Panel	New Content	9781788052115	Teacher	78	change last line of first paragraph to:	Parents should be involved with sounding words with them when they read a bedtime story, to raise their familiarity with high-frequency words.	When reading at home, students should identify, read and spell high-frequency words. Their parents can support them and challenge them to find at least 25 in their storybook.
State Review Panel	New Content	9781788052115	Teacher	78	middle paragraph after the bullets add		Have students choose a book from the classroom library and pick out high-frequency words to test they have grasped what these types of words are. They should make a list of these words and read them accurately. Lastly, they should practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	79	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052115	Teacher	79	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052115	Teacher	79	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052115	Teacher	80	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052115	Teacher	84	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052115	Teacher	86	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	86	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052115	Teacher	87	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You
State Review Panel	New Content	9781788052115	Teacher	99	bottom of page add:		Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	102	Q7 Add		Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?
State Review Panel	New Content	9781788052115	Teacher	539	add to teacher lesson notes		Tell students they will learn about standard English conventions and edit drafts using what they have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	540	last paragraph add:		Explain to students that a high-frequency word is a word that is used a lot. Tell them some examples and make sure they have grasped the concept. Ask students to edit their drafts by correcting any misspelled high-frequency words.
State Review Panel	New Content	9781788052115	Teacher	543	add to this page:		You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	544	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	548	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	549	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052115	Teacher	554	performance task bottom of page		Practice spelling the words on this page.
State Review Panel	New Content	9781788052115	Teacher	561	point 9 add:		Practice spelling words you see a lot. Look at page 99. Practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	591	ELL activity add:		Use the high-frequency word list at the back of the Archway resource to set homework for students to practice spelling these words.
Publisher	Editorial Change	9781788052108	Student	32	final line	make	to make
Publisher	Editorial Change	9781788052108	Student	393	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052108	Student	496	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052108	Student	496	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052108	Student	496	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052108	Student	500	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052108	Student	500	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052108	Student	500	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052115	Teacher	46	final line	make	to make
Publisher	Editorial Change	9781788052115	Teacher	561	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052115	Teacher	707	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052115	Teacher	707	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052115	Teacher	707	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052115	Teacher	711	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052115	Teacher	711	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052115	Teacher	711	table row 7 line 1	This is where	Where
English Language Arts and Reading, Kindergarten							
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with basic online class set (ISBN 9781788051002)							
State Review Panel	Editorial Change	9781788052108	Student	308	last line	What do you notice about eBooks and reading on a screen?	Change to "What are words on a screen?"
State Review Panel	Editorial Change	9781788052108	Student	447	last keyword box	a source is not only a book	a source can be online, interviews, books, etc.
State Review Panel	New Content	9781788052115	Student	52	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052108	Student	52	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052108	Student	52	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052115	Student	53	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Student	57	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052115	Student	59	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.
State Review Panel	New Content	9781788052108	Student	59	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052115	Student	60	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Student	72	bottom of page add:		<p>Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them.</p> <p>and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with</p>
State Review Panel	New Content	9781788052108	Student	75	Q7 Add		<p>Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?</p>
State Review Panel	New Content	9781788052108	Student	375	add to this page:		<p>You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples:</p> <p>plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052108	Student	376	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052108	Student	380	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.
State Review Panel	New Content	9781788052108	Student	381	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052108	Student	393	point 9 add:		Practice spelling words you see a lot. Look at page 72. Practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	73	add to bottom paragraph:		Students will most likely be familiar with high-frequency words, such as "and", "but" and "the" as they will have been exposed to these words more than others. Students will demonstrate and apply their phonetic knowledge, in this lesson, by identifying these types of words, sounding them out and reading them accurately.
State Review Panel	New Content	9781788052115	Teacher	73	add to bottom paragraph		Students may be familiar with how to hold a book, from watching adults hold newspapers and seeing pictures of people holding books. In this lesson, students will gain print awareness, by learning about the front cover and back cover and the correct direction to read i.e. left to right and top to bottom.
State Review Panel	New Content	9781788052115	Teacher	75	add to bottom paragraph:		Have students identify all the high-frequency words in the poem by circling them. This demonstrates their phonetic knowledge. They should then sound them out, spell them and read them aloud. They should aim to find at least 25 to apply their knowledge.
State Review Panel	New Content	9781788052115	Teacher	77	add to ideas for extension		Students could also put together a research based list of high-frequency words. They should aim to find at least 25.
State Review Panel	New Content	9781788052115	Teacher	78	change last line of first paragraph to:	Parents should be involved with sounding words with them when they read a bedtime story, to raise their familiarity with high-frequency words.	When reading at home, students should identify, read and spell high-frequency words. Their parents can support them and challenge them to find at least 25 in their storybook.
State Review Panel	New Content	9781788052115	Teacher	78	middle paragraph after the bullets add		Have students choose a book from the classroom library and pick out high-frequency words to test they have grasped what these types of words are. They should make a list of these words and read them accurately. Lastly, they should practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	79	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052115	Teacher	79	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052115	Teacher	79	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052115	Teacher	80	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052115	Teacher	84	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052115	Teacher	86	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	86	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052115	Teacher	87	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You
State Review Panel	New Content	9781788052115	Teacher	99	bottom of page add:		Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	102	Q7 Add		Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?
State Review Panel	New Content	9781788052115	Teacher	539	add to teacher lesson notes		Tell students they will learn about standard English conventions and edit drafts using what they have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	540	last paragraph add:		Explain to students that a high-frequency word is a word that is used a lot. Tell them some examples and make sure they have grasped the concept. Ask students to edit their drafts by correcting any misspelled high-frequency words.
State Review Panel	New Content	9781788052115	Teacher	543	add to this page:		You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	544	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	548	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	549	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052115	Teacher	554	performance task bottom of page		Practice spelling the words on this page.
State Review Panel	New Content	9781788052115	Teacher	561	point 9 add:		Practice spelling words you see a lot. Look at page 99. Practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	591	ELL activity add:		Use the high-frequency word list at the back of the Archway resource to set homework for students to practice spelling these words.
Publisher	Editorial Change	9781788052108	Student	32	final line	make	to make
Publisher	Editorial Change	9781788052108	Student	393	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052108	Student	496	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052108	Student	496	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052108	Student	496	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052108	Student	500	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052108	Student	500	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052108	Student	500	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052115	Teacher	46	final line	make	to make
Publisher	Editorial Change	9781788052115	Teacher	561	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052115	Teacher	707	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052115	Teacher	707	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052115	Teacher	707	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052115	Teacher	711	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052115	Teacher	711	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052115	Teacher	711	table row 7 line 1	This is where	Where
English Language Arts and Reading, Kindergarten							
<i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Print with Online Class Set (ISBN 9781788051873) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Kindergarten - Online only Class Set (ISBN 9781788052207)</i>							
State Review Panel	Editorial Change	9781788052108	Student	308	last line	What do you notice about eBooks and reading on a screen?	Change to "What are words on a screen?"
State Review Panel	Editorial Change	9781788052108	Student	447	last keyword box	a source is not only a book	a source can be online, interviews, books, etc.
State Review Panel	New Content	9781788052115	Student	52	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052108	Student	52	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052108	Student	52	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052115	Student	53	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Student	57	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052115	Student	59	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.
State Review Panel	New Content	9781788052108	Student	59	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052115	Student	60	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Student	72	bottom of page add:		<p>Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them.</p> <p>and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with</p>
State Review Panel	New Content	9781788052108	Student	75	Q7 Add		<p>Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?</p>
State Review Panel	New Content	9781788052108	Student	375	add to this page:		<p>You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples:</p> <p>plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052108	Student	376	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052108	Student	380	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.
State Review Panel	New Content	9781788052108	Student	381	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052108	Student	393	point 9 add:		Practice spelling words you see a lot. Look at page 72. Practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	73	add to bottom paragraph:		Students will most likely be familiar with high-frequency words, such as "and", "but" and "the" as they will have been exposed to these words more than others. Students will demonstrate and apply their phonetic knowledge, in this lesson, by identifying these types of words, sounding them out and reading them accurately.
State Review Panel	New Content	9781788052115	Teacher	73	add to bottom paragraph		Students may be familiar with how to hold a book, from watching adults hold newspapers and seeing pictures of people holding books. In this lesson, students will gain print awareness, by learning about the front cover and back cover and the correct direction to read i.e. left to right and top to bottom.
State Review Panel	New Content	9781788052115	Teacher	75	add to bottom paragraph:		Have students identify all the high-frequency words in the poem by circling them. This demonstrates their phonetic knowledge. They should then sound them out, spell them and read them aloud. They should aim to find at least 25 to apply their knowledge.
State Review Panel	New Content	9781788052115	Teacher	77	add to ideas for extension		Students could also put together a research based list of high-frequency words. They should aim to find at least 25.
State Review Panel	New Content	9781788052115	Teacher	78	change last line of first paragraph to:	Parents should be involved with sounding words with them when they read a bedtime story, to raise their familiarity with high-frequency words.	When reading at home, students should identify, read and spell high-frequency words. Their parents can support them and challenge them to find at least 25 in their storybook.
State Review Panel	New Content	9781788052115	Teacher	78	middle paragraph after the bullets add		Have students choose a book from the classroom library and pick out high-frequency words to test they have grasped what these types of words are. They should make a list of these words and read them accurately. Lastly, they should practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	79	third line from the bottom change to:	Some words are used twice in a sentence	Some words are used a lot. They are small words like "and", "to" and "it".
State Review Panel	New Content	9781788052115	Teacher	79	after 5th line add:		We spell words by putting the letters in the right order.
State Review Panel	New Content	9781788052115	Teacher	79	second to last line add: Include a graphic of an arrow pointing down		We read stories from top to bottom.
State Review Panel	New Content	9781788052115	Teacher	80	add key word:		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
State Review Panel	New Content	9781788052115	Teacher	84	bottom of page add:		Find which words are used a lot in this poem? How many can you find? Read them out loud.
State Review Panel	New Content	9781788052115	Teacher	86	bottom of page add:		Which words are used a lot? What are these types of words called? Check your keywords.

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State Review Panel	New Content	9781788052115	Teacher	86	add a line in the big font at the bottom		Find words that are small and that you see a lot. Circle them. Sound them out. Read them aloud. Spell them.
State Review Panel	New Content	9781788052115	Teacher	87	bottom of page add:		Do this same activity for these words: And The Of In It On To But If Not Can That With This When What So Your My As By Was He Then You
State Review Panel	New Content	9781788052115	Teacher	99	bottom of page add:		Look at this list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will you, with

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	102	Q7 Add		Do you start reading at the top of the page and go down? Do you start reading at the bottom of the page and go up?
State Review Panel	New Content	9781788052115	Teacher	539	add to teacher lesson notes		Tell students they will learn about standard English conventions and edit drafts using what they have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	540	last paragraph add:		Explain to students that a high-frequency word is a word that is used a lot. Tell them some examples and make sure they have grasped the concept. Ask students to edit their drafts by correcting any misspelled high-frequency words.
State Review Panel	New Content	9781788052115	Teacher	543	add to this page:		You will learn about standard English conventions and edit drafts using what you have learned. Here are some examples: plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	544	Add to keywords		plural noun - more than one person, place or thing, usually adding s, es or ies adjective - a describing word such as "beautiful", "warm" and "kind" articles - these are adjectives when combined with a noun that they describe such as "the", "at" and "an" preposition - indicating the position of a noun e.g. on, after, under, at, over, by pronoun - this replaces a noun so you don't use it again possessive pronoun - a pronoun with something belonging to it such as "mine", "ours" and "theirs" capitalization - to make a lowercase letter a capital. The first word in a sentence should always be a capital letter. punctuation - marks in a sentence such as a comma (,) full stop (.) and ?, ! period - (.) a punctuation mark that ends a sentence declarative sentence - a sentence that is a statement, that ends with a period (.) spelling - putting the correct letters in the right order to make a word high-frequency word - a word that is used a lot such as "and", "but" and "the"
State Review Panel	New Content	9781788052115	Teacher	548	Add:		Look for words that are spelled wrong. Pick out the words you see the most. Practice spelling these words.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052115	Teacher	549	Add:		Think of words that you use a lot. Look at books to help you. Practice spelling them.
State Review Panel	New Content	9781788052115	Teacher	554	performance task bottom of page		Practice spelling the words on this page.
State Review Panel	New Content	9781788052115	Teacher	561	point 9 add:		Practice spelling words you see a lot. Look at page 99. Practice spelling these words.
State Review Panel	New Content	9781788052115	Teacher	591	ELL activity add:		Use the high-frequency word list at the back of the Archway resource to set homework for students to practice spelling these words.
Publisher	Editorial Change	9781788052108	Student	32	final line	make	to make
Publisher	Editorial Change	9781788052108	Student	393	line 2	It describes itself.	They describe themselves.
Publisher	Editorial Change	9781788052108	Student	496	table row 1 line 1	Demonstrate understand of something.	To demonstrate understanding of something.
Publisher	Editorial Change	9781788052108	Student	496	table row 3 line 1	This is when you	To
Publisher	Editorial Change	9781788052108	Student	496	table row 5 line 1	When words are said	Say words
Publisher	Editorial Change	9781788052108	Student	500	table row 1 line 1	This is your	A
Publisher	Editorial Change	9781788052108	Student	500	table row 2 line 1	This means to	To
Publisher	Editorial Change	9781788052108	Student	500	table row 7 line 1	This is where	Where
Publisher	Editorial Change	9781788052115	Teacher	46	final line	make	to make
English Language Arts and Reading, Grade 1 TPS Publishing Inc. Creative English Language Arts & Reading Grade One - Print Class Set (ISBN 9781788052214)							
State Review Panel	New Content	9781788052146	Student	18	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788052146	Student	18	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788052146	Student	19	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052146	Student	24	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052146	Student	31	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.
State Review Panel	New Content	9781788052146	Student	37	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788052146	Student	43	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788052146	Student	45	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052153	Teacher	34	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788052153	Teacher	34	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788052153	Teacher	35	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052153	Teacher	40	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788052153	Teacher	47	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052153	Teacher	53	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788052153	Teacher	67	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788052153	Teacher	69	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
Publisher	Editorial Change	9781788052146	Student	50	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788052146	Student	126	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788052146	Student	180	4. line 1	What does it look like?	How should it look?
Publisher	Editorial Change	9781788052146	Student	207	line 9	that is a possession or owned	that relates to a possession or to something that is owned
Publisher	Editorial Change	9781788052146	Student	208	line 8	shouts it	shouts, or there is a surprise, the sentence
Publisher	Editorial Change	9781788052146	Student	243	table row 5 line 1/2	Demonstrate understand of something.	Understanding something.
Publisher	Editorial Change	9781788052153	Teacher	74	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788052153	Teacher	179	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788052153	Teacher	257	4. line 1	What does it look like?	How should it look?
Publisher	Editorial Change	9781788052153	Teacher	292	line 9	that is a possession or owned	that relates to a possession or to something that is owned
Publisher	Editorial Change	9781788052153	Teacher	293	line 8	shouts it	shouts, or there is a surprise, the sentence
Publisher	Editorial Change	9781788052153	Teacher	344	table row 5 line 1/2	Demonstrate understand of something.	Understanding something.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788052146	Student	37	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788052146	Student	19-20	keywords		<p>Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)</p>
Publisher	New Content	9781788052153	Teacher	53	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788052153	Teacher	302	Ideas at Home - add to end of first paragraph		<p>Provide students with one grammatical structure, for each day of the task, that they should include in their diary entry. For example, on Monday, students may be asked to include a pronoun. "On Wednesday I plaited Kathryn's hair. Her hair is brown. She loved the plait." Have students bring their diary entries into class. Select a few students to read their entries aloud to the class; narrating their account of that day's activities. Students should then explain which grammatical structure they included in their diary entry, and how it was used. Discuss any misconceptions or inaccuracies.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788052153	Teacher	325	Add to Focus Activity		Have students write a letter, to a character from their favorite book, describing what they did at the weekend. Encourage students to consider, and correctly use, verbs, tenses, pronouns, negatives and contractions, as their ability and understanding allows. For example, a student may write, "At the weekend I played soccer with my friend. We used my friend's soccer ball. I did not win, but I enjoyed the game." Ask students to include at least one example of possessive case in their letter. Once the students have completed this writing exercise, review the letter with them. Point out the grammatical structures students have used, and discuss if they have been used correctly. Discuss any misconceptions. Have students work in pairs or small groups. Students should take turns reading their letter aloud; narrating their account of the weekend activities. Students should then explain who they chose as their favorite character, and why. Students should ensure their descriptions, narrations, and explanations are detailed and specific.
Publisher	New Content	9781788052153	Teacher	35-36	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)
English Language Arts and Reading, Grade 1 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade One - Print with basic online class set (ISBN 9781788050609)</i>							
State Review Panel	New Content	9781788052146	Student	18	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788052146	Student	18	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788052146	Student	19	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052146	Student	24	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch', 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788052146	Student	31	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052146	Student	37	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788052146	Student	43	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788052146	Student	45	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052153	Teacher	34	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788052153	Teacher	34	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788052153	Teacher	35	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052153	Teacher	40	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788052153	Teacher	47	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052153	Teacher	53	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788052153	Teacher	67	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788052153	Teacher	69	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
Publisher	Editorial Change	9781788052146	Student	50	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788052146	Student	126	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788052146	Student	180	4. line 1	What does it look like?	How should it look?
Publisher	Editorial Change	9781788052146	Student	207	line 9	that is a possession or owned	that relates to a possession or to something that is owned
Publisher	Editorial Change	9781788052146	Student	208	line 8	shouts it	shouts, or there is a surprise, the sentence
Publisher	Editorial Change	9781788052146	Student	243	table row 5 line 1/2	Demonstrate understand of something.	Understanding something.
Publisher	Editorial Change	9781788052153	Teacher	74	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788052153	Teacher	179	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788052153	Teacher	257	4. line 1	What does it look like?	How should it look?
Publisher	Editorial Change	9781788052153	Teacher	292	line 9	that is a possession or owned	that relates to a possession or to something that is owned
Publisher	Editorial Change	9781788052153	Teacher	293	line 8	shouts it	shouts, or there is a surprise, the sentence
Publisher	Editorial Change	9781788052153	Teacher	344	table row 5 line 1/2	Demonstrate understand of something.	Understanding something.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788052146	Student	37	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788052146	Student	19-20	keywords		<p>Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)</p>
Publisher	New Content	9781788052153	Teacher	53	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788052153	Teacher	302	Ideas at Home - add to end of first paragraph		<p>Provide students with one grammatical structure, for each day of the task, that they should include in their diary entry. For example, on Monday, students may be asked to include a pronoun. "On Wednesday I plaited Kathryn's hair. Her hair is brown. She loved the plait." Have students bring their diary entries into class. Select a few students to read their entries aloud to the class; narrating their account of that day's activities. Students should then explain which grammatical structure they included in their diary entry, and how it was used. Discuss any misconceptions or inaccuracies.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788052153	Teacher	325	Add to Focus Activity		Have students write a letter, to a character from their favorite book, describing what they did at the weekend. Encourage students to consider, and correctly use, verbs, tenses, pronouns, negatives and contractions, as their ability and understanding allows. For example, a student may write, "At the weekend I played soccer with my friend. We used my friend's soccer ball. I did not win, but I enjoyed the game." Ask students to include at least one example of possessive case in their letter. Once the students have completed this writing exercise, review the letter with them. Point out the grammatical structures students have used, and discuss if they have been used correctly. Discuss any misconceptions. Have students work in pairs or small groups. Students should take turns reading their letter aloud; narrating their account of the weekend activities. Students should then explain who they chose as their favorite character, and why. Students should ensure their descriptions, narrations, and explanations are detailed and specific.
Publisher	New Content	9781788052153	Teacher	35-36	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)
English Language Arts and Reading, Grade 1 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade One - Print with Online Class Set (ISBN 9781788052221) and TPS Publishing Inc. Creative English Language Arts & Reading Grade One - Online Class Set (ISBN 9781788052238)</i>							
State Review Panel	New Content	9781788052146	Student	18	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788052146	Student	18	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788052146	Student	19	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052146	Student	24	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788052146	Student	31	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052146	Student	37	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788052146	Student	43	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788052146	Student	45	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052153	Teacher	34	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788052153	Teacher	34	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788052153	Teacher	35	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788052153	Teacher	40	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788052153	Teacher	47	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788052153	Teacher	53	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788052153	Teacher	67	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788052153	Teacher	69	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
Publisher	Editorial Change	9781788052146	Student	50	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788052146	Student	126	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788052146	Student	180	4. line 1	What does it look like?	How should it look?
Publisher	Editorial Change	9781788052146	Student	207	line 9	that is a possession or owned	that relates to a possession or to something that is owned
Publisher	Editorial Change	9781788052146	Student	208	line 8	shouts it	shouts, or there is a surprise, the sentence
Publisher	Editorial Change	9781788052146	Student	243	table row 5 line 1/2	Demonstrate understand of something.	Understanding something.
Publisher	Editorial Change	9781788052153	Teacher	74	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788052153	Teacher	179	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788052153	Teacher	257	4. line 1	What does it look like?	How should it look?
Publisher	Editorial Change	9781788052153	Teacher	292	line 9	that is a possession or owned	that relates to a possession or to something that is owned
Publisher	Editorial Change	9781788052153	Teacher	293	line 8	shouts it	shouts, or there is a surprise, the sentence
Publisher	Editorial Change	9781788052153	Teacher	344	table row 5 line 1/2	Demonstrate understand of something.	Understanding something.

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Publisher	New Content	9781788052146	Student	37	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788052146	Student	19-20	keywords		<p>Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)</p>
Publisher	New Content	9781788052153	Teacher	53	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788052153	Teacher	302	Ideas at Home - add to end of first paragraph		<p>Provide students with one grammatical structure, for each day of the task, that they should include in their diary entry. For example, on Monday, students may be asked to include a pronoun. "On Wednesday I plaited Kathryn's hair. Her hair is brown. She loved the plait." Have students bring their diary entries into class. Select a few students to read their entries aloud to the class; narrating their account of that day's activities. Students should then explain which grammatical structure they included in their diary entry, and how it was used. Discuss any misconceptions or inaccuracies.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788052153	Teacher	325	Add to Focus Activity		<p>Have students write a letter, to a character from their favorite book, describing what they did at the weekend. Encourage students to consider, and correctly use, verbs, tenses, pronouns, negatives and contractions, as their ability and understanding allows. For example, a student may write, "At the weekend I played soccer with my friend. We used my friend's soccer ball. I did not win, but I enjoyed the game." Ask students to include at least one example of possessive case in their letter. Once the students have completed this writing exercise, review the letter with them. Point out the grammatical structures students have used, and discuss if they have been used correctly. Discuss any misconceptions.</p> <p>Have students work in pairs or small groups. Students should take turns reading their letter aloud; narrating their account of the weekend activities. Students should then explain who they chose as their favorite character, and why. Students should ensure their descriptions, narrations, and explanations are detailed and specific.</p>
Publisher	New Content	9781788052153	Teacher	35-36	keywords		<p>Final - at the end of a series (page 19)</p> <p>Trigraph - three letters in a word that make one sound (page 20)</p>
<p>English Language Arts and Reading, Grade 1</p> <p><i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print Class Set (ISBN 9781788052245)</i></p>							
State Review Panel	New Content	9781788051248	Student	52	Add:		<p>In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i>. You can see that these words have been alphabetized using their first letters.</p> <p>You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i>. You can see that these words have been alphabetized using their second letters.</p>
State Review Panel	New Content	9781788051248	Student	52	add a line after fourth line		<p>For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.</p>
State Review Panel	New Content	9781788051248	Student	53	Add:		<p>Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.</p>
State Review Panel	New Content	9781788051248	Student	58	add a line at the bottom		<p>Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch', 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.</p>
State Review Panel	New Content	9781788051248	Student	88	Add:		<p>In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i>? What word comes after <i>apple</i>? Can you see that words are alphabetized by their first letter, then their second letter and so on?</p>
State Review Panel	New Content	9781788051248	Student	90	Add:		<p>Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788051224	Teacher	81	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788051224	Teacher	81	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788051224	Teacher	82	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788051224	Teacher	87	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788051224	Teacher	94	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.
State Review Panel	New Content	9781788051224	Teacher	100	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788051224	Teacher	100	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788051224	Teacher	143	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788051224	Teacher	145	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
Publisher	Editorial Change	9781788051248	Student	12	line 2	They	It
Publisher	Editorial Change	9781788051248	Student	25	line 4/5	in the end	and, unfortunately,
Publisher	Editorial Change	9781788051248	Student	27	line 13	It is	They are
Publisher	Editorial Change	9781788051248	Student	95	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788051248	Student	110	final sentence	notes,they can use these at a later date as a study resource	(delete final sentence)
Publisher	Editorial Change	9781788051248	Student	133	table row 2	rhymes	often rhymes
Publisher	Editorial Change	9781788051248	Student	173	line 16	the same.	the same as your family.
Publisher	Editorial Change	9781788051248	Student	179	7. line 1	wasn't	was not
Publisher	Editorial Change	9781788051248	Student	232	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788051248	Student	241	line 14	know	to know
Publisher	Editorial Change	9781788051248	Student	367	line 6	varying	various
Publisher	Editorial Change	9781788051248	Student	375	table row 1 line 1	look	to look
Publisher	Editorial Change	9781788051248	Student	449	line 4	2017	modern
Publisher	Editorial Change	9781788051224	Teacher	18	line 2	They	It
Publisher	Editorial Change	9781788051224	Teacher	36	line 4/5	in the end	and, unfortunately,
Publisher	Editorial Change	9781788051224	Teacher	38	line 13	It is	They are
Publisher	Editorial Change	9781788051224	Teacher	150	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788051224	Teacher	167	final sentence		(delete final sentence)
Publisher	Editorial Change	9781788051224	Teacher	209	table row 2	rhymes	often rhymes

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Publisher	Editorial Change	9781788051224	Teacher	274	line 16	the same.	the same as your family.
Publisher	Editorial Change	9781788051224	Teacher	280	7. line 1	wasn't	was not
Publisher	Editorial Change	9781788051224	Teacher	352	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788051224	Teacher	364	line 14	know	to know
Publisher	Editorial Change	9781788051224	Teacher	547	line 17	all	all the
Publisher	Editorial Change	9781788051224	Teacher	551	table row 4 line 1	use	to use
Publisher	Editorial Change	9781788051224	Teacher	674	table row 6 line 1	you	for
Publisher	New Content	9781788051248	Student	65	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.
Publisher	New Content	9781788051248	Student	71	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788051248	Student	71	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
Publisher	New Content	9781788051248	Student	53-54	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)

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Publisher	New Content	9781788051224	Teacher	625	Ideas at Home - add to end of first paragraph		Provide students with one grammatical structure, for each day of the task, that they should include in their diary entry. For example, on Monday, students may be asked to include a pronoun. "On Wednesday I plaited Kathryn's hair. Her hair is brown. She loved the plait." Have students bring their diary entries into class. Select a few students to read their entries aloud to the class; narrating their account of that day's activities. Students should then explain which grammatical structure they included in their diary entry, and how it was used. Discuss any misconceptions or inaccuracies.
Publisher	New Content	9781788051224	Teacher	672	Add to Focus Activity		Have students write a letter, to a character from their favorite book, describing what they did at the weekend. Encourage students to consider, and correctly use, verbs, tenses, pronouns, negatives and contractions, as their ability and understanding allows. For example, a student may write, "At the weekend I played soccer with my friend. We used my friend's soccer ball. I did not win, but I enjoyed the game." Ask students to include at least one example of possessive case in their letter. Once the students have completed this writing exercise, review the letter with them. Point out the grammatical structures students have used, and discuss if they have been used correctly. Discuss any misconceptions. Have students work in pairs or small groups. Students should take turns reading their letter aloud; narrating their account of the weekend activities. Students should then explain who they chose as their favorite character, and why. Students should ensure their descriptions, narrations, and explanations are detailed and specific.
Publisher	New Content	9781788051224	Teacher	82-83	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)
English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with basic online class set (ISBN 9781788051019)							
State Review Panel	New Content	9781788051248	Student	52	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788051248	Student	52	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788051248	Student	53	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788051248	Student	58	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788051248	Student	88	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788051248	Student	90	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788051224	Teacher	81	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788051224	Teacher	81	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788051224	Teacher	82	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788051224	Teacher	87	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788051224	Teacher	94	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.
State Review Panel	New Content	9781788051224	Teacher	100	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788051224	Teacher	100	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788051224	Teacher	143	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788051224	Teacher	145	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
Publisher	Editorial Change	9781788051248	Student	12	line 2	They	It
Publisher	Editorial Change	9781788051248	Student	25	line 4/5	in the end	and, unfortunately,
Publisher	Editorial Change	9781788051248	Student	27	line 13	It is	They are
Publisher	Editorial Change	9781788051248	Student	95	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788051248	Student	110	final sentence	notes,they can use these at a later date as a study resource	(delete final sentence)
Publisher	Editorial Change	9781788051248	Student	133	table row 2	rhymes	often rhymes
Publisher	Editorial Change	9781788051248	Student	173	line 16	the same.	the same as your family.
Publisher	Editorial Change	9781788051248	Student	179	7. line 1	wasn't	was not
Publisher	Editorial Change	9781788051248	Student	232	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788051248	Student	241	line 14	know	to know
Publisher	Editorial Change	9781788051248	Student	367	line 6	varying	various
Publisher	Editorial Change	9781788051248	Student	375	table row 1 line 1	look	to look
Publisher	Editorial Change	9781788051248	Student	449	line 4	2017	modern
Publisher	Editorial Change	9781788051224	Teacher	18	line 2	They	It
Publisher	Editorial Change	9781788051224	Teacher	36	line 4/5	in the end	and, unfortunately,
Publisher	Editorial Change	9781788051224	Teacher	38	line 13	It is	They are
Publisher	Editorial Change	9781788051224	Teacher	150	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788051224	Teacher	167	final sentence		(delete final sentence)
Publisher	Editorial Change	9781788051224	Teacher	209	table row 2	rhymes	often rhymes

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788051224	Teacher	274	line 16	the same.	the same as your family.
Publisher	Editorial Change	9781788051224	Teacher	280	7. line 1	wasn't	was not
Publisher	Editorial Change	9781788051224	Teacher	352	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788051224	Teacher	364	line 14	know	to know
Publisher	Editorial Change	9781788051224	Teacher	547	line 17	all	all the
Publisher	Editorial Change	9781788051224	Teacher	551	table row 4 line 1	use	to use
Publisher	Editorial Change	9781788051224	Teacher	674	table row 6 line 1	you	for
Publisher	New Content	9781788051248	Student	65	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.
Publisher	New Content	9781788051248	Student	71	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788051248	Student	71	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
Publisher	New Content	9781788051248	Student	53-54	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788051224	Teacher	625	Ideas at Home - add to end of first paragraph		Provide students with one grammatical structure, for each day of the task, that they should include in their diary entry. For example, on Monday, students may be asked to include a pronoun. "On Wednesday I plaited Kathryn's hair. Her hair is brown. She loved the plait." Have students bring their diary entries into class. Select a few students to read their entries aloud to the class; narrating their account of that day's activities. Students should then explain which grammatical structure they included in their diary entry, and how it was used. Discuss any misconceptions or inaccuracies.
Publisher	New Content	9781788051224	Teacher	672	Add to Focus Activity		Have students write a letter, to a character from their favorite book, describing what they did at the weekend. Encourage students to consider, and correctly use, verbs, tenses, pronouns, negatives and contractions, as their ability and understanding allows. For example, a student may write, "At the weekend I played soccer with my friend. We used my friend's soccer ball. I did not win, but I enjoyed the game." Ask students to include at least one example of possessive case in their letter. Once the students have completed this writing exercise, review the letter with them. Point out the grammatical structures students have used, and discuss if they have been used correctly. Discuss any misconceptions. Have students work in pairs or small groups. Students should take turns reading their letter aloud; narrating their account of the weekend activities. Students should then explain who they chose as their favorite character, and why. Students should ensure their descriptions, narrations, and explanations are detailed and specific.
Publisher	New Content	9781788051224	Teacher	82-83	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)
English Language Arts and Reading, Grade 1 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Print with Online Class Set (ISBN 9781788052252) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade One - Online only Class Set (ISBN 9781788052269)							
State Review Panel	New Content	9781788051248	Student	52	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788051248	Student	52	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788051248	Student	53	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788051248	Student	58	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788051248	Student	88	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788051248	Student	90	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788051224	Teacher	81	Add:		In this lesson you will learn how to alphabetize words. To alphabetize words is to arrange the words in alphabetical order. For example, the words <i>cat, zebra, frog and lizard</i> would be sorted into the following order: <i>cat, frog, lizard, zebra</i> . You can see that these words have been alphabetized using their first letters. You can also alphabetize words with the same starting letter. To do this you would use the second letter of the word. For example, the words <i>chair, cat, coat and clock</i> would be sorted into the following order: <i>cat, chair, clock, coat</i> . You can see that these words have been alphabetized using their second letters.
State Review Panel	New Content	9781788051224	Teacher	81	add a line after fourth line		For example, a consonant is any letter other than a, e, i, o or u. A blend is when two letters make one sound. A trigraph is when three letters make one sound. You will decode words and look for these types of sounds. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. We want you to find and review words with final consonant trigraphs so look at the ends of each word. A good example is the word 'catch'. Three consonants end the word and make a single sound.
State Review Panel	New Content	9781788051224	Teacher	82	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
State Review Panel	New Content	9781788051224	Teacher	87	add a line at the bottom		Look at the phoneme chart. Look for phonemes that are three letters. Look for phonemes that end in a consonant letter. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create a new entry to add to the phoneme chart to represent final consonant trigraphs. This is where the final three letters are consonants and make one sound. For example, 'catch', 'latch' 'pitch'. What can you add? Answer; 'tch'. Find words that use final consonant trigraphs and write a list. Think about words ending in 'nch', 'nth', and 'rch'.
State Review Panel	New Content	9781788051224	Teacher	94	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.
State Review Panel	New Content	9781788051224	Teacher	100	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788051224	Teacher	100	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
State Review Panel	New Content	9781788051224	Teacher	143	Add:		In this lesson, you will learn to use a dictionary. In a dictionary, words are alphabetized. Do you remember what alphabetized means? To alphabetize words is to arrange words in alphabetical order. Look at your dictionary. Can you find the word <i>apple</i> ? What word comes after <i>apple</i> ? Can you see that words are alphabetized by their first letter, then their second letter and so on?
State Review Panel	New Content	9781788051224	Teacher	145	Add:		Alphabetize the words in the key words table. You should alphabetize by the first letter, and then by the second letter if you need to.
Publisher	Editorial Change	9781788051248	Student	12	line 2	They	It
Publisher	Editorial Change	9781788051248	Student	25	line 4/5	in the end	and, unfortunately,
Publisher	Editorial Change	9781788051248	Student	27	line 13	It is	They are
Publisher	Editorial Change	9781788051248	Student	95	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788051248	Student	110	final sentence	notes,they can use these at a later date as a study resource	(delete final sentence)
Publisher	Editorial Change	9781788051248	Student	133	table row 2	rhymes	often rhymes
Publisher	Editorial Change	9781788051248	Student	173	line 16	the same.	the same as your family.
Publisher	Editorial Change	9781788051248	Student	179	7. line 1	wasn't	was not
Publisher	Editorial Change	9781788051248	Student	232	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788051248	Student	241	line 14	know	to know
Publisher	Editorial Change	9781788051248	Student	367	line 6	varying	various
Publisher	Editorial Change	9781788051248	Student	375	table row 1 line 1	look	to look
Publisher	Editorial Change	9781788051248	Student	449	line 4	2017	modern
Publisher	Editorial Change	9781788051224	Teacher	18	line 2	They	It
Publisher	Editorial Change	9781788051224	Teacher	36	line 4/5	in the end	and, unfortunately,
Publisher	Editorial Change	9781788051224	Teacher	38	line 13	It is	They are
Publisher	Editorial Change	9781788051224	Teacher	150	after line 1 of large text		insert 'Add numbers starting at 1 to the squares up the side.'
Publisher	Editorial Change	9781788051224	Teacher	167	final sentence		(delete final sentence)
Publisher	Editorial Change	9781788051224	Teacher	209	table row 2	rhymes	often rhymes

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788051224	Teacher	274	line 16	the same.	the same as your family.
Publisher	Editorial Change	9781788051224	Teacher	280	7. line 1	wasn't	was not
Publisher	Editorial Change	9781788051224	Teacher	352	line 2	same.	same as someone or something else.
Publisher	Editorial Change	9781788051224	Teacher	364	line 14	know	to know
Publisher	Editorial Change	9781788051224	Teacher	547	line 17	all	all the
Publisher	Editorial Change	9781788051224	Teacher	551	table row 4 line 1	use	to use
Publisher	Editorial Change	9781788051224	Teacher	674	table row 6 line 1	you	for
Publisher	New Content	9781788051248	Student	65	add two phrases and then a line at the bottom		Add the following phrases to the list; 'Bare branch', 'Chilly church'. In the following activities, find words with three consonant letters together at the end that make one sound. This is called a final consonant trigraph. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.
Publisher	New Content	9781788051248	Student	71	Activity ii	Decode these words. Say each letter. Say letters that blend together. Then say the word	<p>Demonstrate phonetic knowledge by decoding these words. Say each letter. Say letters that blend together. Then say the word. Apply phonetic knowledge by finding three letters together at the end of the word that make one sound. Look up what a consonant letter is in your keywords. Can you see any three consonant letters together that make one sound? Work with a partner and review the words 'school' and 'splash'. What do you notice? You may think that both words have three consonant trigraphs; this is not accurate. The 'sch' is at the start of the word. A final consonant trigraph demands the three letters making a single sound are at the end of the word. For example, 'ditch'. The words 'catch', 'pitch' and 'stitch' contain final consonant trigraphs. Work with your partner to find three more illustrations of words with final consonant trigraphs. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant.</p> <p>Add these five words to the list: "match, patch, hatch, itch, ditch" Add under these words: "These words are examples of final consonant trigraphs which are single sounds represented by three consonant letters. Look at the key words, 'Final', 'Consonant' and 'Trigraph'. A final consonant trigraph is where the last three letters of a word are consonants and make one single sound. Your teacher will help you with this language if it is beyond grade level."</p>
Publisher	New Content	9781788051248	Student	71	Add key words and activity iv		Add words; schedule, batch, catch, latch, lunch, bunch, school iv. Decode the following words. Look at the final three letters and determine if they are consonants. Do the three letters make a single sound? If both are true you have found a word with a final consonant trigraph. Say the phonemes and say the final three consonant letters to illustrate one single sound. Circle the words that do not include final consonant trigraphs. Answer; schedule and school. Write some sentences that include final consonant trigraph words. Highlight each word that contains a final consonant trigraph. Words with trigraphs using vowels and consonants are vowel-consonant trigraphs. A word such as 'Sigh' ends in a consonant. Create sentences using only final consonant trigraphs.
Publisher	New Content	9781788051248	Student	53-54	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788051224	Teacher	625	Ideas at Home - add to end of first paragraph		Provide students with one grammatical structure, for each day of the task, that they should include in their diary entry. For example, on Monday, students may be asked to include a pronoun. "On Wednesday I plaited Kathryn's hair. Her hair is brown. She loved the plait." Have students bring their diary entries into class. Select a few students to read their entries aloud to the class; narrating their account of that day's activities. Students should then explain which grammatical structure they included in their diary entry, and how it was used. Discuss any misconceptions or inaccuracies.
Publisher	New Content	9781788051224	Teacher	672	Add to Focus Activity		Have students write a letter, to a character from their favorite book, describing what they did at the weekend. Encourage students to consider, and correctly use, verbs, tenses, pronouns, negatives and contractions, as their ability and understanding allows. For example, a student may write, "At the weekend I played soccer with my friend. We used my friend's soccer ball. I did not win, but I enjoyed the game." Ask students to include at least one example of possessive case in their letter. Once the students have completed this writing exercise, review the letter with them. Point out the grammatical structures students have used, and discuss if they have been used correctly. Discuss any misconceptions. Have students work in pairs or small groups. Students should take turns reading their letter aloud; narrating their account of the weekend activities. Students should then explain who they chose as their favorite character, and why. Students should ensure their descriptions, narrations, and explanations are detailed and specific.
Publisher	New Content	9781788051224	Teacher	82-83	keywords		Final - at the end of a series (page 19) Trigraph - three letters in a word that make one sound (page 20)
English Language Arts and Reading, Grade 2 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print Class Set (ISBN 9781788052276)</i>							
Publisher	Editorial Change	9781788050340	Student	7	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050340	Student	7	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050340	Student	11	line 9	them	your partner
Publisher	Editorial Change	9781788050340	Student	31	line 8	in to	into
Publisher	Editorial Change	9781788050340	Student	36	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050340	Student	51	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050340	Student	52	line 4	fast	quickly
Publisher	Editorial Change	9781788050340	Student	55	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050340	Student	73	line 14	know	to know
Publisher	Editorial Change	9781788050340	Student	74	table row 7	inferred	infer
Publisher	Editorial Change	9781788050340	Student	75	1. line 1	make	to make
Publisher	Editorial Change	9781788050340	Student	76	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050340	Student	77	2. line 2	them	it
Publisher	Editorial Change	9781788050340	Student	84	4. line 1	classs	class
Publisher	Editorial Change	9781788050340	Student	96	line 4	stories	a story

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050340	Student	107	line 6	look the	look at the
Publisher	Editorial Change	9781788050340	Student	111	line 10	Don't	Do not
Publisher	Editorial Change	9781788050340	Student	113	line 7	Don't	Do not
Publisher	Editorial Change	9781788050340	Student	114	penultimate line	would	would be
Publisher	Editorial Change	9781788050340	Student	123	3. a.	The	the
Publisher	Editorial Change	9781788050340	Student	126	final line	you	you to
Publisher	Editorial Change	9781788050340	Student	130	line 7	mean	means
Publisher	Editorial Change	9781788050340	Student	131	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050340	Student	132	table row 2 line 1	this is patterns	patterns
Publisher	Editorial Change	9781788050340	Student	137	3. line 1	to	as
Publisher	Editorial Change	9781788050340	Student	143	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050340	Student	145	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050340	Student	149	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050340	Student	150	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050340	Student	152	4. line 1	my	your
Publisher	Editorial Change	9781788050340	Student	167	line 4	plan	may plan
Publisher	Editorial Change	9781788050340	Student	168	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050340	Student	168	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050340	Student	170	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050340	Student	173	final para line 3	you	your
Publisher	Editorial Change	9781788050340	Student	202	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050340	Student	203	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050340	Student	205	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050340	Student	224	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050340	Student	224	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050340	Student	224	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050340	Student	224	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050340	Student	225	table row 3 line 2	some	come

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050340	Student	226	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050340	Student	226	table row 7 definition	A note that is aded to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050340	Student	226	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050340	Student	226	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050340	Student	227	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050340	Student	228	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050340	Student	229	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050340	Student	229	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050340	Student	229	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050340	Student	229	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050340	Student	230	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050340	Student	230	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050340	Student	231	table row 1 line 1	from	by
Publisher	Editorial Change	9781788050357	Teacher	14	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050357	Teacher	14	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050357	Teacher	18	line 9	them	your partner
Publisher	Editorial Change	9781788050357	Teacher	48	line 8	in to	into
Publisher	Editorial Change	9781788050357	Teacher	63	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050357	Teacher	79	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050357	Teacher	86	line 4	fast	quickly
Publisher	Editorial Change	9781788050357	Teacher	89	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050357	Teacher	122	line 14	know	to know
Publisher	Editorial Change	9781788050357	Teacher	123	table row 7	inferred	infer
Publisher	Editorial Change	9781788050357	Teacher	124	1. line 1	make	to make
Publisher	Editorial Change	9781788050357	Teacher	125	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050357	Teacher	126	2. line 2	them	it
Publisher	Editorial Change	9781788050357	Teacher	133	4. line 1	classs	class
Publisher	Editorial Change	9781788050357	Teacher	153	line 4	stories	a story

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050357	Teacher	164	line 6	look the	look at the
Publisher	Editorial Change	9781788050357	Teacher	168	line 10	Don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	170	line 7	Don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	178	penultimate line	would	would be
Publisher	Editorial Change	9781788050357	Teacher	187	3. a.	The	the
Publisher	Editorial Change	9781788050357	Teacher	190	final line	you	you to
Publisher	Editorial Change	9781788050357	Teacher	205	line 7	mean	means
Publisher	Editorial Change	9781788050357	Teacher	206	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050357	Teacher	207	table row 2 line 1	this is patterns	patterns
Publisher	Editorial Change	9781788050357	Teacher	212	3. line 1	to	as
Publisher	Editorial Change	9781788050357	Teacher	218	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050357	Teacher	220	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050357	Teacher	224	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050357	Teacher	232	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050357	Teacher	234	4. line 1	my	your
Publisher	Editorial Change	9781788050357	Teacher	257	line 4	plan	may plan
Publisher	Editorial Change	9781788050357	Teacher	258	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050357	Teacher	258	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050357	Teacher	260	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050357	Teacher	263	final para line 3	you	your
Publisher	Editorial Change	9781788050357	Teacher	300	4. line 1	Step-by-step guide on how	How
Publisher	Editorial Change	9781788050357	Teacher	301	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050357	Teacher	311	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050357	Teacher	331	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050357	Teacher	331	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050357	Teacher	331	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050357	Teacher	331	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050357	Teacher	332	table row 3 line 2	some	come

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050357	Teacher	333	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050357	Teacher	333	table row 7 definition	A note that is added to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050357	Teacher	333	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050357	Teacher	333	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050357	Teacher	334	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050357	Teacher	335	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	336	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050357	Teacher	336	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050357	Teacher	336	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050357	Teacher	336	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050357	Teacher	337	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050357	Teacher	337	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050357	Teacher	338	table row 1 line 1	from	by
English Language Arts and Reading, Grade 2							
<i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with basic online class set (ISBN 9781788050616)</i>							
Publisher	Editorial Change	9781788050340	Student	7	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050340	Student	7	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050340	Student	11	line 9	them	your partner
Publisher	Editorial Change	9781788050340	Student	31	line 8	in to	into
Publisher	Editorial Change	9781788050340	Student	36	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050340	Student	51	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050340	Student	52	line 4	fast	quickly
Publisher	Editorial Change	9781788050340	Student	55	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050340	Student	73	line 14	know	to know
Publisher	Editorial Change	9781788050340	Student	74	table row 7	inferred	infer
Publisher	Editorial Change	9781788050340	Student	75	1. line 1	make	to make
Publisher	Editorial Change	9781788050340	Student	76	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050340	Student	77	2. line 2	them	it
Publisher	Editorial Change	9781788050340	Student	84	4. line 1	classs	class

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050340	Student	96	line 4	stories	a story
Publisher	Editorial Change	9781788050340	Student	107	line 6	look the	look at the
Publisher	Editorial Change	9781788050340	Student	111	line 10	Don't	Do not
Publisher	Editorial Change	9781788050340	Student	113	line 7	Don't	Do not
Publisher	Editorial Change	9781788050340	Student	114	penultimate line	would	would be
Publisher	Editorial Change	9781788050340	Student	123	3. a.	The	the
Publisher	Editorial Change	9781788050340	Student	126	final line	you	you to
Publisher	Editorial Change	9781788050340	Student	130	line 7	mean	means
Publisher	Editorial Change	9781788050340	Student	131	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050340	Student	132	table row 2 line 1	this is patterns	patterns
Publisher	Editorial Change	9781788050340	Student	137	3. line 1	to	as
Publisher	Editorial Change	9781788050340	Student	143	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050340	Student	145	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050340	Student	149	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050340	Student	150	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050340	Student	152	4. line 1	my	your
Publisher	Editorial Change	9781788050340	Student	167	line 4	plan	may plan
Publisher	Editorial Change	9781788050340	Student	168	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050340	Student	168	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050340	Student	170	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050340	Student	173	final para line 3	you	your
Publisher	Editorial Change	9781788050340	Student	202	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050340	Student	203	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050340	Student	205	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050340	Student	224	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050340	Student	224	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050340	Student	224	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050340	Student	224	table final row line 1	This is when you	To

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050340	Student	225	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050340	Student	226	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050340	Student	226	table row 7 definition	A note that is added to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050340	Student	226	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050340	Student	226	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050340	Student	227	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050340	Student	228	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050340	Student	229	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050340	Student	229	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050340	Student	229	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050340	Student	229	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050340	Student	230	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050340	Student	230	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050340	Student	231	table row 1 line 1	from	by
Publisher	Editorial Change	9781788050357	Teacher	14	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050357	Teacher	14	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050357	Teacher	18	line 9	them	your partner
Publisher	Editorial Change	9781788050357	Teacher	48	line 8	in to	into
Publisher	Editorial Change	9781788050357	Teacher	63	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050357	Teacher	79	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050357	Teacher	86	line 4	fast	quickly
Publisher	Editorial Change	9781788050357	Teacher	89	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050357	Teacher	122	line 14	know	to know
Publisher	Editorial Change	9781788050357	Teacher	123	table row 7	inferred	infer
Publisher	Editorial Change	9781788050357	Teacher	124	1. line 1	make	to make
Publisher	Editorial Change	9781788050357	Teacher	125	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050357	Teacher	126	2. line 2	them	it
Publisher	Editorial Change	9781788050357	Teacher	133	4. line 1	classs	class

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050357	Teacher	153	line 4	stories	a story
Publisher	Editorial Change	9781788050357	Teacher	164	line 6	look the	look at the
Publisher	Editorial Change	9781788050357	Teacher	168	line 10	Don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	170	line 7	Don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	178	penultimate line	would	would be
Publisher	Editorial Change	9781788050357	Teacher	187	3. a.	The	the
Publisher	Editorial Change	9781788050357	Teacher	190	final line	you	you to
Publisher	Editorial Change	9781788050357	Teacher	205	line 7	mean	means
Publisher	Editorial Change	9781788050357	Teacher	206	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050357	Teacher	207	table row 2 line 1	this is patterns	patterns
Publisher	Editorial Change	9781788050357	Teacher	212	3. line 1	to	as
Publisher	Editorial Change	9781788050357	Teacher	218	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050357	Teacher	220	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050357	Teacher	224	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050357	Teacher	232	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050357	Teacher	234	4. line 1	my	your
Publisher	Editorial Change	9781788050357	Teacher	257	line 4	plan	may plan
Publisher	Editorial Change	9781788050357	Teacher	258	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050357	Teacher	258	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050357	Teacher	260	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050357	Teacher	263	final para line 3	you	your
Publisher	Editorial Change	9781788050357	Teacher	300	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050357	Teacher	301	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050357	Teacher	311	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050357	Teacher	331	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050357	Teacher	331	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050357	Teacher	331	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050357	Teacher	331	table final row line 1	This is when you	To

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050357	Teacher	332	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050357	Teacher	333	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050357	Teacher	333	table row 7 definition	A note that is added to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050357	Teacher	333	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050357	Teacher	333	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050357	Teacher	334	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050357	Teacher	335	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	336	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050357	Teacher	336	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050357	Teacher	336	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050357	Teacher	336	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050357	Teacher	337	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050357	Teacher	337	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050357	Teacher	338	table row 1 line 1	from	by
English Language Arts and Reading, Grade 2							
<i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Print with Online Class Set (ISBN 9781788052283) and TPS Publishing Inc. Creative English Language Arts & Reading Grade Two - Online Class Set (ISBN 9781788052290)</i>							
Publisher	Editorial Change	9781788050340	Student	7	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050340	Student	7	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050340	Student	11	line 9	them	your partner
Publisher	Editorial Change	9781788050340	Student	31	line 8	in to	into
Publisher	Editorial Change	9781788050340	Student	36	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050340	Student	51	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050340	Student	52	line 4	fast	quickly
Publisher	Editorial Change	9781788050340	Student	55	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050340	Student	73	line 14	know	to know
Publisher	Editorial Change	9781788050340	Student	74	table row 7	inferred	infer
Publisher	Editorial Change	9781788050340	Student	75	1. line 1	make	to make
Publisher	Editorial Change	9781788050340	Student	76	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050340	Student	77	2. line 2	them	it

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050340	Student	84	4. line 1	classs	class
Publisher	Editorial Change	9781788050340	Student	96	line 4	stories	a story
Publisher	Editorial Change	9781788050340	Student	107	line 6	look the	look at the
Publisher	Editorial Change	9781788050340	Student	111	line 10	Don't	Do not
Publisher	Editorial Change	9781788050340	Student	113	line 7	Don't	Do not
Publisher	Editorial Change	9781788050340	Student	114	penultimate line	would	would be
Publisher	Editorial Change	9781788050340	Student	123	3. a.	The	the
Publisher	Editorial Change	9781788050340	Student	126	final line	you	you to
Publisher	Editorial Change	9781788050340	Student	130	line 7	mean	means
Publisher	Editorial Change	9781788050340	Student	131	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050340	Student	132	table row 2 line 1	this is patterns	patterns
Publisher	Editorial Change	9781788050340	Student	137	3. line 1	to	as
Publisher	Editorial Change	9781788050340	Student	143	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050340	Student	145	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050340	Student	149	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050340	Student	150	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050340	Student	152	4. line 1	my	your
Publisher	Editorial Change	9781788050340	Student	167	line 4	plan	may plan
Publisher	Editorial Change	9781788050340	Student	168	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050340	Student	168	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050340	Student	170	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050340	Student	173	final para line 3	you	your
Publisher	Editorial Change	9781788050340	Student	202	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050340	Student	203	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050340	Student	205	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050340	Student	224	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050340	Student	224	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050340	Student	224	table penultimate row line 1	Tells you the	The

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050340	Student	224	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050340	Student	225	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050340	Student	226	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050340	Student	226	table row 7 definition	A note that is added to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050340	Student	226	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050340	Student	226	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050340	Student	227	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050340	Student	228	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050340	Student	229	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050340	Student	229	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050340	Student	229	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050340	Student	229	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050340	Student	230	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050340	Student	230	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050340	Student	231	table row 1 line 1	from	by
Publisher	Editorial Change	9781788050357	Teacher	14	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050357	Teacher	14	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050357	Teacher	18	line 9	them	your partner
Publisher	Editorial Change	9781788050357	Teacher	48	line 8	in to	into
Publisher	Editorial Change	9781788050357	Teacher	63	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050357	Teacher	79	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050357	Teacher	86	line 4	fast	quickly
Publisher	Editorial Change	9781788050357	Teacher	89	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050357	Teacher	122	line 14	know	to know
Publisher	Editorial Change	9781788050357	Teacher	123	table row 7	inferred	infer
Publisher	Editorial Change	9781788050357	Teacher	124	1. line 1	make	to make
Publisher	Editorial Change	9781788050357	Teacher	125	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050357	Teacher	126	2. line 2	them	it

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050357	Teacher	133	4. line 1	classs	class
Publisher	Editorial Change	9781788050357	Teacher	153	line 4	stories	a story
Publisher	Editorial Change	9781788050357	Teacher	164	line 6	look the	look at the
Publisher	Editorial Change	9781788050357	Teacher	168	line 10	Don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	170	line 7	Don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	178	penultimate line	would	would be
Publisher	Editorial Change	9781788050357	Teacher	187	3. a.	The	the
Publisher	Editorial Change	9781788050357	Teacher	190	final line	you	you to
Publisher	Editorial Change	9781788050357	Teacher	205	line 7	mean	means
Publisher	Editorial Change	9781788050357	Teacher	206	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050357	Teacher	207	table row 2 line 1	this is patterns	patterns
Publisher	Editorial Change	9781788050357	Teacher	212	3. line 1	to	as
Publisher	Editorial Change	9781788050357	Teacher	218	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050357	Teacher	220	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050357	Teacher	224	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050357	Teacher	232	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050357	Teacher	234	4. line 1	my	your
Publisher	Editorial Change	9781788050357	Teacher	257	line 4	plan	may plan
Publisher	Editorial Change	9781788050357	Teacher	258	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050357	Teacher	258	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050357	Teacher	260	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050357	Teacher	263	final para line 3	you	your
Publisher	Editorial Change	9781788050357	Teacher	300	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050357	Teacher	301	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050357	Teacher	311	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050357	Teacher	331	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050357	Teacher	331	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050357	Teacher	331	table penultimate row line 1	Tells you the	The

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050357	Teacher	331	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050357	Teacher	332	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050357	Teacher	333	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050357	Teacher	333	table row 7 definition	A note that is added to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050357	Teacher	333	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050357	Teacher	333	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050357	Teacher	334	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050357	Teacher	335	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050357	Teacher	336	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050357	Teacher	336	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050357	Teacher	336	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050357	Teacher	336	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050357	Teacher	337	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050357	Teacher	337	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050357	Teacher	338	table row 1 line 1	from	by
English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print Class Set (ISBN 9781788052306)							
Publisher	Editorial Change	9781788050388	Student	7	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050388	Student	7	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050388	Student	11	line 9	them	your partner
Publisher	Editorial Change	9781788050388	Student	23	para 4 line 3	feels by	feels that, by
Publisher	Editorial Change	9781788050388	Student	26	f. line 2	it is located in.	in which it is located.
Publisher	Editorial Change	9781788050388	Student	33	6. line 1	Put sand	Put the sand
Publisher	Editorial Change	9781788050388	Student	41	10. line 1	the Earth	Earth
Publisher	Editorial Change	9781788050388	Student	59	line 8	in to	into
Publisher	Editorial Change	9781788050388	Student	67	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050388	Student	82	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050388	Student	93	line 13	feels by	feel,
Publisher	Editorial Change	9781788050388	Student	106	11. line 1	Use to tape	Use tape

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	115	5. line 1	from top	from the top
Publisher	Editorial Change	9781788050388	Student	130	line 4	fast	quickly
Publisher	Editorial Change	9781788050388	Student	133	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050388	Student	177	line 14	know	to know
Publisher	Editorial Change	9781788050388	Student	178	table row 3 line 3	into	into groups,
Publisher	Editorial Change	9781788050388	Student	178	table row 7	inferred	infer
Publisher	Editorial Change	9781788050388	Student	179	1. line 1	make	to make
Publisher	Editorial Change	9781788050388	Student	180	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050388	Student	181	2. line 2	them	it
Publisher	Editorial Change	9781788050388	Student	223	7. c.	total	the total
Publisher	Editorial Change	9781788050388	Student	237	line 4	stories	a story
Publisher	Editorial Change	9781788050388	Student	248	line 6	look the	look at the
Publisher	Editorial Change	9781788050388	Student	252	line 10	Don't	Do not
Publisher	Editorial Change	9781788050388	Student	254	line 7	Don't	Do not
Publisher	Editorial Change	9781788050388	Student	268	table row 1 line 1	join	to join
Publisher	Editorial Change	9781788050388	Student	270	table row 6 line 1	take	to take
Publisher	Editorial Change	9781788050388	Student	279	penultimate line	would	would be
Publisher	Editorial Change	9781788050388	Student	288	3. a.	The	the
Publisher	Editorial Change	9781788050388	Student	291	final line	you	you to
Publisher	Editorial Change	9781788050388	Student	315	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050388	Student	321	3. line 1	to	as
Publisher	Editorial Change	9781788050388	Student	327	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050388	Student	329	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050388	Student	331	1. line 1	feeding.	to be fed.
Publisher	Editorial Change	9781788050388	Student	333	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050388	Student	338	line 5	list	lists
Publisher	Editorial Change	9781788050388	Student	340	line 3	what	which
Publisher	Editorial Change	9781788050388	Student	340	line 8	what	which

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	340	line 9	live in usually.	usually live in.
Publisher	Editorial Change	9781788050388	Student	341	line 9	mix	to mix
Publisher	Editorial Change	9781788050388	Student	341	line 10	move	to move
Publisher	Editorial Change	9781788050388	Student	341	final line	misalignment of words	words to be aligned with previous lines
Publisher	Editorial Change	9781788050388	Student	344	line 2	the old	an old
Publisher	Editorial Change	9781788050388	Student	348	row 3	dikes	dike
Publisher	Editorial Change	9781788050388	Student	353	line 8	get to adults	get adults
Publisher	Editorial Change	9781788050388	Student	361	6. line 1	you	your
Publisher	Editorial Change	9781788050388	Student	364	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050388	Student	366	4. line 1	my	your
Publisher	Editorial Change	9781788050388	Student	383	line 10	What	Which
Publisher	Editorial Change	9781788050388	Student	384	line 10	what	which
Publisher	Editorial Change	9781788050388	Student	388	line 2	soak	to soak
Publisher	Editorial Change	9781788050388	Student	388	line 7	which	trees which
Publisher	Editorial Change	9781788050388	Student	400	line 4	plan	may plan
Publisher	Editorial Change	9781788050388	Student	401	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050388	Student	401	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050388	Student	403	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050388	Student	406	final para line 3	you	your
Publisher	Editorial Change	9781788050388	Student	413	line 6	shop.	store.
Publisher	Editorial Change	9781788050388	Student	424	line 7/8	they would do in school	in school
Publisher	Editorial Change	9781788050388	Student	430	line 2	Anemometer instrument	Anemometer instrument
Publisher	Editorial Change	9781788050388	Student	461	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050388	Student	462	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050388	Student	464	line 8	check she	check that she
Publisher	Editorial Change	9781788050388	Student	464	penultimate line	have	they have
Publisher	Editorial Change	9781788050388	Student	470	line 4	process	the process
Publisher	Editorial Change	9781788050388	Student	487	table row 1 line 1	evidence	to provide evidence

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	496	line 1	in to all student's	into all students
Publisher	Editorial Change	9781788050388	Student	496	line 3	to how student's	into how students
Publisher	Editorial Change	9781788050388	Student	533	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050388	Student	533	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050388	Student	533	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050388	Student	533	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050388	Student	534	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050388	Student	535	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050388	Student	535	table row 7 definition	A note that is aded to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050388	Student	535	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050388	Student	535	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050388	Student	536	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050388	Student	537	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050388	Student	538	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050388	Student	538	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050388	Student	538	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050388	Student	538	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050388	Student	539	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050388	Student	539	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050388	Student	540	table row 1 line 1	from	by
Publisher	Editorial Change	9781788050395	Teacher	14	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050395	Teacher	14	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050395	Teacher	18	line 9	them	your partner
Publisher	Editorial Change	9781788050395	Teacher	35	para 4 line 3	feels by	feels that, by
Publisher	Editorial Change	9781788050395	Teacher	39	f. line 2	it is located in.	in which it is located.
Publisher	Editorial Change	9781788050395	Teacher	50	6. line 1	Put sand	Put the sand
Publisher	Editorial Change	9781788050395	Teacher	58	10. line 1	the Earth	Earth
Publisher	Editorial Change	9781788050395	Teacher	87	line 8	in to	into

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	119	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050395	Teacher	135	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050395	Teacher	149	line 13	feels by	feel,
Publisher	Editorial Change	9781788050395	Teacher	166	11. line 1	Use to tape	Use tape
Publisher	Editorial Change	9781788050395	Teacher	175	5. line 1	from top	from the top
Publisher	Editorial Change	9781788050395	Teacher	198	line 4	fast	quickly
Publisher	Editorial Change	9781788050395	Teacher	201	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050395	Teacher	269	line 14	know	to know
Publisher	Editorial Change	9781788050395	Teacher	270	table row 3 line 3	into	into groups,
Publisher	Editorial Change	9781788050395	Teacher	270	table row 7	inferred	infer
Publisher	Editorial Change	9781788050395	Teacher	271	1. line 1	make	to make
Publisher	Editorial Change	9781788050395	Teacher	272	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050395	Teacher	273	2. line 2	them	it
Publisher	Editorial Change	9781788050395	Teacher	334	7. c.	total	the total
Publisher	Editorial Change	9781788050395	Teacher	358	line 4	stories	a story
Publisher	Editorial Change	9781788050395	Teacher	369	line 6	look the	look at the
Publisher	Editorial Change	9781788050395	Teacher	373	line 10	Don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	375	line 7	Don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	394	table row 1 line 1	join	to join
Publisher	Editorial Change	9781788050395	Teacher	397	table row 6 line 1	take	to take
Publisher	Editorial Change	9781788050395	Teacher	418	penultimate line	would	would be
Publisher	Editorial Change	9781788050395	Teacher	427	3. a.	The	the
Publisher	Editorial Change	9781788050395	Teacher	430	final line	you	you to
Publisher	Editorial Change	9781788050395	Teacher	474	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050395	Teacher	480	3. line 1	to	as
Publisher	Editorial Change	9781788050395	Teacher	486	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050395	Teacher	488	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050395	Teacher	490	1. line 1	feeding.	to be fed.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	492	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050395	Teacher	501	line 5	list	lists
Publisher	Editorial Change	9781788050395	Teacher	503	line 3	what	which
Publisher	Editorial Change	9781788050395	Teacher	503	line 8	what	which
Publisher	Editorial Change	9781788050395	Teacher	503	line 9	live in usually.	usually live in.
Publisher	Editorial Change	9781788050395	Teacher	504	line 9	mix	to mix
Publisher	Editorial Change	9781788050395	Teacher	504	line 10	move	to move
Publisher	Editorial Change	9781788050395	Teacher	504	final line	misalignment of words	words to be aligned with previous lines
Publisher	Editorial Change	9781788050395	Teacher	510	line 2	the old	an old
Publisher	Editorial Change	9781788050395	Teacher	515	row 3	dikes	dike
Publisher	Editorial Change	9781788050395	Teacher	523	line 8	get to adults	get adults
Publisher	Editorial Change	9781788050395	Teacher	531	6. line 1	you	your
Publisher	Editorial Change	9781788050395	Teacher	544	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050395	Teacher	546	4. line 1	my	your
Publisher	Editorial Change	9781788050395	Teacher	566	line 10	What	Which
Publisher	Editorial Change	9781788050395	Teacher	567	line 10	what	which
Publisher	Editorial Change	9781788050395	Teacher	571	line 2	soak	to soak
Publisher	Editorial Change	9781788050395	Teacher	571	line 7	which	trees which
Publisher	Editorial Change	9781788050395	Teacher	596	line 4	plan	may plan
Publisher	Editorial Change	9781788050395	Teacher	597	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050395	Teacher	597	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050395	Teacher	599	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050395	Teacher	602	final para line 3	you	your
Publisher	Editorial Change	9781788050395	Teacher	609	line 6	shop.	store.
Publisher	Editorial Change	9781788050395	Teacher	624	line 7/8	they would do in school	in school
Publisher	Editorial Change	9781788050395	Teacher	630	line 2	Anemometer instrument	Anemometer instrument
Publisher	Editorial Change	9781788050395	Teacher	677	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050395	Teacher	678	2. line 1	to birthday	to your birthday

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	682	line 8	check she	check that she
Publisher	Editorial Change	9781788050395	Teacher	682	penultimate line	have	they have
Publisher	Editorial Change	9781788050395	Teacher	688	line 4	process	the process
Publisher	Editorial Change	9781788050395	Teacher	719	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050395	Teacher	728	line 1	in to all student's	into all students
Publisher	Editorial Change	9781788050395	Teacher	728	line 3	to how student's	into how students
Publisher	Editorial Change	9781788050395	Teacher	773	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050395	Teacher	773	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050395	Teacher	773	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050395	Teacher	773	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050395	Teacher	774	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050395	Teacher	775	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050395	Teacher	775	table row 7 definition	A note that is added to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050395	Teacher	775	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050395	Teacher	775	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050395	Teacher	776	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050395	Teacher	777	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	778	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050395	Teacher	778	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050395	Teacher	778	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050395	Teacher	778	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050395	Teacher	779	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050395	Teacher	779	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050395	Teacher	780	table row 1 line 1	from	by
English Language Arts and Reading, Grade 2 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with basic online class set (ISBN 9781788051026)							
Publisher	Editorial Change	9781788050388	Student	7	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050388	Student	7	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050388	Student	11	line 9	them	your partner

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	23	para 4 line 3	feels by	feels that, by
Publisher	Editorial Change	9781788050388	Student	26	f. line 2	it is located in.	in which it is located.
Publisher	Editorial Change	9781788050388	Student	33	6. line 1	Put sand	Put the sand
Publisher	Editorial Change	9781788050388	Student	41	10. line 1	the Earth	Earth
Publisher	Editorial Change	9781788050388	Student	59	line 8	in to	into
Publisher	Editorial Change	9781788050388	Student	67	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050388	Student	82	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050388	Student	93	line 13	feels by	feel,
Publisher	Editorial Change	9781788050388	Student	106	11. line 1	Use to tape	Use tape
Publisher	Editorial Change	9781788050388	Student	115	5. line 1	from top	from the top
Publisher	Editorial Change	9781788050388	Student	130	line 4	fast	quickly
Publisher	Editorial Change	9781788050388	Student	133	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050388	Student	177	line 14	know	to know
Publisher	Editorial Change	9781788050388	Student	178	table row 3 line 3	into	into groups,
Publisher	Editorial Change	9781788050388	Student	178	table row 7	inferred	infer
Publisher	Editorial Change	9781788050388	Student	179	1. line 1	make	to make
Publisher	Editorial Change	9781788050388	Student	180	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050388	Student	181	2. line 2	them	it
Publisher	Editorial Change	9781788050388	Student	223	7. c.	total	the total
Publisher	Editorial Change	9781788050388	Student	237	line 4	stories	a story
Publisher	Editorial Change	9781788050388	Student	248	line 6	look the	look at the
Publisher	Editorial Change	9781788050388	Student	252	line 10	Don't	Do not
Publisher	Editorial Change	9781788050388	Student	254	line 7	Don't	Do not
Publisher	Editorial Change	9781788050388	Student	268	table row 1 line 1	join	to join
Publisher	Editorial Change	9781788050388	Student	270	table row 6 line 1	take	to take
Publisher	Editorial Change	9781788050388	Student	279	penultimate line	would	would be
Publisher	Editorial Change	9781788050388	Student	288	3. a.	The	the
Publisher	Editorial Change	9781788050388	Student	291	final line	you	you to

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	315	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050388	Student	321	3. line 1	to	as
Publisher	Editorial Change	9781788050388	Student	327	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050388	Student	329	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050388	Student	331	1. line 1	feeding.	to be fed.
Publisher	Editorial Change	9781788050388	Student	333	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050388	Student	338	line 5	list	lists
Publisher	Editorial Change	9781788050388	Student	340	line 3	what	which
Publisher	Editorial Change	9781788050388	Student	340	line 8	what	which
Publisher	Editorial Change	9781788050388	Student	340	line 9	live in usually.	usually live in.
Publisher	Editorial Change	9781788050388	Student	341	line 9	mix	to mix
Publisher	Editorial Change	9781788050388	Student	341	line 10	move	to move
Publisher	Editorial Change	9781788050388	Student	341	final line	misalignment of words	words to be aligned with previous lines
Publisher	Editorial Change	9781788050388	Student	344	line 2	the old	an old
Publisher	Editorial Change	9781788050388	Student	348	row 3	dikes	dike
Publisher	Editorial Change	9781788050388	Student	353	line 8	get to adults	get adults
Publisher	Editorial Change	9781788050388	Student	361	6. line 1	you	your
Publisher	Editorial Change	9781788050388	Student	364	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050388	Student	366	4. line 1	my	your
Publisher	Editorial Change	9781788050388	Student	383	line 10	What	Which
Publisher	Editorial Change	9781788050388	Student	384	line 10	what	which
Publisher	Editorial Change	9781788050388	Student	388	line 2	soak	to soak
Publisher	Editorial Change	9781788050388	Student	388	line 7	which	trees which
Publisher	Editorial Change	9781788050388	Student	400	line 4	plan	may plan
Publisher	Editorial Change	9781788050388	Student	401	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050388	Student	401	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050388	Student	403	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050388	Student	406	final para line 3	you	your

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	413	line 6	shop.	store.
Publisher	Editorial Change	9781788050388	Student	424	line 7/8	they would do in school	in school
Publisher	Editorial Change	9781788050388	Student	430	line 2	Anemometer instrument	Anemometer instrument
Publisher	Editorial Change	9781788050388	Student	461	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050388	Student	462	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050388	Student	464	line 8	check she	check that she
Publisher	Editorial Change	9781788050388	Student	464	penultimate line	have	they have
Publisher	Editorial Change	9781788050388	Student	470	line 4	process	the process
Publisher	Editorial Change	9781788050388	Student	487	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050388	Student	496	line 1	in to all student's	into all students
Publisher	Editorial Change	9781788050388	Student	496	line 3	to how student's	into how students
Publisher	Editorial Change	9781788050388	Student	533	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050388	Student	533	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050388	Student	533	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050388	Student	533	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050388	Student	534	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050388	Student	535	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050388	Student	535	table row 7 definition	A note that is aded to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050388	Student	535	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050388	Student	535	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050388	Student	536	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050388	Student	537	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050388	Student	538	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050388	Student	538	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050388	Student	538	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050388	Student	538	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050388	Student	539	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050388	Student	539	table row 3 line 1	you research	for research

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	540	table row 1 line 1	from	by
Publisher	Editorial Change	9781788050395	Teacher	14	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050395	Teacher	14	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050395	Teacher	18	line 9	them	your partner
Publisher	Editorial Change	9781788050395	Teacher	35	para 4 line 3	feels by	feels that, by
Publisher	Editorial Change	9781788050395	Teacher	39	f. line 2	it is located in.	in which it is located.
Publisher	Editorial Change	9781788050395	Teacher	50	6. line 1	Put sand	Put the sand
Publisher	Editorial Change	9781788050395	Teacher	58	10. line 1	the Earth	Earth
Publisher	Editorial Change	9781788050395	Teacher	87	line 8	in to	into
Publisher	Editorial Change	9781788050395	Teacher	119	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050395	Teacher	135	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050395	Teacher	149	line 13	feels by	feel,
Publisher	Editorial Change	9781788050395	Teacher	166	11. line 1	Use to tape	Use tape
Publisher	Editorial Change	9781788050395	Teacher	175	5. line 1	from top	from the top
Publisher	Editorial Change	9781788050395	Teacher	198	line 4	fast	quickly
Publisher	Editorial Change	9781788050395	Teacher	201	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050395	Teacher	269	line 14	know	to know
Publisher	Editorial Change	9781788050395	Teacher	270	table row 3 line 3	into	into groups,
Publisher	Editorial Change	9781788050395	Teacher	270	table row 7	inferred	infer
Publisher	Editorial Change	9781788050395	Teacher	271	1. line 1	make	to make
Publisher	Editorial Change	9781788050395	Teacher	272	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050395	Teacher	273	2. line 2	them	it
Publisher	Editorial Change	9781788050395	Teacher	334	7. c.	total	the total
Publisher	Editorial Change	9781788050395	Teacher	358	line 4	stories	a story
Publisher	Editorial Change	9781788050395	Teacher	369	line 6	look the	look at the
Publisher	Editorial Change	9781788050395	Teacher	373	line 10	Don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	375	line 7	Don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	394	table row 1 line 1	join	to join

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	397	table row 6 line 1	take	to take
Publisher	Editorial Change	9781788050395	Teacher	418	penultimate line	would	would be
Publisher	Editorial Change	9781788050395	Teacher	427	3. a.	The	the
Publisher	Editorial Change	9781788050395	Teacher	430	final line	you	you to
Publisher	Editorial Change	9781788050395	Teacher	474	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050395	Teacher	480	3. line 1	to	as
Publisher	Editorial Change	9781788050395	Teacher	486	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050395	Teacher	488	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050395	Teacher	490	1. line 1	feeding.	to be fed.
Publisher	Editorial Change	9781788050395	Teacher	492	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050395	Teacher	501	line 5	list	lists
Publisher	Editorial Change	9781788050395	Teacher	503	line 3	what	which
Publisher	Editorial Change	9781788050395	Teacher	503	line 8	what	which
Publisher	Editorial Change	9781788050395	Teacher	503	line 9	live in usually.	usually live in.
Publisher	Editorial Change	9781788050395	Teacher	504	line 9	mix	to mix
Publisher	Editorial Change	9781788050395	Teacher	504	line 10	move	to move
Publisher	Editorial Change	9781788050395	Teacher	504	final line	misalignment of words	words to be aligned with previous lines
Publisher	Editorial Change	9781788050395	Teacher	510	line 2	the old	an old
Publisher	Editorial Change	9781788050395	Teacher	515	row 3	dikes	dike
Publisher	Editorial Change	9781788050395	Teacher	523	line 8	get to adults	get adults
Publisher	Editorial Change	9781788050395	Teacher	531	6. line 1	you	your
Publisher	Editorial Change	9781788050395	Teacher	544	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050395	Teacher	546	4. line 1	my	your
Publisher	Editorial Change	9781788050395	Teacher	566	line 10	What	Which
Publisher	Editorial Change	9781788050395	Teacher	567	line 10	what	which
Publisher	Editorial Change	9781788050395	Teacher	571	line 2	soak	to soak
Publisher	Editorial Change	9781788050395	Teacher	571	line 7	which	trees which
Publisher	Editorial Change	9781788050395	Teacher	596	line 4	plan	may plan

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	597	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050395	Teacher	597	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050395	Teacher	599	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050395	Teacher	602	final para line 3	you	your
Publisher	Editorial Change	9781788050395	Teacher	609	line 6	shop.	store.
Publisher	Editorial Change	9781788050395	Teacher	624	line 7/8	they would do in school	in school
Publisher	Editorial Change	9781788050395	Teacher	630	line 2	Anemometer instrument	Anemometer instrument
Publisher	Editorial Change	9781788050395	Teacher	677	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050395	Teacher	678	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050395	Teacher	682	line 8	check she	check that she
Publisher	Editorial Change	9781788050395	Teacher	682	penultimate line	have	they have
Publisher	Editorial Change	9781788050395	Teacher	688	line 4	process	the process
Publisher	Editorial Change	9781788050395	Teacher	719	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050395	Teacher	728	line 1	in to all student's	into all students
Publisher	Editorial Change	9781788050395	Teacher	728	line 3	to how student's	into how students
Publisher	Editorial Change	9781788050395	Teacher	773	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050395	Teacher	773	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050395	Teacher	773	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050395	Teacher	773	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050395	Teacher	774	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050395	Teacher	775	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050395	Teacher	775	table row 7 definition	A note that is aded to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050395	Teacher	775	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050395	Teacher	775	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050395	Teacher	776	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050395	Teacher	777	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	778	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050395	Teacher	778	table row 6 line 1	This is your	A

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	778	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050395	Teacher	778	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050395	Teacher	779	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050395	Teacher	779	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050395	Teacher	780	table row 1 line 1	from	by
English Language Arts and Reading, Grade 2							
<i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two - Print with Online Class Set (ISBN 9781788052313) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Two- Online only Class Set (ISBN 9781788052320)</i>							
Publisher	Editorial Change	9781788050388	Student	7	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050388	Student	7	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050388	Student	11	line 9	them	your partner
Publisher	Editorial Change	9781788050388	Student	23	para 4 line 3	feels by	feels that, by
Publisher	Editorial Change	9781788050388	Student	26	f. line 2	it is located in.	in which it is located.
Publisher	Editorial Change	9781788050388	Student	33	6. line 1	Put sand	Put the sand
Publisher	Editorial Change	9781788050388	Student	41	10. line 1	the Earth	Earth
Publisher	Editorial Change	9781788050388	Student	59	line 8	in to	into
Publisher	Editorial Change	9781788050388	Student	67	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050388	Student	82	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050388	Student	93	line 13	feels by	feel,
Publisher	Editorial Change	9781788050388	Student	106	11. line 1	Use to tape	Use tape
Publisher	Editorial Change	9781788050388	Student	115	5. line 1	from top	from the top
Publisher	Editorial Change	9781788050388	Student	130	line 4	fast	quickly
Publisher	Editorial Change	9781788050388	Student	133	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050388	Student	177	line 14	know	to know
Publisher	Editorial Change	9781788050388	Student	178	table row 3 line 3	into	into groups,
Publisher	Editorial Change	9781788050388	Student	178	table row 7	inferred	infer
Publisher	Editorial Change	9781788050388	Student	179	1. line 1	make	to make
Publisher	Editorial Change	9781788050388	Student	180	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050388	Student	181	2. line 2	them	it
Publisher	Editorial Change	9781788050388	Student	223	7. c.	total	the total

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	237	line 4	stories	a story
Publisher	Editorial Change	9781788050388	Student	248	line 6	look the	look at the
Publisher	Editorial Change	9781788050388	Student	252	line 10	Don't	Do not
Publisher	Editorial Change	9781788050388	Student	254	line 7	Don't	Do not
Publisher	Editorial Change	9781788050388	Student	268	table row 1 line 1	join	to join
Publisher	Editorial Change	9781788050388	Student	270	table row 6 line 1	take	to take
Publisher	Editorial Change	9781788050388	Student	279	penultimate line	would	would be
Publisher	Editorial Change	9781788050388	Student	288	3. a.	The	the
Publisher	Editorial Change	9781788050388	Student	291	final line	you	you to
Publisher	Editorial Change	9781788050388	Student	315	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050388	Student	321	3. line 1	to	as
Publisher	Editorial Change	9781788050388	Student	327	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050388	Student	329	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050388	Student	331	1. line 1	feeding.	to be fed.
Publisher	Editorial Change	9781788050388	Student	333	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050388	Student	338	line 5	list	lists
Publisher	Editorial Change	9781788050388	Student	340	line 3	what	which
Publisher	Editorial Change	9781788050388	Student	340	line 8	what	which
Publisher	Editorial Change	9781788050388	Student	340	line 9	live in usually.	usually live in.
Publisher	Editorial Change	9781788050388	Student	341	line 9	mix	to mix
Publisher	Editorial Change	9781788050388	Student	341	line 10	move	to move
Publisher	Editorial Change	9781788050388	Student	341	final line	misalignment of words	words to be aligned with previous lines
Publisher	Editorial Change	9781788050388	Student	344	line 2	the old	an old
Publisher	Editorial Change	9781788050388	Student	348	row 3	dikes	dike
Publisher	Editorial Change	9781788050388	Student	353	line 8	get to adults	get adults
Publisher	Editorial Change	9781788050388	Student	361	6. line 1	you	your
Publisher	Editorial Change	9781788050388	Student	364	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050388	Student	366	4. line 1	my	your

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	383	line 10	What	Which
Publisher	Editorial Change	9781788050388	Student	384	line 10	what	which
Publisher	Editorial Change	9781788050388	Student	388	line 2	soak	to soak
Publisher	Editorial Change	9781788050388	Student	388	line 7	which	trees which
Publisher	Editorial Change	9781788050388	Student	400	line 4	plan	may plan
Publisher	Editorial Change	9781788050388	Student	401	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050388	Student	401	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050388	Student	403	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050388	Student	406	final para line 3	you	your
Publisher	Editorial Change	9781788050388	Student	413	line 6	shop.	store.
Publisher	Editorial Change	9781788050388	Student	424	line 7/8	they would do in school	in school
Publisher	Editorial Change	9781788050388	Student	430	line 2	Anemometer instrument	Anemometer instrument
Publisher	Editorial Change	9781788050388	Student	461	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050388	Student	462	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050388	Student	464	line 8	check she	check that she
Publisher	Editorial Change	9781788050388	Student	464	penultimate line	have	they have
Publisher	Editorial Change	9781788050388	Student	470	line 4	process	the process
Publisher	Editorial Change	9781788050388	Student	487	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050388	Student	496	line 1	in to all student's	into all students
Publisher	Editorial Change	9781788050388	Student	496	line 3	to how student's	into how students
Publisher	Editorial Change	9781788050388	Student	533	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050388	Student	533	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050388	Student	533	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050388	Student	533	table final row line 1	This is when you	To
Publisher	Editorial Change	9781788050388	Student	534	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050388	Student	535	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050388	Student	535	table row 7 definition	A note that is aded to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050388	Student	535	table row 8	Implied	Imply

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050388	Student	535	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050388	Student	536	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050388	Student	537	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050388	Student	538	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050388	Student	538	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050388	Student	538	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050388	Student	538	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050388	Student	539	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050388	Student	539	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050388	Student	540	table row 1 line 1	from	by
Publisher	Editorial Change	9781788050395	Teacher	14	1. line 1	do?	be doing?
Publisher	Editorial Change	9781788050395	Teacher	14	2. line 1	To talk about a topic must have	Talking about a topic must involve
Publisher	Editorial Change	9781788050395	Teacher	18	line 9	them	your partner
Publisher	Editorial Change	9781788050395	Teacher	35	para 4 line 3	feels by	feels that, by
Publisher	Editorial Change	9781788050395	Teacher	39	f. line 2	it is located in.	in which it is located.
Publisher	Editorial Change	9781788050395	Teacher	50	6. line 1	Put sand	Put the sand
Publisher	Editorial Change	9781788050395	Teacher	58	10. line 1	the Earth	Earth
Publisher	Editorial Change	9781788050395	Teacher	87	line 8	in to	into
Publisher	Editorial Change	9781788050395	Teacher	119	g.	if the word has any idioms or homographs and	if the word is in any idioms or has any homographs and
Publisher	Editorial Change	9781788050395	Teacher	135	line 3	dress, but as the day went on	dress but, as the day went on,
Publisher	Editorial Change	9781788050395	Teacher	149	line 13	feels by	feel,
Publisher	Editorial Change	9781788050395	Teacher	166	11. line 1	Use to tape	Use tape
Publisher	Editorial Change	9781788050395	Teacher	175	5. line 1	from top	from the top
Publisher	Editorial Change	9781788050395	Teacher	198	line 4	fast	quickly
Publisher	Editorial Change	9781788050395	Teacher	201	penultimate line	loud or quiet	loudly or quietly
Publisher	Editorial Change	9781788050395	Teacher	269	line 14	know	to know
Publisher	Editorial Change	9781788050395	Teacher	270	table row 3 line 3	into	into groups,
Publisher	Editorial Change	9781788050395	Teacher	270	table row 7	inferred	infer

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	271	1. line 1	make	to make
Publisher	Editorial Change	9781788050395	Teacher	272	3. line 1	the questions	questions
Publisher	Editorial Change	9781788050395	Teacher	273	2. line 2	them	it
Publisher	Editorial Change	9781788050395	Teacher	334	7. c.	total	the total
Publisher	Editorial Change	9781788050395	Teacher	358	line 4	stories	a story
Publisher	Editorial Change	9781788050395	Teacher	369	line 6	look the	look at the
Publisher	Editorial Change	9781788050395	Teacher	373	line 10	Don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	375	line 7	Don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	394	table row 1 line 1	join	to join
Publisher	Editorial Change	9781788050395	Teacher	397	table row 6 line 1	take	to take
Publisher	Editorial Change	9781788050395	Teacher	418	penultimate line	would	would be
Publisher	Editorial Change	9781788050395	Teacher	427	3. a.	The	the
Publisher	Editorial Change	9781788050395	Teacher	430	final line	you	you to
Publisher	Editorial Change	9781788050395	Teacher	474	final table row line 1	arranged	often arranged
Publisher	Editorial Change	9781788050395	Teacher	480	3. line 1	to	as
Publisher	Editorial Change	9781788050395	Teacher	486	line 5	silly.	in a silly way.
Publisher	Editorial Change	9781788050395	Teacher	488	4. line 2	locate	to locate
Publisher	Editorial Change	9781788050395	Teacher	490	1. line 1	feeding.	to be fed.
Publisher	Editorial Change	9781788050395	Teacher	492	line 8/9	each group had the same.	were the same for each group.
Publisher	Editorial Change	9781788050395	Teacher	501	line 5	list	lists
Publisher	Editorial Change	9781788050395	Teacher	503	line 3	what	which
Publisher	Editorial Change	9781788050395	Teacher	503	line 8	what	which
Publisher	Editorial Change	9781788050395	Teacher	503	line 9	live in usually.	usually live in.
Publisher	Editorial Change	9781788050395	Teacher	504	line 9	mix	to mix
Publisher	Editorial Change	9781788050395	Teacher	504	line 10	move	to move
Publisher	Editorial Change	9781788050395	Teacher	504	final line	misalignment of words	words to be aligned with previous lines
Publisher	Editorial Change	9781788050395	Teacher	510	line 2	the old	an old
Publisher	Editorial Change	9781788050395	Teacher	515	row 3	dikes	dike

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	523	line 8	get to adults	get adults
Publisher	Editorial Change	9781788050395	Teacher	531	6. line 1	you	your
Publisher	Editorial Change	9781788050395	Teacher	544	line 16	reasons	reasons why
Publisher	Editorial Change	9781788050395	Teacher	546	4. line 1	my	your
Publisher	Editorial Change	9781788050395	Teacher	566	line 10	What	Which
Publisher	Editorial Change	9781788050395	Teacher	567	line 10	what	which
Publisher	Editorial Change	9781788050395	Teacher	571	line 2	soak	to soak
Publisher	Editorial Change	9781788050395	Teacher	571	line 7	which	trees which
Publisher	Editorial Change	9781788050395	Teacher	596	line 4	plan	may plan
Publisher	Editorial Change	9781788050395	Teacher	597	table row 6 line 1	words that	a word that
Publisher	Editorial Change	9781788050395	Teacher	597	table row 7 line 1	words that	a word that
Publisher	Editorial Change	9781788050395	Teacher	599	table row 4 line 2	run, write, shout	to run, to write, to shout
Publisher	Editorial Change	9781788050395	Teacher	602	final para line 3	you	your
Publisher	Editorial Change	9781788050395	Teacher	609	line 6	shop.	store.
Publisher	Editorial Change	9781788050395	Teacher	624	line 7/8	they would do in school	in school
Publisher	Editorial Change	9781788050395	Teacher	630	line 2	Anemometer instrument	Anemometer instrument
Publisher	Editorial Change	9781788050395	Teacher	677	4. line 1	Step-by step guide on how	How
Publisher	Editorial Change	9781788050395	Teacher	678	2. line 1	to birthday	to your birthday
Publisher	Editorial Change	9781788050395	Teacher	682	line 8	check she	check that she
Publisher	Editorial Change	9781788050395	Teacher	682	penultimate line	have	they have
Publisher	Editorial Change	9781788050395	Teacher	688	line 4	process	the process
Publisher	Editorial Change	9781788050395	Teacher	719	table row 1 line 1	evidence	to provide evidence
Publisher	Editorial Change	9781788050395	Teacher	728	line 1	in to all student's	into all students
Publisher	Editorial Change	9781788050395	Teacher	728	line 3	to how student's	into how students
Publisher	Editorial Change	9781788050395	Teacher	773	table row 1 line 1	Evidence	to provide evidence
Publisher	Editorial Change	9781788050395	Teacher	773	table row 5 line 1	understand	understanding
Publisher	Editorial Change	9781788050395	Teacher	773	table penultimate row line 1	Tells you the	The
Publisher	Editorial Change	9781788050395	Teacher	773	table final row line 1	This is when you	To

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050395	Teacher	774	table row 3 line 2	some	come
Publisher	Editorial Change	9781788050395	Teacher	775	table row 5 line 1	doesn't	does not
Publisher	Editorial Change	9781788050395	Teacher	775	table row 7 definition	A note that is added to text or a diagram to add a comment.	Someone who draws pictures to accompany a text.
Publisher	Editorial Change	9781788050395	Teacher	775	table row 8	Implied	Imply
Publisher	Editorial Change	9781788050395	Teacher	775	table row 10 line 1	Inferred	Infer
Publisher	Editorial Change	9781788050395	Teacher	776	table row 10 line 1	This means when something	Something which
Publisher	Editorial Change	9781788050395	Teacher	777	table row 11 line 1	don't	Do not
Publisher	Editorial Change	9781788050395	Teacher	778	table row 3 line 1	This is when	When
Publisher	Editorial Change	9781788050395	Teacher	778	table row 6 line 1	This is your	A
Publisher	Editorial Change	9781788050395	Teacher	778	table row 7 line 1	This means to	To
Publisher	Editorial Change	9781788050395	Teacher	778	table row 11 line 2	didn't	did not
Publisher	Editorial Change	9781788050395	Teacher	779	table row 1 line 1	This is where	Where
Publisher	Editorial Change	9781788050395	Teacher	779	table row 3 line 1	you research	for research
Publisher	Editorial Change	9781788050395	Teacher	780	table row 1 line 1	from	by
English Language Arts and Reading, Grade 3							
<i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print Class Set (ISBN 9781788052337)</i>							
Publisher	Editorial Change	9781788050425	Student	1	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050425	Student	1	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050425	Student	1	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050425	Student	11	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050425	Student	13	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050425	Student	13	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050425	Student	46	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050425	Student	48	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050425	Student	50	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050425	Student	50	line 3	too quickly or too slowly	change to "too quietly or too loudly."
Publisher	Editorial Change	9781788050425	Student	50	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050425	Student	50	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050425	Student	55	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050425	Student	59	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050425	Student	64	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050425	Student	68	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050425	Student	69	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050425	Student	79	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050425	Student	79	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050425	Student	81	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050425	Student	82	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050425	Student	90	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050425	Student	92	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050425	Student	94	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050425	Student	97	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050425	Student	110	line 9	help	add "to" after "help"
Publisher	Editorial Change	9781788050425	Student	113	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050425	Student	113	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050425	Student	124	row 1 line 2	audience, cats	change to "..audience. Acts ..."
Publisher	Editorial Change	9781788050425	Student	125	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050425	Student	142	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050425	Student	146	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050425	Student	147	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050425	Student	155	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050425	Student	157	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050425	Student	157	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050425	Student	158	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050425	Student	162	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050425	Student	164	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050425	Student	165	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050425	Student	166	row 2 line 1	describes	change to "describes"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050425	Student	168	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050425	Student	178	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050425	Student	181	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050425	Student	185	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050425	Student	185	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050425	Student	186	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050425	Student	195	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050425	Student	195	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050425	Student	196	line 2	support	change to "support"
Publisher	Editorial Change	9781788050425	Student	197	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050425	Student	198	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050425	Student	200	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050425	Student	200	row 5 line 1	Plagiarising - to copy someone elses work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050425	Student	211	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050425	Student	215	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050425	Student	219	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050425	Student	221	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050425	Student	223	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050425	Student	226	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050425	Student	226	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050432	Teacher	7	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050432	Teacher	7	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050432	Teacher	7	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050432	Teacher	17	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050432	Teacher	19	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050432	Teacher	19	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050432	Teacher	68	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050432	Teacher	70	line 1	your	add "at" before "your"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050432	Teacher	79	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050432	Teacher	79	line 3	too quickly or too slowly	change to " too quietly or too loudly."
Publisher	Editorial Change	9781788050432	Teacher	79	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050432	Teacher	79	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050432	Teacher	84	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050432	Teacher	94	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050432	Teacher	99	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	103	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050432	Teacher	112	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050432	Teacher	122	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050432	Teacher	122	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050432	Teacher	124	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050432	Teacher	125	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050432	Teacher	133	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050432	Teacher	143	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050432	Teacher	145	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050432	Teacher	148	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050432	Teacher	168	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	171	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050432	Teacher	171	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050432	Teacher	191	row 1 line 2	audience, cats	change to ".audience. Acts ..."
Publisher	Editorial Change	9781788050432	Teacher	192	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050432	Teacher	209	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050432	Teacher	222	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050432	Teacher	223	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050432	Teacher	231	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050432	Teacher	233	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050432	Teacher	233	final line	author	add "to" after "author"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050432	Teacher	234	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050432	Teacher	238	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050432	Teacher	240	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050432	Teacher	250	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050432	Teacher	251	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050432	Teacher	253	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050432	Teacher	263	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	266	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050432	Teacher	278	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050432	Teacher	278	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050432	Teacher	279	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050432	Teacher	288	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050432	Teacher	288	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050432	Teacher	289	line 2	support	change to "support"
Publisher	Editorial Change	9781788050432	Teacher	290	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050432	Teacher	291	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050432	Teacher	300	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050432	Teacher	300	row 5 line 1	Plagiarising - to copy someone else's work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050432	Teacher	311	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	315	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050432	Teacher	320	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050432	Teacher	322	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050432	Teacher	324	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050432	Teacher	327	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050432	Teacher	327	row 10	from	change "from" to "by"
English Language Arts and Reading, Grade 3 TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with basic online class set (ISBN 9781788050623)							
Publisher	Editorial Change	9781788050425	Student	1	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050425	Student	1	line 2	know	add "that" after "know"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050425	Student	1	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050425	Student	11	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050425	Student	13	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050425	Student	13	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050425	Student	46	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050425	Student	48	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050425	Student	50	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050425	Student	50	line 3	too quickly or too slowly	change to " too quietly or too loudly."
Publisher	Editorial Change	9781788050425	Student	50	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050425	Student	50	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050425	Student	55	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050425	Student	59	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050425	Student	64	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050425	Student	68	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050425	Student	69	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050425	Student	79	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050425	Student	79	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050425	Student	81	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050425	Student	82	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050425	Student	90	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050425	Student	92	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050425	Student	94	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050425	Student	97	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050425	Student	110	line 9	help	add "to" after "help"
Publisher	Editorial Change	9781788050425	Student	113	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050425	Student	113	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050425	Student	124	row 1 line 2	audience, cats	change to "..audience. Acts ..."
Publisher	Editorial Change	9781788050425	Student	125	row 2 line 1	is	add "often" after "is"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050425	Student	142	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050425	Student	146	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050425	Student	147	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050425	Student	155	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050425	Student	157	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050425	Student	157	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050425	Student	158	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050425	Student	162	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050425	Student	164	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050425	Student	165	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050425	Student	166	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050425	Student	168	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050425	Student	178	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050425	Student	181	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050425	Student	185	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050425	Student	185	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050425	Student	186	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050425	Student	195	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050425	Student	195	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050425	Student	196	line 2	support	change to "support"
Publisher	Editorial Change	9781788050425	Student	197	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050425	Student	198	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050425	Student	200	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050425	Student	200	row 5 line 1	Plagiarising - to copy someone elses work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050425	Student	211	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050425	Student	215	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050425	Student	219	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050425	Student	221	row 11	picture	add "that" after "picture,"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050425	Student	223	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050425	Student	226	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050425	Student	226	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050432	Teacher	7	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050432	Teacher	7	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050432	Teacher	7	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050432	Teacher	17	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050432	Teacher	19	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050432	Teacher	19	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050432	Teacher	68	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050432	Teacher	70	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050432	Teacher	79	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050432	Teacher	79	line 3	too quickly or too slowly	change to " too quietly or too loudly."
Publisher	Editorial Change	9781788050432	Teacher	79	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050432	Teacher	79	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050432	Teacher	84	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050432	Teacher	94	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050432	Teacher	99	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	103	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050432	Teacher	112	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050432	Teacher	122	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050432	Teacher	122	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050432	Teacher	124	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050432	Teacher	125	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050432	Teacher	133	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050432	Teacher	143	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050432	Teacher	145	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050432	Teacher	148	final line	Are	add "there" after "Are"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050432	Teacher	168	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	171	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050432	Teacher	171	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050432	Teacher	191	row 1 line 2	audience, cats	change to ".audience. Acts ..."
Publisher	Editorial Change	9781788050432	Teacher	192	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050432	Teacher	209	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050432	Teacher	222	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050432	Teacher	223	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050432	Teacher	231	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050432	Teacher	233	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050432	Teacher	233	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050432	Teacher	234	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050432	Teacher	238	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050432	Teacher	240	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050432	Teacher	250	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050432	Teacher	251	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050432	Teacher	253	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050432	Teacher	263	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	266	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050432	Teacher	278	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050432	Teacher	278	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050432	Teacher	279	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050432	Teacher	288	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050432	Teacher	288	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050432	Teacher	289	line 2	support	change to "support"
Publisher	Editorial Change	9781788050432	Teacher	290	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050432	Teacher	291	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050432	Teacher	300	row 1 line 1	evidence	add "to provide" before "evidence"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050432	Teacher	300	row 5 line 1	Plagiarising - to copy someone else's work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050432	Teacher	311	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	315	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050432	Teacher	320	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050432	Teacher	322	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050432	Teacher	324	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050432	Teacher	327	row 3		change to "Something spoken, not written."
Publisher	Editorial Change	9781788050432	Teacher	327	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050432	Teacher	327	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050432	Teacher	327	row 3		change to "biggest."
Publisher	Editorial Change	9781788050432	Teacher	327	row 4		add ,, around "or nearly the same"
Publisher	Editorial Change	9781788050432	Teacher	327	row 10		change "from" to "by"
English Language Arts and Reading, Grade 3							
<i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Print with Online Class Set (ISBN 9781788052344) and TPS Publishing Inc. Creative English Language Arts & Reading Grade Three - Online Class Set (ISBN 9781788052351)</i>							
Publisher	Editorial Change	9781788050425	Student	1	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050425	Student	1	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050425	Student	1	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050425	Student	11	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050425	Student	13	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050425	Student	13	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050425	Student	46	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050425	Student	48	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050425	Student	50	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050425	Student	50	line 3	too quickly or too slowly	change to "too quietly or too loudly."
Publisher	Editorial Change	9781788050425	Student	50	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050425	Student	50	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050425	Student	55	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050425	Student	59	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050425	Student	64	line 3	you	add "to" after "you"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050425	Student	68	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050425	Student	69	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050425	Student	79	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050425	Student	79	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050425	Student	81	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050425	Student	82	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050425	Student	90	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050425	Student	92	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050425	Student	94	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050425	Student	97	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050425	Student	110	line 9	help	add "to" after "help"
Publisher	Editorial Change	9781788050425	Student	113	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050425	Student	113	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050425	Student	124	row 1 line 2	audience, cats	change to ".audience. Acts ..."
Publisher	Editorial Change	9781788050425	Student	125	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050425	Student	142	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050425	Student	146	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050425	Student	147	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050425	Student	155	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050425	Student	157	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050425	Student	157	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050425	Student	158	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050425	Student	162	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050425	Student	164	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050425	Student	165	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050425	Student	166	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050425	Student	168	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050425	Student	178	line 11	you	add "to" after "you"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050425	Student	181	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050425	Student	185	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050425	Student	185	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050425	Student	186	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050425	Student	195	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050425	Student	195	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050425	Student	196	line 2	support	change to "support"
Publisher	Editorial Change	9781788050425	Student	197	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050425	Student	198	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050425	Student	200	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050425	Student	200	row 5 line 1	Plagiarising - to copy someone else's work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050425	Student	211	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050425	Student	215	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050425	Student	219	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050425	Student	221	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050425	Student	223	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050425	Student	226	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050425	Student	226	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050432	Teacher	7	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050432	Teacher	7	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050432	Teacher	7	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050432	Teacher	17	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050432	Teacher	19	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050432	Teacher	19	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050432	Teacher	68	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050432	Teacher	70	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050432	Teacher	79	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050432	Teacher	79	line 3	too quickly or too slowly	change to " too quietly or too loudly."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050432	Teacher	79	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050432	Teacher	79	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050432	Teacher	84	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050432	Teacher	94	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050432	Teacher	99	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	103	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050432	Teacher	112	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050432	Teacher	122	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050432	Teacher	122	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050432	Teacher	124	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050432	Teacher	125	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050432	Teacher	133	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050432	Teacher	143	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050432	Teacher	145	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050432	Teacher	148	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050432	Teacher	168	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	171	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050432	Teacher	171	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050432	Teacher	191	row 1 line 2	audience, cats	change to ".audience. Acts ..."
Publisher	Editorial Change	9781788050432	Teacher	192	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050432	Teacher	209	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050432	Teacher	222	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050432	Teacher	223	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050432	Teacher	231	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050432	Teacher	233	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050432	Teacher	233	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050432	Teacher	234	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050432	Teacher	238	line 10	on purpose	change "on purpose" to "deliberate"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050432	Teacher	240	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050432	Teacher	250	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050432	Teacher	251	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050432	Teacher	253	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050432	Teacher	263	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	266	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050432	Teacher	278	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050432	Teacher	278	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050432	Teacher	279	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050432	Teacher	288	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050432	Teacher	288	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050432	Teacher	289	line 2	support	change to "support"
Publisher	Editorial Change	9781788050432	Teacher	290	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050432	Teacher	291	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050432	Teacher	300	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050432	Teacher	300	row 5 line 1	Plagiarising - to copy someone elses work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050432	Teacher	311	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050432	Teacher	315	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050432	Teacher	320	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050432	Teacher	322	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050432	Teacher	324	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050432	Teacher	327	row 3		change to "Something spoken, not written."
Publisher	Editorial Change	9781788050432	Teacher	327	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050432	Teacher	327	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050432	Teacher	327	row 3		change to "biggest."
Publisher	Editorial Change	9781788050432	Teacher	327	row 4		add ,, around "or nearly the same"
Publisher	Editorial Change	9781788050432	Teacher	327	row 10		change "from" to "by"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 3 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print Class Set (ISBN 9781788052368)</i>							
Publisher	Editorial Change	9781788050463	Student	1	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050463	Student	1	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050463	Student	1	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050463	Student	11	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050463	Student	13	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050463	Student	13	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050463	Student	17	final line	them	add "to" after "them"
Publisher	Editorial Change	9781788050463	Student	19	line 7	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	22	row 1	look	add "to" before "look"
Publisher	Editorial Change	9781788050463	Student	22	row 2	you have	change "you have" to "has been"
Publisher	Editorial Change	9781788050463	Student	22	row 6	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	23	final line	object	change to "objects"
Publisher	Editorial Change	9781788050463	Student	24	final para line 4	means	add "that" after "means"
Publisher	Editorial Change	9781788050463	Student	33	line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	38	9. line 2	have	change "have" to "having"
Publisher	Editorial Change	9781788050463	Student	61	line 18	into	change "into" to "in"
Publisher	Editorial Change	9781788050463	Student	65	row 1	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 2	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 6	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	66	penultimate line	weigh	change "weigh" to "are"
Publisher	Editorial Change	9781788050463	Student	69	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050463	Student	72	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050463	Student	76	line 1	building	change "building" to "we will build"
Publisher	Editorial Change	9781788050463	Student	76	line 8	that	change "that" to "at"
Publisher	Editorial Change	9781788050463	Student	79	line 20	2 +2	change to "adding 2 + 2"
Publisher	Editorial Change	9781788050463	Student	79	line 20	way	change "way" to "why"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	93	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050463	Student	95	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050463	Student	98	line 9	it uses	change "it uses" to "each one uses"
Publisher	Editorial Change	9781788050463	Student	104	row 8	whether something is a solid or a liquid	change to "solid, liquid, or gas"
Publisher	Editorial Change	9781788050463	Student	105	line 5	knows	add "that" after "knows"
Publisher	Editorial Change	9781788050463	Student	109	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	109	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	111	line 4	their	change "their" to "your"
Publisher	Editorial Change	9781788050463	Student	111	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050463	Student	112	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	112	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	114	line 6	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	114	final line	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	122	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050463	Student	122	line 3	too quickly or too slowly	change to "too quietly or too loudly."
Publisher	Editorial Change	9781788050463	Student	122	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050463	Student	122	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050463	Student	127	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050463	Student	133	line 10	ennis	change to "tennis"
Publisher	Editorial Change	9781788050463	Student	133	penultimate line	practise	change to "practice"
Publisher	Editorial Change	9781788050463	Student	138	row 7	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	138	row 8	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	141	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050463	Student	146	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	150	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050463	Student	161	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050463	Student	171	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050463	Student	171	penultimate line	which gives	change "which gives" to "giving"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	173	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050463	Student	174	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050463	Student	182	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050463	Student	186	line 5	who	change "who" to "which"
Publisher	Editorial Change	9781788050463	Student	187	line 1	biodegradability	change to "BioDegradability" (for consistency)
Publisher	Editorial Change	9781788050463	Student	188	line 1	Think about the amount of time local soil has taken to exist.	change to "Think about the length of time it has taken for local soil to be produced."
Publisher	Editorial Change	9781788050463	Student	190	line 4	pieces	add "and then" after "pieces"
Publisher	Editorial Change	9781788050463	Student	191	row 1	rot	add "to" before "rot"
Publisher	Editorial Change	9781788050463	Student	192	row 2	break	add "to" before "break"
Publisher	Editorial Change	9781788050463	Student	193	para 3 line 10	was	add "the" after "was"
Publisher	Editorial Change	9781788050463	Student	194	line 6	was	add "that" after "was"
Publisher	Editorial Change	9781788050463	Student	195	d. line 1	hurricane	change to "Hurricane"
Publisher	Editorial Change	9781788050463	Student	195	g. line 1	What is acid rain and the history of it?	change to "what is acid rain and its history?"
Publisher	Editorial Change	9781788050463	Student	196	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050463	Student	198	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050463	Student	200	line 2	improve	add "to" before "improve"
Publisher	Editorial Change	9781788050463	Student	200	line 2	results	add "the" before "results"
Publisher	Editorial Change	9781788050463	Student	202	1. line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	202	4. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	206	3. line 3	dot	change "dot" to "dots"
Publisher	Editorial Change	9781788050463	Student	217	line 4	Andre	delete "Andre"
Publisher	Editorial Change	9781788050463	Student	218	line 8	and	add "the" after "and"
Publisher	Editorial Change	9781788050463	Student	220	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050463	Student	222	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050463	Student	225	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050463	Student	240	line 5	Hydrology	change to "hydrology"
Publisher	Editorial Change	9781788050463	Student	240	line 7	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	240	line 8	help	add "to" after "help"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	240	line 11	land slides	change to "landslides"
Publisher	Editorial Change	9781788050463	Student	240	line 18	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	241	line 3	was	add "a" after "was"
Publisher	Editorial Change	9781788050463	Student	242	line 3	way	add "in which" after "way"
Publisher	Editorial Change	9781788050463	Student	242	penultimate line	What	change "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	242	final line	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	246	para 4 line 4	year	add "and" after "year,"
Publisher	Editorial Change	9781788050463	Student	247	para 5 line 4	that they	change "that they" to "the"
Publisher	Editorial Change	9781788050463	Student	247	para 5 line 6	them	add "to" after "them"
Publisher	Editorial Change	9781788050463	Student	247	penultimate line	bees	add "to" before "bees"
Publisher	Editorial Change	9781788050463	Student	258	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	261	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050463	Student	261	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050463	Student	274	line 3	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	283	line 10	if	change "if" to "whether"
Publisher	Editorial Change	9781788050463	Student	295	4. line 1	does	change "does" to "is"
Publisher	Editorial Change	9781788050463	Student	295	4. line 2	earth	change to "Earth"
Publisher	Editorial Change	9781788050463	Student	298	row 1 line 2	audience, cats	change to "...audience. Acts ..."
Publisher	Editorial Change	9781788050463	Student	299	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050463	Student	316	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050463	Student	321	line 11	Precipitation	change to "precipitation"
Publisher	Editorial Change	9781788050463	Student	323	line 8	Weather Station	change to "weather station"
Publisher	Editorial Change	9781788050463	Student	324	line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	328	line 5	and	add "has" after "and"
Publisher	Editorial Change	9781788050463	Student	329	para 4 line 4	Mountains	change to "mountains."
Publisher	Editorial Change	9781788050463	Student	332	line 4	their	delete "their"
Publisher	Editorial Change	9781788050463	Student	332	line 5	their	change "their" to "your" ? (as this is SE)
Publisher	Editorial Change	9781788050463	Student	337	line 1	send	add "to" before "send"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	338	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050463	Student	346	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050463	Student	348	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050463	Student	348	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050463	Student	349	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050463	Student	353	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050463	Student	355	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050463	Student	359	line 10	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	362	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	362	row 5	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	365	line 4	her	add "to" after "her"
Publisher	Editorial Change	9781788050463	Student	366	g. line 1	for	add , after "for"
Publisher	Editorial Change	9781788050463	Student	369	line 7	them	change "them" to "students"
Publisher	Editorial Change	9781788050463	Student	370	row 5	perform	add "to" before "perform"
Publisher	Editorial Change	9781788050463	Student	370	row 6	become	add "to" before "be"
Publisher	Editorial Change	9781788050463	Student	371	row 5	produce	add "to" before "produce"
Publisher	Editorial Change	9781788050463	Student	375	1. line 5	ping pong	change "ping pong" to "table tennis"
Publisher	Editorial Change	9781788050463	Student	377	5. line 1	to	add "the" after "to"
Publisher	Editorial Change	9781788050463	Student	393	1. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	393	3. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	394	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050463	Student	395	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050463	Student	397	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050463	Student	407	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	412	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050463	Student	415	line 8	effected	change to "affected."
Publisher	Editorial Change	9781788050463	Student	415	line 11	effected	change to "affected."
Publisher	Editorial Change	9781788050463	Student	417	line 1	helps	add "to" after "helps"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	417	line 8	Rose	add "to" after "Rose"
Publisher	Editorial Change	9781788050463	Student	427	line 4	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	436	final line	your	add "of" before "your"
Publisher	Editorial Change	9781788050463	Student	439	1. b.	to	change "to" to "go"
Publisher	Editorial Change	9781788050463	Student	441	1. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	441	2. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	444	7. line 1	hole	add "on the" after "hole"
Publisher	Editorial Change	9781788050463	Student	448	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050463	Student	448	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050463	Student	449	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050463	Student	458	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050463	Student	458	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	459	line 2	support	change to "support"
Publisher	Editorial Change	9781788050463	Student	460	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050463	Student	461	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050463	Student	463	line 12	after two weeks of	change "after two weeks of" to "two weeks' after"
Publisher	Editorial Change	9781788050463	Student	463	line 15	The next stage was lovely, flowers	change to "The next stage was that lovely flowers....."
Publisher	Editorial Change	9781788050463	Student	464	line 16	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050463	Student	466	line 2	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 4	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 6	The wings are what helps the ladybug fly.	change to "The wings help the ladybug to fly."
Publisher	Editorial Change	9781788050463	Student	466	line 9	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 10	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 12	helps it smell	change "helps it smell" to "help it to smell"
Publisher	Editorial Change	9781788050463	Student	466	penultimate line	Antenna	change to "antennae"
Publisher	Editorial Change	9781788050463	Student	466	final line	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050463	Student	479	line 11	half inches,	add "and" after "half inches,"
Publisher	Editorial Change	9781788050463	Student	482	row 1 line 1	evidence	add "to provide" before "evidence"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	482	row 5 line 1	Plagiarising - to copy someone elses work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050463	Student	493	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	497	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050463	Student	511	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050463	Student	513	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050463	Student	515	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050463	Student	518	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050463	Student	518	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050470	Teacher	7	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050470	Teacher	7	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050470	Teacher	7	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050470	Teacher	17	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050470	Teacher	19	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050470	Teacher	19	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050470	Teacher	26	final line	them	add "to" after "them"
Publisher	Editorial Change	9781788050470	Teacher	28	line 7	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	31	row 1	look	add "to" before "look"
Publisher	Editorial Change	9781788050470	Teacher	31	row 2	you have	change "you have" to "has been"
Publisher	Editorial Change	9781788050470	Teacher	31	row 6	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	34	final line	object	change to "objects"
Publisher	Editorial Change	9781788050470	Teacher	35	final para line 4	means	add "that" after "means"
Publisher	Editorial Change	9781788050470	Teacher	94	line 18	into	change "into" to "in"
Publisher	Editorial Change	9781788050470	Teacher	98	row 1	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 2	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 6	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	103	penultimate line	weigh	change "weigh" to "are"
Publisher	Editorial Change	9781788050470	Teacher	107	row 2	change	add "to" before "change"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	110	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050470	Teacher	118	line 1	building	change "building" to "we will build"
Publisher	Editorial Change	9781788050470	Teacher	118	line 8	that	change "that" to "at"
Publisher	Editorial Change	9781788050470	Teacher	118	line 20	2 + 2	change to "adding 2 + 2"
Publisher	Editorial Change	9781788050470	Teacher	118	line 20	way	change "way" to "why"
Publisher	Editorial Change	9781788050470	Teacher	143	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050470	Teacher	145	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050470	Teacher	151	line 9	it uses	change "it uses" to "each one uses"
Publisher	Editorial Change	9781788050470	Teacher	157	row 8	whether something is a solid or a liquid	change to "solid, liquid, or gas"
Publisher	Editorial Change	9781788050470	Teacher	160	line 5	knows	add "that" after "knows"
Publisher	Editorial Change	9781788050470	Teacher	165	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	165	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	167	line 4	their	change "their" to "your"
Publisher	Editorial Change	9781788050470	Teacher	167	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050470	Teacher	168	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	168	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	170	line 6	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	170	final line	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	189	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050470	Teacher	189	line 3	too quickly or too slowly	change to "too quietly or too loudly."
Publisher	Editorial Change	9781788050470	Teacher	189	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050470	Teacher	189	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050470	Teacher	194	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050470	Teacher	202	line 10	ennis	change to "tennis"
Publisher	Editorial Change	9781788050470	Teacher	202	penultimate line	practise	change to "practice"
Publisher	Editorial Change	9781788050470	Teacher	207	row 7	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	207	row 8	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	219	line 3	the	change "the" to "a"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	224	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	228	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050470	Teacher	253	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050470	Teacher	263	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050470	Teacher	263	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050470	Teacher	265	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050470	Teacher	266	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050470	Teacher	274	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050470	Teacher	282	line 5	who	change "who" to "which"
Publisher	Editorial Change	9781788050470	Teacher	283	line 1	biodegradability	change to "BioDegradability" (for consistency)
Publisher	Editorial Change	9781788050470	Teacher	284	line 1	Think about the amount of time local soil has taken to exist.	change to "Think about the length of time it has taken for local soil to be produced."
Publisher	Editorial Change	9781788050470	Teacher	286	line 4	pieces	add "and then" after "pieces"
Publisher	Editorial Change	9781788050470	Teacher	287	row 1	rot	add "to" before "rot"
Publisher	Editorial Change	9781788050470	Teacher	291	row 2	break	add "to" before "break"
Publisher	Editorial Change	9781788050470	Teacher	292	para 3 line 10	was	add "the" after "was"
Publisher	Editorial Change	9781788050470	Teacher	293	line 6	was	add "that" after "was"
Publisher	Editorial Change	9781788050470	Teacher	294	d. line 1	hurricane	change to "Hurricane"
Publisher	Editorial Change	9781788050470	Teacher	294	g. line 1	What is acid rain and the history of it?	change to "what is acid rain and its history?"
Publisher	Editorial Change	9781788050470	Teacher	296	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050470	Teacher	298	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050470	Teacher	300	line 2	improve	add "to" before "improve"
Publisher	Editorial Change	9781788050470	Teacher	300	line 2	results	add "the" before "results"
Publisher	Editorial Change	9781788050470	Teacher	305	line 4	Andre	delete "Andre"
Publisher	Editorial Change	9781788050470	Teacher	306	line 8	and	add "the" after "and"
Publisher	Editorial Change	9781788050470	Teacher	343	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050470	Teacher	345	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050470	Teacher	348	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050470	Teacher	367	line 5	Hydrology	change to "hydrology"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	367	line 7	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	367	line 8	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	367	line 11	land slides	change to "landslides"
Publisher	Editorial Change	9781788050470	Teacher	367	line 18	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	368	line 3	was	add "a" after "was"
Publisher	Editorial Change	9781788050470	Teacher	369	line 3	way	add "in which" after "way"
Publisher	Editorial Change	9781788050470	Teacher	369	penultimate line	What	change "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	369	final line	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	375	para 4 line 4	year	add "and" after "year,"
Publisher	Editorial Change	9781788050470	Teacher	376	para 5 line 4	that they	change "that they" to "the"
Publisher	Editorial Change	9781788050470	Teacher	376	para 5 line 6	them	add "to" after "them"
Publisher	Editorial Change	9781788050470	Teacher	376	penultimate line	bees	add "to" before "bees"
Publisher	Editorial Change	9781788050470	Teacher	399	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	402	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050470	Teacher	402	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050470	Teacher	418	line 3	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	431	line 10	if	change "if" to "whether"
Publisher	Editorial Change	9781788050470	Teacher	446	4. line 1	does	change "does" to "is"
Publisher	Editorial Change	9781788050470	Teacher	446	4. line 2	earth	change to "Earth"
Publisher	Editorial Change	9781788050470	Teacher	459	row 1 line 2	audience, cats	change to "..audience. Acts ..."
Publisher	Editorial Change	9781788050470	Teacher	460	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050470	Teacher	477	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050470	Teacher	487	line 11	Precipitation	change to "precipitation"
Publisher	Editorial Change	9781788050470	Teacher	489	line 8	Weather Station	change to "weather station"
Publisher	Editorial Change	9781788050470	Teacher	490	line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	497	line 5	and	add "has" after "and"
Publisher	Editorial Change	9781788050470	Teacher	498	para 4 line 4	Mountains	change to "mountains."
Publisher	Editorial Change	9781788050470	Teacher	502	line 4	their	delete "their"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	502	line 5	their	change "their" to "your" ? (as this is SE)
Publisher	Editorial Change	9781788050470	Teacher	520	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050470	Teacher	521	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050470	Teacher	529	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050470	Teacher	531	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050470	Teacher	531	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050470	Teacher	532	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050470	Teacher	536	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050470	Teacher	538	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050470	Teacher	547	line 10	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	550	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	550	row 5	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	556	line 4	her	add "to" after "her"
Publisher	Editorial Change	9781788050470	Teacher	557	g. line 1	for	add , after "for"
Publisher	Editorial Change	9781788050470	Teacher	561	line 7	them	change "them" to "students"
Publisher	Editorial Change	9781788050470	Teacher	562	row 5	perform	add "to" before "perform"
Publisher	Editorial Change	9781788050470	Teacher	562	row 6	become	add "to" before "be"
Publisher	Editorial Change	9781788050470	Teacher	563	row 5	produce	add "to" before "produce"
Publisher	Editorial Change	9781788050470	Teacher	570	1. line 5	ping pong	change "ping pong" to "table tennis"
Publisher	Editorial Change	9781788050470	Teacher	572	5. line 1	to	add "the" after "to"
Publisher	Editorial Change	9781788050470	Teacher	588	1. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	588	3. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	601	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050470	Teacher	602	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050470	Teacher	604	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050470	Teacher	614	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	619	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050470	Teacher	626	line 8	effected	change to "affected."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	626	line 11	effected	change to "affected."
Publisher	Editorial Change	9781788050470	Teacher	628	line 1	helps	add "to" after "helps"
Publisher	Editorial Change	9781788050470	Teacher	628	line 8	Rose	add "to" after "Rose"
Publisher	Editorial Change	9781788050470	Teacher	643	line 4	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	656	final line	your	add "of" before "your"
Publisher	Editorial Change	9781788050470	Teacher	659	1. b.	to	change "to" to "go"
Publisher	Editorial Change	9781788050470	Teacher	661	1. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher	661	2. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher	664	7. line 1	hole	add "on the" after "hole"
Publisher	Editorial Change	9781788050470	Teacher	679	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050470	Teacher	679	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050470	Teacher	680	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050470	Teacher	689	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050470	Teacher	689	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	690	line 2	support	change to "support"
Publisher	Editorial Change	9781788050470	Teacher	691	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050470	Teacher	692	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050470	Teacher	698	line 12	after two weeks of	change "after two weeks of" to "two weeks' after"
Publisher	Editorial Change	9781788050470	Teacher	698	line 15	The next stage was lovely, flowers	change to "The next stage was that lovely flowers....."
Publisher	Editorial Change	9781788050470	Teacher	699	line 16	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050470	Teacher	701	line 2	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 4	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 6	The wings are what helps the ladybug fly.	change to "The wings help the ladybug to fly."
Publisher	Editorial Change	9781788050470	Teacher	701	line 9	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 10	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 12	helps it smell	change "helps it smell" to "help it to smell"
Publisher	Editorial Change	9781788050470	Teacher	701	penultimate line	Antenna	change to "antennae"
Publisher	Editorial Change	9781788050470	Teacher	701	final line	bug	add "to" after "bug"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	718	line 11	half inches,	add "and" after "half inches,"
Publisher	Editorial Change	9781788050470	Teacher	731	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050470	Teacher	731	row 5 line 1	Plagiarising - to copy someone else's work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050470	Teacher	742	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	746	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050470	Teacher	768	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050470	Teacher	770	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050470	Teacher	772	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050470	Teacher	775	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050470	Teacher	775	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050470	Teacher		line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher		9. line 2	have	change "have" to "having"
Publisher	Editorial Change	9781788050470	Teacher		1. line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher		4. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher		3. line 3	dot	change "dot" to "dots"
English Language Arts and Reading, Grade 3 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print with basic online class set (ISBN 9781788051033)							
Publisher	Editorial Change	9781788050463	Student	1	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050463	Student	1	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050463	Student	1	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050463	Student	11	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050463	Student	13	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050463	Student	13	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050463	Student	17	final line	them	add "to" after "them"
Publisher	Editorial Change	9781788050463	Student	19	line 7	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	22	row 1	look	add "to" before "look"
Publisher	Editorial Change	9781788050463	Student	22	row 2	you have	change "you have" to "has been"
Publisher	Editorial Change	9781788050463	Student	22	row 6	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	23	final line	object	change to "objects"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	24	final para line 4	means	add "that" after "means"
Publisher	Editorial Change	9781788050463	Student	33	line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	38	9. line 2	have	change "have" to "having"
Publisher	Editorial Change	9781788050463	Student	61	line 18	into	change "into" to "in"
Publisher	Editorial Change	9781788050463	Student	65	row 1	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 2	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 6	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	66	penultimate line	weigh	change "weigh" to "are"
Publisher	Editorial Change	9781788050463	Student	69	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050463	Student	72	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050463	Student	76	line 1	building	change "building" to "we will build"
Publisher	Editorial Change	9781788050463	Student	76	line 8	that	change "that" to "at"
Publisher	Editorial Change	9781788050463	Student	79	line 20	2 +2	change to "adding 2 + 2"
Publisher	Editorial Change	9781788050463	Student	79	line 20	way	change "way" to "why"
Publisher	Editorial Change	9781788050463	Student	93	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050463	Student	95	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050463	Student	98	line 9	it uses	change "it uses" to "each one uses"
Publisher	Editorial Change	9781788050463	Student	104	row 8	whether something is a solid or a liquid	change to "solid, liquid, or gas"
Publisher	Editorial Change	9781788050463	Student	105	line 5	knows	add "that" after "knows"
Publisher	Editorial Change	9781788050463	Student	109	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	109	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	111	line 4	their	change "their" to "your"
Publisher	Editorial Change	9781788050463	Student	111	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050463	Student	112	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	112	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	114	line 6	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	114	final line	push	add "to" before "push"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	122	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050463	Student	122	line 3	too quickly or too slowly	change to " too quietly or too loudly."
Publisher	Editorial Change	9781788050463	Student	122	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050463	Student	122	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050463	Student	127	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050463	Student	133	line 10	ennis	change to "tennis"
Publisher	Editorial Change	9781788050463	Student	133	penultimate line	practise	change to "practice"
Publisher	Editorial Change	9781788050463	Student	138	row 7	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	138	row 8	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	141	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050463	Student	146	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	150	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050463	Student	161	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050463	Student	171	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050463	Student	171	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050463	Student	173	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050463	Student	174	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050463	Student	182	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050463	Student	186	line 5	who	change "who" to "which"
Publisher	Editorial Change	9781788050463	Student	187	line 1	biodegradability	change to "BioDegradability" (for consistency)
Publisher	Editorial Change	9781788050463	Student	188	line 1	Think about the amount of time local soil has taken to exist.	change to "Think about the length of time it has taken for local soil to be produced."
Publisher	Editorial Change	9781788050463	Student	190	line 4	pieces	add "and then" after "pieces"
Publisher	Editorial Change	9781788050463	Student	191	row 1	rot	add "to" before "rot"
Publisher	Editorial Change	9781788050463	Student	192	row 2	break	add "to" before "break"
Publisher	Editorial Change	9781788050463	Student	193	para 3 line 10	was	add "the" after "was"
Publisher	Editorial Change	9781788050463	Student	194	line 6	was	add "that" after "was"
Publisher	Editorial Change	9781788050463	Student	195	d. line 1	hurricane	change to "Hurricane"
Publisher	Editorial Change	9781788050463	Student	195	g. line 1	What is acid rain and the history of it?	change to "what is acid rain and its history?"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	196	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050463	Student	198	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050463	Student	200	line 2	improve	add "to" before "improve"
Publisher	Editorial Change	9781788050463	Student	200	line 2	results	add "the" before "results"
Publisher	Editorial Change	9781788050463	Student	202	1. line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	202	4. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	206	3. line 3	dot	change "dot" to "dots"
Publisher	Editorial Change	9781788050463	Student	217	line 4	Andre	delete "Andre"
Publisher	Editorial Change	9781788050463	Student	218	line 8	and	add "the" after "and"
Publisher	Editorial Change	9781788050463	Student	220	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050463	Student	222	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050463	Student	225	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050463	Student	240	line 5	Hydrology	change to "hydrology"
Publisher	Editorial Change	9781788050463	Student	240	line 7	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	240	line 8	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	240	line 11	land slides	change to "landslides"
Publisher	Editorial Change	9781788050463	Student	240	line 18	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	241	line 3	was	add "a" after "was"
Publisher	Editorial Change	9781788050463	Student	242	line 3	way	add "in which" after "way"
Publisher	Editorial Change	9781788050463	Student	242	penultimate line	What	change "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	242	final line	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	246	para 4 line 4	year	add "and" after "year,"
Publisher	Editorial Change	9781788050463	Student	247	para 5 line 4	that they	change "that they" to "the"
Publisher	Editorial Change	9781788050463	Student	247	para 5 line 6	them	add "to" after "them"
Publisher	Editorial Change	9781788050463	Student	247	penultimate line	bees	add "to" before "bees"
Publisher	Editorial Change	9781788050463	Student	258	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	261	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050463	Student	261	final line	you	change "you" to "your"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	274	line 3	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	283	line 10	if	change "if" to "whether"
Publisher	Editorial Change	9781788050463	Student	295	4. line 1	does	change "does" to "is"
Publisher	Editorial Change	9781788050463	Student	295	4. line 2	earth	change to "Earth"
Publisher	Editorial Change	9781788050463	Student	298	row 1 line 2	audience, cats	change to ".audience. Acts ..."
Publisher	Editorial Change	9781788050463	Student	299	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050463	Student	316	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050463	Student	321	line 11	Precipitation	change to "precipitation"
Publisher	Editorial Change	9781788050463	Student	323	line 8	Weather Station	change to "weather station"
Publisher	Editorial Change	9781788050463	Student	324	line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	328	line 5	and	add "has" after "and"
Publisher	Editorial Change	9781788050463	Student	329	para 4 line 4	Mountains	change to "mountains."
Publisher	Editorial Change	9781788050463	Student	332	line 4	their	delete "their"
Publisher	Editorial Change	9781788050463	Student	332	line 5	their	change "their" to "your" ? (as this is SE)
Publisher	Editorial Change	9781788050463	Student	337	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050463	Student	338	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050463	Student	346	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050463	Student	348	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050463	Student	348	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050463	Student	349	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050463	Student	353	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050463	Student	355	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050463	Student	359	line 10	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	362	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	362	row 5	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	365	line 4	her	add "to" after "her"
Publisher	Editorial Change	9781788050463	Student	366	g. line 1	for	add , after "for"
Publisher	Editorial Change	9781788050463	Student	369	line 7	them	change "them" to "students"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	370	row 5	perform	add "to" before "perform"
Publisher	Editorial Change	9781788050463	Student	370	row 6	become	add "to" before "be"
Publisher	Editorial Change	9781788050463	Student	371	row 5	produce	add "to" before "produce"
Publisher	Editorial Change	9781788050463	Student	375	1. line 5	ping pong	change "ping pong" to "table tennis"
Publisher	Editorial Change	9781788050463	Student	377	5. line 1	to	add "the" after "to"
Publisher	Editorial Change	9781788050463	Student	393	1. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	393	3. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	394	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050463	Student	395	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050463	Student	397	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050463	Student	407	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	412	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050463	Student	415	line 8	effected	change to "affected."
Publisher	Editorial Change	9781788050463	Student	415	line 11	effected	change to "affected."
Publisher	Editorial Change	9781788050463	Student	417	line 1	helps	add "to" after "helps"
Publisher	Editorial Change	9781788050463	Student	417	line 8	Rose	add "to" after "Rose"
Publisher	Editorial Change	9781788050463	Student	427	line 4	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	436	final line	your	add "of" before "your"
Publisher	Editorial Change	9781788050463	Student	439	1. b.	to	change "to" to "go"
Publisher	Editorial Change	9781788050463	Student	441	1. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	441	2. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	444	7. line 1	hole	add "on the" after "hole"
Publisher	Editorial Change	9781788050463	Student	448	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050463	Student	448	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050463	Student	449	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050463	Student	458	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050463	Student	458	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	459	line 2	support	change to "support"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	460	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050463	Student	461	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050463	Student	463	line 12	after two weeks of	change "after two weeks of" to "two weeks' after"
Publisher	Editorial Change	9781788050463	Student	463	line 15	The next stage was lovely, flowers	change to "The next stage was that lovely flowers....."
Publisher	Editorial Change	9781788050463	Student	464	line 16	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050463	Student	466	line 2	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 4	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 6	The wings are what helps the ladybug fly.	change to "The wings help the ladybug to fly."
Publisher	Editorial Change	9781788050463	Student	466	line 9	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 10	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 12	helps it smell	change "helps it smell" to "help it to smell"
Publisher	Editorial Change	9781788050463	Student	466	penultimate line	Antenna	change to "antennae"
Publisher	Editorial Change	9781788050463	Student	466	final line	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050463	Student	479	line 11	half inches,	add "and" after "half inches,"
Publisher	Editorial Change	9781788050463	Student	482	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050463	Student	482	row 5 line 1	Plagiarising - to copy someone else's work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050463	Student	493	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	497	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050463	Student	511	row 5	e.g. Big becomes Bigger, it is comparing.	change to ". e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050463	Student	513	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050463	Student	515	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050463	Student	518	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050463	Student	518	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050470	Teacher	7	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050470	Teacher	7	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050470	Teacher	7	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050470	Teacher	17	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050470	Teacher	19	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	19	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050470	Teacher	26	final line	them	add "to" after "them"
Publisher	Editorial Change	9781788050470	Teacher	28	line 7	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	31	row 1	look	add "to" before "look"
Publisher	Editorial Change	9781788050470	Teacher	31	row 2	you have	change "you have" to "has been"
Publisher	Editorial Change	9781788050470	Teacher	31	row 6	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	34	final line	object	change to "objects"
Publisher	Editorial Change	9781788050470	Teacher	35	final para line 4	means	add "that" after "means"
Publisher	Editorial Change	9781788050470	Teacher		line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher		9. line 2	have	change "have" to "having"
Publisher	Editorial Change	9781788050470	Teacher	94	line 18	into	change "into" to "in"
Publisher	Editorial Change	9781788050470	Teacher	98	row 1	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 2	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 6	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	103	penultimate line	weigh	change "weigh" to "are"
Publisher	Editorial Change	9781788050470	Teacher	107	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050470	Teacher	110	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050470	Teacher	118	line 1	building	change "building" to "we will build"
Publisher	Editorial Change	9781788050470	Teacher	118	line 8	that	change "that" to "at"
Publisher	Editorial Change	9781788050470	Teacher	118	line 20	2 +2	change to "adding 2 + 2"
Publisher	Editorial Change	9781788050470	Teacher	118	line 20	way	change "way" to "why"
Publisher	Editorial Change	9781788050470	Teacher	143	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050470	Teacher	145	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050470	Teacher	151	line 9	it uses	change "it uses" to "each one uses"
Publisher	Editorial Change	9781788050470	Teacher	157	row 8	whether something is a solid or a liquid	change to "solid, liquid, or gas"
Publisher	Editorial Change	9781788050470	Teacher	160	line 5	knows	add "that" after "knows"
Publisher	Editorial Change	9781788050470	Teacher	165	row 1	pull	add "to" before "pull"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	165	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	167	line 4	their	change "their" to "your"
Publisher	Editorial Change	9781788050470	Teacher	167	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050470	Teacher	168	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	168	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	170	line 6	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	170	final line	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	189	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050470	Teacher	189	line 3	too quickly or too slowly	change to "too quietly or too loudly."
Publisher	Editorial Change	9781788050470	Teacher	189	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050470	Teacher	189	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050470	Teacher	194	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050470	Teacher	202	line 10	ennis	change to "tennis"
Publisher	Editorial Change	9781788050470	Teacher	202	penultimate line	practise	change to "practice"
Publisher	Editorial Change	9781788050470	Teacher	207	row 7	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	207	row 8	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	219	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050470	Teacher	224	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	228	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050470	Teacher	253	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050470	Teacher	263	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050470	Teacher	263	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050470	Teacher	265	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050470	Teacher	266	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050470	Teacher	274	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050470	Teacher	282	line 5	who	change "who" to "which"
Publisher	Editorial Change	9781788050470	Teacher	283	line 1	biodegradability	change to "BioDegradability" (for consistency)
Publisher	Editorial Change	9781788050470	Teacher	284	line 1	Think about the amount of time local soil has taken to exist.	change to "Think about the length of time it has taken for local soil to be produced."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	286	line 4	pieces	add "and then" after "pieces"
Publisher	Editorial Change	9781788050470	Teacher	287	row 1	rot	add "to" before "rot"
Publisher	Editorial Change	9781788050470	Teacher	291	row 2	break	add "to" before "break"
Publisher	Editorial Change	9781788050470	Teacher	292	para 3 line 10	was	add "the" after "was"
Publisher	Editorial Change	9781788050470	Teacher	293	line 6	was	add "that" after "was"
Publisher	Editorial Change	9781788050470	Teacher	294	d. line 1	hurricane	change to "Hurricane"
Publisher	Editorial Change	9781788050470	Teacher	294	g. line 1	What is acid rain and the history of it?	change to "what is acid rain and its history?"
Publisher	Editorial Change	9781788050470	Teacher	296	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050470	Teacher	298	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050470	Teacher	300	line 2	improve	add "to" before "improve"
Publisher	Editorial Change	9781788050470	Teacher	300	line 2	results	add "the" before "results"
Publisher	Editorial Change	9781788050470	Teacher		1. line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher		4. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher		3. line 3	dot	change "dot" to "dots"
Publisher	Editorial Change	9781788050470	Teacher	305	line 4	Andre	delete "Andre"
Publisher	Editorial Change	9781788050470	Teacher	306	line 8	and	add "the" after "and"
Publisher	Editorial Change	9781788050470	Teacher	343	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050470	Teacher	345	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050470	Teacher	348	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050470	Teacher	367	line 5	Hydrology	change to "hydrology"
Publisher	Editorial Change	9781788050470	Teacher	367	line 7	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	367	line 8	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	367	line 11	land slides	change to "landslides"
Publisher	Editorial Change	9781788050470	Teacher	367	line 18	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	368	line 3	was	add "a" after "was"
Publisher	Editorial Change	9781788050470	Teacher	369	line 3	way	add "in which" after "way"
Publisher	Editorial Change	9781788050470	Teacher	369	penultimate line	What	change "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	369	final line	help	add "to" after "help"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	375	para 4 line 4	year	add "and" after "year,"
Publisher	Editorial Change	9781788050470	Teacher	376	para 5 line 4	that they	change "that they" to "the"
Publisher	Editorial Change	9781788050470	Teacher	376	para 5 line 6	them	add "to" after "them"
Publisher	Editorial Change	9781788050470	Teacher	376	penultimate line	bees	add "to" before "bees"
Publisher	Editorial Change	9781788050470	Teacher	399	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	402	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050470	Teacher	402	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050470	Teacher	418	line 3	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	431	line 10	if	change "if" to "whether"
Publisher	Editorial Change	9781788050470	Teacher	446	4. line 1	does	change "does" to "is"
Publisher	Editorial Change	9781788050470	Teacher	446	4. line 2	earth	change to "Earth"
Publisher	Editorial Change	9781788050470	Teacher	459	row 1 line 2	audience, cats	change to ".audience. Acts ..."
Publisher	Editorial Change	9781788050470	Teacher	460	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050470	Teacher	477	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050470	Teacher	487	line 11	Precipitation	change to "precipitation"
Publisher	Editorial Change	9781788050470	Teacher	489	line 8	Weather Station	change to "weather station"
Publisher	Editorial Change	9781788050470	Teacher	490	line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	497	line 5	and	add "has" after "and"
Publisher	Editorial Change	9781788050470	Teacher	498	para 4 line 4	Mountains	change to "mountains."
Publisher	Editorial Change	9781788050470	Teacher	502	line 4	their	delete "their"
Publisher	Editorial Change	9781788050470	Teacher	502	line 5	their	change "their" to "your" ? (as this is SE)
Publisher	Editorial Change	9781788050470	Teacher	520	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050470	Teacher	521	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050470	Teacher	529	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050470	Teacher	531	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050470	Teacher	531	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050470	Teacher	532	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050470	Teacher	536	line 10	on purpose	change "on purpose" to "deliberate"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	538	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050470	Teacher	547	line 10	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	550	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	550	row 5	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	556	line 4	her	add "to" after "her"
Publisher	Editorial Change	9781788050470	Teacher	557	g. line 1	for	add , after "for"
Publisher	Editorial Change	9781788050470	Teacher	561	line 7	them	change "them" to "students"
Publisher	Editorial Change	9781788050470	Teacher	562	row 5	perform	add "to" before "perform"
Publisher	Editorial Change	9781788050470	Teacher	562	row 6	become	add "to" before "be"
Publisher	Editorial Change	9781788050470	Teacher	563	row 5	produce	add "to" before "produce"
Publisher	Editorial Change	9781788050470	Teacher	570	1. line 5	ping pong	change "ping pong" to "table tennis"
Publisher	Editorial Change	9781788050470	Teacher	572	5. line 1	to	add "the" after "to"
Publisher	Editorial Change	9781788050470	Teacher	588	1. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	588	3. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	601	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050470	Teacher	602	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050470	Teacher	604	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050470	Teacher	614	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	619	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050470	Teacher	626	line 8	effected	change to "affected."
Publisher	Editorial Change	9781788050470	Teacher	626	line 11	effected	change to "affected."
Publisher	Editorial Change	9781788050470	Teacher	628	line 1	helps	add "to" after "helps"
Publisher	Editorial Change	9781788050470	Teacher	628	line 8	Rose	add "to" after "Rose"
Publisher	Editorial Change	9781788050470	Teacher	643	line 4	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	656	final line	your	add "of" before "your"
Publisher	Editorial Change	9781788050470	Teacher	659	1. b.	to	change "to" to "go"
Publisher	Editorial Change	9781788050470	Teacher	661	1. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher	661	2. line 1	on	change "on" to "onto"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	664	7. line 1	hole	add "on the" after "hole"
Publisher	Editorial Change	9781788050470	Teacher	679	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050470	Teacher	679	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050470	Teacher	680	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050470	Teacher	689	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050470	Teacher	689	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	690	line 2	support	change to "support"
Publisher	Editorial Change	9781788050470	Teacher	691	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050470	Teacher	692	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050470	Teacher	698	line 12	after two weeks of	change "after two weeks of" to "two weeks' after"
Publisher	Editorial Change	9781788050470	Teacher	698	line 15	The next stage was lovely, flowers	change to "The next stage was that lovely flowers....."
Publisher	Editorial Change	9781788050470	Teacher	699	line 16	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050470	Teacher	701	line 2	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 4	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 6	The wings are what helps the ladybug fly.	change to "The wings help the ladybug to fly."
Publisher	Editorial Change	9781788050470	Teacher	701	line 9	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 10	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 12	helps it smell	change "helps it smell" to "help it to smell"
Publisher	Editorial Change	9781788050470	Teacher	701	penultimate line	Antenna	change to "antennae"
Publisher	Editorial Change	9781788050470	Teacher	701	final line	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050470	Teacher	718	line 11	half inches,	add "and" after "half inches,"
Publisher	Editorial Change	9781788050470	Teacher	731	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050470	Teacher	731	row 5 line 1	Plagiarising - to copy someone elses work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050470	Teacher	742	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	746	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050470	Teacher	768	row 5	e.g. Big becomes Bigger, it is comparing.	change to ".e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050470	Teacher	770	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050470	Teacher	772	row 3	This means when something is spoken not written.	change to "Something spoken, not written."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	775	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050470	Teacher	775	row 10	from	change "from" to "by"
English Language Arts and Reading, Grade 3 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Print with Online Class Set (ISBN 9781788052375) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Three - Online only Class Set (ISBN 9781788052382)</i>							
Publisher	Editorial Change	9781788050463	Student	1	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050463	Student	1	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050463	Student	1	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050463	Student	11	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050463	Student	13	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050463	Student	13	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050463	Student	17	final line	them	add "to" after "them"
Publisher	Editorial Change	9781788050463	Student	19	line 7	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	22	row 1	look	add "to" before "look"
Publisher	Editorial Change	9781788050463	Student	22	row 2	you have	change "you have" to "has been"
Publisher	Editorial Change	9781788050463	Student	22	row 6	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	23	final line	object	change to "objects"
Publisher	Editorial Change	9781788050463	Student	24	final para line 4	means	add "that" after "means"
Publisher	Editorial Change	9781788050463	Student	33	line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	38	9. line 2	have	change "have" to "having"
Publisher	Editorial Change	9781788050463	Student	61	line 18	into	change "into" to "in"
Publisher	Editorial Change	9781788050463	Student	65	row 1	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 2	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	65	row 6	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	66	penultimate line	weigh	change "weigh" to "are"
Publisher	Editorial Change	9781788050463	Student	69	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050463	Student	72	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050463	Student	76	line 1	building	change "building" to "we will build"
Publisher	Editorial Change	9781788050463	Student	76	line 8	that	change "that" to "at"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	79	line 20	2 +2	change to "adding 2 + 2"
Publisher	Editorial Change	9781788050463	Student	79	line 20	way	change "way" to "why"
Publisher	Editorial Change	9781788050463	Student	93	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050463	Student	95	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050463	Student	98	line 9	it uses	change "it uses" to "each one uses"
Publisher	Editorial Change	9781788050463	Student	104	row 8	whether something is a solid or a liquid	change to "solid, liquid, or gas"
Publisher	Editorial Change	9781788050463	Student	105	line 5	knows	add "that" after "knows"
Publisher	Editorial Change	9781788050463	Student	109	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	109	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	111	line 4	their	change "their" to "your"
Publisher	Editorial Change	9781788050463	Student	111	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050463	Student	112	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	112	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	114	line 6	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050463	Student	114	final line	push	add "to" before "push"
Publisher	Editorial Change	9781788050463	Student	122	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050463	Student	122	line 3	too quickly or too slowly	change to " too quietly or too loudly."
Publisher	Editorial Change	9781788050463	Student	122	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050463	Student	122	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050463	Student	127	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050463	Student	133	line 10	ennis	change to "tennis"
Publisher	Editorial Change	9781788050463	Student	133	penultimate line	practise	change to "practice"
Publisher	Editorial Change	9781788050463	Student	138	row 7	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	138	row 8	use	add "to" before "use"
Publisher	Editorial Change	9781788050463	Student	141	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050463	Student	146	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	150	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050463	Student	161	line 6	Then	change "Then" to "You have then"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	171	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050463	Student	171	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050463	Student	173	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050463	Student	174	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050463	Student	182	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050463	Student	186	line 5	who	change "who" to "which"
Publisher	Editorial Change	9781788050463	Student	187	line 1	biodegradability	change to "BioDegradability" (for consistency)
Publisher	Editorial Change	9781788050463	Student	188	line 1	Think about the amount of time local soil has taken to exist.	change to "Think about the length of time it has taken for local soil to be produced."
Publisher	Editorial Change	9781788050463	Student	190	line 4	pieces	add "and then" after "pieces"
Publisher	Editorial Change	9781788050463	Student	191	row 1	rot	add "to" before "rot"
Publisher	Editorial Change	9781788050463	Student	192	row 2	break	add "to" before "break"
Publisher	Editorial Change	9781788050463	Student	193	para 3 line 10	was	add "the" after "was"
Publisher	Editorial Change	9781788050463	Student	194	line 6	was	add "that" after "was"
Publisher	Editorial Change	9781788050463	Student	195	d. line 1	hurricane	change to "Hurricane"
Publisher	Editorial Change	9781788050463	Student	195	g. line 1	What is acid rain and the history of it?	change to "what is acid rain and its history?"
Publisher	Editorial Change	9781788050463	Student	196	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050463	Student	198	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050463	Student	200	line 2	improve	add "to" before "improve"
Publisher	Editorial Change	9781788050463	Student	200	line 2	results	add "the" before "results"
Publisher	Editorial Change	9781788050463	Student	202	1. line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	202	4. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	206	3. line 3	dot	change "dot" to "dots"
Publisher	Editorial Change	9781788050463	Student	217	line 4	Andre	delete "Andre"
Publisher	Editorial Change	9781788050463	Student	218	line 8	and	add "the" after "and"
Publisher	Editorial Change	9781788050463	Student	220	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050463	Student	222	row 3	a book or document you research	change to "Source - a book or document for research"
Publisher	Editorial Change	9781788050463	Student	225	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050463	Student	240	line 5	Hydrology	change to "hydrology"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	240	line 7	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	240	line 8	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	240	line 11	land slides	change to "landslides"
Publisher	Editorial Change	9781788050463	Student	240	line 18	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	241	line 3	was	add "a" after "was"
Publisher	Editorial Change	9781788050463	Student	242	line 3	way	add "in which" after "way"
Publisher	Editorial Change	9781788050463	Student	242	penultimate line	What	change "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	242	final line	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	246	para 4 line 4	year	add "and" after "year,"
Publisher	Editorial Change	9781788050463	Student	247	para 5 line 4	that they	change "that they" to "the"
Publisher	Editorial Change	9781788050463	Student	247	para 5 line 6	them	add "to" after "them"
Publisher	Editorial Change	9781788050463	Student	247	penultimate line	bees	add "to" before "bees"
Publisher	Editorial Change	9781788050463	Student	258	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	261	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050463	Student	261	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050463	Student	274	line 3	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	283	line 10	if	change "if" to "whether"
Publisher	Editorial Change	9781788050463	Student	295	4. line 1	does	change "does" to "is"
Publisher	Editorial Change	9781788050463	Student	295	4. line 2	earth	change to "Earth"
Publisher	Editorial Change	9781788050463	Student	298	row 1 line 2	audience, cats	change to ".audience. Acts ..."
Publisher	Editorial Change	9781788050463	Student	299	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050463	Student	316	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050463	Student	321	line 11	Precipitation	change to "precipitation"
Publisher	Editorial Change	9781788050463	Student	323	line 8	Weather Station	change to "weather station"
Publisher	Editorial Change	9781788050463	Student	324	line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	328	line 5	and	add "has" after "and"
Publisher	Editorial Change	9781788050463	Student	329	para 4 line 4	Mountains	change to "mountains."
Publisher	Editorial Change	9781788050463	Student	332	line 4	their	delete "their"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	332	line 5	their	change "their" to "your" ? (as this is SE)
Publisher	Editorial Change	9781788050463	Student	337	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050463	Student	338	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050463	Student	346	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050463	Student	348	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050463	Student	348	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050463	Student	349	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050463	Student	353	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050463	Student	355	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050463	Student	359	line 10	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	362	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	362	row 5	become	add "to" before "become"
Publisher	Editorial Change	9781788050463	Student	365	line 4	her	add "to" after "her"
Publisher	Editorial Change	9781788050463	Student	366	g. line 1	for	add , after "for"
Publisher	Editorial Change	9781788050463	Student	369	line 7	them	change "them" to "students"
Publisher	Editorial Change	9781788050463	Student	370	row 5	perform	add "to" before "perform"
Publisher	Editorial Change	9781788050463	Student	370	row 6	become	add "to" before "be"
Publisher	Editorial Change	9781788050463	Student	371	row 5	produce	add "to" before "produce"
Publisher	Editorial Change	9781788050463	Student	375	1. line 5	ping pong	change "ping pong" to "table tennis"
Publisher	Editorial Change	9781788050463	Student	377	5. line 1	to	add "the" after "to"
Publisher	Editorial Change	9781788050463	Student	393	1. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	393	3. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050463	Student	394	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050463	Student	395	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050463	Student	397	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050463	Student	407	line 11	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	412	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050463	Student	415	line 8	effected	change to "affected."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	415	line 11	effected	change to "affected."
Publisher	Editorial Change	9781788050463	Student	417	line 1	helps	add "to" after "helps"
Publisher	Editorial Change	9781788050463	Student	417	line 8	Rose	add "to" after "Rose"
Publisher	Editorial Change	9781788050463	Student	427	line 4	help	add "to" after "help"
Publisher	Editorial Change	9781788050463	Student	436	final line	your	add "of" before "your"
Publisher	Editorial Change	9781788050463	Student	439	1. b.	to	change "to" to "go"
Publisher	Editorial Change	9781788050463	Student	441	1. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	441	2. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050463	Student	444	7. line 1	hole	add "on the" after "hole"
Publisher	Editorial Change	9781788050463	Student	448	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050463	Student	448	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050463	Student	449	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050463	Student	458	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050463	Student	458	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050463	Student	459	line 2	support	change to "support"
Publisher	Editorial Change	9781788050463	Student	460	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050463	Student	461	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050463	Student	463	line 12	after two weeks of	change "after two weeks of" to "two weeks' after"
Publisher	Editorial Change	9781788050463	Student	463	line 15	The next stage was lovely, flowers	change to "The next stage was that lovely flowers....."
Publisher	Editorial Change	9781788050463	Student	464	line 16	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050463	Student	466	line 2	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 4	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 6	The wings are what helps the ladybug fly.	change to "The wings help the ladybug to fly."
Publisher	Editorial Change	9781788050463	Student	466	line 9	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 10	tomato	change to "elytra"
Publisher	Editorial Change	9781788050463	Student	466	line 12	helps it smell	change "helps it smell" to "help it to smell"
Publisher	Editorial Change	9781788050463	Student	466	penultimate line	Antenna	change to "antennae"
Publisher	Editorial Change	9781788050463	Student	466	final line	bug	add "to" after "bug"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050463	Student	479	line 11	half inches,	add "and" after "half inches,"
Publisher	Editorial Change	9781788050463	Student	482	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050463	Student	482	row 5 line 1	Plagiarising - to copy someone elses work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050463	Student	493	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050463	Student	497	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050463	Student	511	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050463	Student	513	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050463	Student	515	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050463	Student	518	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050463	Student	518	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050470	Teacher	7	line 2	them	change "them" to "these skills."
Publisher	Editorial Change	9781788050470	Teacher	7	line 2	know	add "that" after "know"
Publisher	Editorial Change	9781788050470	Teacher	7	line 7	steps	change "steps" to "instructions"
Publisher	Editorial Change	9781788050470	Teacher	17	line 10	relevant	add "a" before "relevant"
Publisher	Editorial Change	9781788050470	Teacher	19	line 8	too fast or slow or quiet or loud	change to "Do not speak too quickly or slowly."
Publisher	Editorial Change	9781788050470	Teacher	19	line 9	too fast or slow or quiet or loud	change to "Do not speak too quietly or loudly."
Publisher	Editorial Change	9781788050470	Teacher	26	final line	them	add "to" after "them"
Publisher	Editorial Change	9781788050470	Teacher	28	line 7	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	31	row 1	look	add "to" before "look"
Publisher	Editorial Change	9781788050470	Teacher	31	row 2	you have	change "you have" to "has been"
Publisher	Editorial Change	9781788050470	Teacher	31	row 6	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	34	final line	object	change to "objects"
Publisher	Editorial Change	9781788050470	Teacher	35	final para line 4	means	add "that" after "means"
Publisher	Editorial Change	9781788050470	Teacher	94	line 18	into	change "into" to "in"
Publisher	Editorial Change	9781788050470	Teacher	98	row 1	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 2	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	98	row 6	become	add "to" before "become"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	103	penultimate line	weigh	change "weigh" to "are"
Publisher	Editorial Change	9781788050470	Teacher	107	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050470	Teacher	110	row 2	change	add "to" before "change"
Publisher	Editorial Change	9781788050470	Teacher	118	line 1	building	change "building" to "we will build"
Publisher	Editorial Change	9781788050470	Teacher	118	line 8	that	change "that" to "at"
Publisher	Editorial Change	9781788050470	Teacher	118	line 20	2 +2	change to "adding 2 + 2"
Publisher	Editorial Change	9781788050470	Teacher	118	line 20	way	change "way" to "why"
Publisher	Editorial Change	9781788050470	Teacher	143	penultimate line	neighbors	change to "neighbor's"
Publisher	Editorial Change	9781788050470	Teacher	145	line 1	your	add "at" before "your"
Publisher	Editorial Change	9781788050470	Teacher	151	line 9	it uses	change "it uses" to "each one uses"
Publisher	Editorial Change	9781788050470	Teacher	157	row 8	whether something is a solid or a liquid	change to "solid, liquid, or gas"
Publisher	Editorial Change	9781788050470	Teacher	160	line 5	knows	add "that" after "knows"
Publisher	Editorial Change	9781788050470	Teacher	165	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	165	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	167	line 4	their	change "their" to "your"
Publisher	Editorial Change	9781788050470	Teacher	167	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050470	Teacher	168	row 1	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	168	row 10	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	170	line 6	pull	add "to" before "pull"
Publisher	Editorial Change	9781788050470	Teacher	170	final line	push	add "to" before "push"
Publisher	Editorial Change	9781788050470	Teacher	189	line 1	so	add "that" after "so"
Publisher	Editorial Change	9781788050470	Teacher	189	line 3	too quickly or too slowly	change to "too quietly or too loudly."
Publisher	Editorial Change	9781788050470	Teacher	189	line 4	too quickly or too slowly	change to "too quickly or too slowly."
Publisher	Editorial Change	9781788050470	Teacher	189	line 7	understand	add "that" after "understand"
Publisher	Editorial Change	9781788050470	Teacher	194	2. line 1	a voice as they read	change "a voice as they read" to "your voice as you read"
Publisher	Editorial Change	9781788050470	Teacher	202	line 10	ennis	change to "tennis"
Publisher	Editorial Change	9781788050470	Teacher	202	penultimate line	practise	change to "practice"
Publisher	Editorial Change	9781788050470	Teacher	207	row 7	use	add "to" before "use"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	207	row 8	use	add "to" before "use"
Publisher	Editorial Change	9781788050470	Teacher	219	line 3	the	change "the" to "a"
Publisher	Editorial Change	9781788050470	Teacher	224	line 3	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	228	line 4	The	change "The" to "They"
Publisher	Editorial Change	9781788050470	Teacher	253	line 6	Then	change "Then" to "You have then"
Publisher	Editorial Change	9781788050470	Teacher	263	line 3	for	change "for" to "of"
Publisher	Editorial Change	9781788050470	Teacher	263	penultimate line	which gives	change "which gives" to "giving"
Publisher	Editorial Change	9781788050470	Teacher	265	line 16	Who's	change to "Whose"
Publisher	Editorial Change	9781788050470	Teacher	266	line 7	through it	change "through it" to "through, the book"
Publisher	Editorial Change	9781788050470	Teacher	274	line 7	comments and thoughts	change "comments and thoughts" to "comments, thoughts"
Publisher	Editorial Change	9781788050470	Teacher	282	line 5	who	change "who" to "which"
Publisher	Editorial Change	9781788050470	Teacher	283	line 1	biodegradability	change to "BioDegradability" (for consistency)
Publisher	Editorial Change	9781788050470	Teacher	284	line 1	Think about the amount of time local soil has taken to exist.	change to "Think about the length of time it has taken for local soil to be produced."
Publisher	Editorial Change	9781788050470	Teacher	286	line 4	pieces	add "and then" after "pieces"
Publisher	Editorial Change	9781788050470	Teacher	287	row 1	rot	add "to" before "rot"
Publisher	Editorial Change	9781788050470	Teacher	291	row 2	break	add "to" before "break"
Publisher	Editorial Change	9781788050470	Teacher	292	para 3 line 10	was	add "the" after "was"
Publisher	Editorial Change	9781788050470	Teacher	293	line 6	was	add "that" after "was"
Publisher	Editorial Change	9781788050470	Teacher	294	d. line 1	hurricane	change to "Hurricane"
Publisher	Editorial Change	9781788050470	Teacher	294	g. line 1	What is acid rain and the history of it?	change to "what is acid rain and its history?"
Publisher	Editorial Change	9781788050470	Teacher	296	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050470	Teacher	298	row 2 line 1	the effort	change "the effort" to "to try"
Publisher	Editorial Change	9781788050470	Teacher	300	line 2	improve	add "to" before "improve"
Publisher	Editorial Change	9781788050470	Teacher	300	line 2	results	add "the" before "results"
Publisher	Editorial Change	9781788050470	Teacher	305	line 4	Andre	delete "Andre"
Publisher	Editorial Change	9781788050470	Teacher	306	line 8	and	add "the" after "and"
Publisher	Editorial Change	9781788050470	Teacher	343	line 6	ancient	change to "Ancient"
Publisher	Editorial Change	9781788050470	Teacher	345	row 3	a book or document you research	change to "Source - a book or document for research"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	348	final line	Are	add "there" after "Are"
Publisher	Editorial Change	9781788050470	Teacher	367	line 5	Hydrology	change to "hydrology"
Publisher	Editorial Change	9781788050470	Teacher	367	line 7	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	367	line 8	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	367	line 11	land slides	change to "landslides"
Publisher	Editorial Change	9781788050470	Teacher	367	line 18	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	368	line 3	was	add "a" after "was"
Publisher	Editorial Change	9781788050470	Teacher	369	line 3	way	add "in which" after "way"
Publisher	Editorial Change	9781788050470	Teacher	369	penultimate line	What	change "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	369	final line	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	375	para 4 line 4	year	add "and" after "year,"
Publisher	Editorial Change	9781788050470	Teacher	376	para 5 line 4	that they	change "that they" to "the"
Publisher	Editorial Change	9781788050470	Teacher	376	para 5 line 6	them	add "to" after "them"
Publisher	Editorial Change	9781788050470	Teacher	376	penultimate line	bees	add "to" before "bees"
Publisher	Editorial Change	9781788050470	Teacher	399	line 9	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	402	final para line 2	mountains	change to "mountain"
Publisher	Editorial Change	9781788050470	Teacher	402	final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050470	Teacher	418	line 3	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	431	line 10	if	change "if" to "whether"
Publisher	Editorial Change	9781788050470	Teacher	446	4. line 1	does	change "does" to "is"
Publisher	Editorial Change	9781788050470	Teacher	446	4. line 2	earth	change to "Earth"
Publisher	Editorial Change	9781788050470	Teacher	459	row 1 line 2	audience, cats	change to "..audience. Acts ..."
Publisher	Editorial Change	9781788050470	Teacher	460	row 2 line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050470	Teacher	477	line 8	to	change "to" to "from"
Publisher	Editorial Change	9781788050470	Teacher	487	line 11	Precipitation	change to "precipitation"
Publisher	Editorial Change	9781788050470	Teacher	489	line 8	Weather Station	change to "weather station"
Publisher	Editorial Change	9781788050470	Teacher	490	line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	497	line 5	and	add "has" after "and"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	498	para 4 line 4	Mountains	change to "mountains."
Publisher	Editorial Change	9781788050470	Teacher	502	line 4	their	delete "their"
Publisher	Editorial Change	9781788050470	Teacher	502	line 5	their	change "their" to "your" ? (as this is SE)
Publisher	Editorial Change	9781788050470	Teacher	520	line 1	send	add "to" before "send"
Publisher	Editorial Change	9781788050470	Teacher	521	row 4 line 1	a word sounds that like what it means	change to "a word that sounds like what it means..."
Publisher	Editorial Change	9781788050470	Teacher	529	line 2	PSA	write out "PSA" in full - "Public Service Announcement" ??
Publisher	Editorial Change	9781788050470	Teacher	531	penultimate line	one	change first "one" to "a"
Publisher	Editorial Change	9781788050470	Teacher	531	final line	author	add "to" after "author"
Publisher	Editorial Change	9781788050470	Teacher	532	para 3 line 1	Sound devices	Change "Sound devices" to "A sound device"
Publisher	Editorial Change	9781788050470	Teacher	536	line 10	on purpose	change "on purpose" to "deliberate"
Publisher	Editorial Change	9781788050470	Teacher	538	line 9	places	add "where" after "places"
Publisher	Editorial Change	9781788050470	Teacher	547	line 10	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	550	row 3	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	550	row 5	become	add "to" before "become"
Publisher	Editorial Change	9781788050470	Teacher	556	line 4	her	add "to" after "her"
Publisher	Editorial Change	9781788050470	Teacher	557	g. line 1	for	add , after "for"
Publisher	Editorial Change	9781788050470	Teacher	561	line 7	them	change "them" to "students"
Publisher	Editorial Change	9781788050470	Teacher	562	row 5	perform	add "to" before "perform"
Publisher	Editorial Change	9781788050470	Teacher	562	row 6	become	add "to" before "be"
Publisher	Editorial Change	9781788050470	Teacher	563	row 5	produce	add "to" before "produce"
Publisher	Editorial Change	9781788050470	Teacher	570	1. line 5	ping pong	change "ping pong" to "table tennis"
Publisher	Editorial Change	9781788050470	Teacher	572	5. line 1	to	add "the" after "to"
Publisher	Editorial Change	9781788050470	Teacher	588	1. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	588	3. line 1	what	change "what" to "which"
Publisher	Editorial Change	9781788050470	Teacher	601	line 7	spelling	add "or grammar." after "spelling"
Publisher	Editorial Change	9781788050470	Teacher	602	row 2 line 1	describes	change to "describes"
Publisher	Editorial Change	9781788050470	Teacher	604	row 7 line 2	organize	add "to" before "organize"
Publisher	Editorial Change	9781788050470	Teacher	614	line 11	you	add "to" after "you"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	619	10. line 1	is	change "are" to "is"
Publisher	Editorial Change	9781788050470	Teacher	626	line 8	effected	change to "affected."
Publisher	Editorial Change	9781788050470	Teacher	626	line 11	effected	change to "affected."
Publisher	Editorial Change	9781788050470	Teacher	628	line 1	helps	add "to" after "helps"
Publisher	Editorial Change	9781788050470	Teacher	628	line 8	Rose	add "to" after "Rose"
Publisher	Editorial Change	9781788050470	Teacher	643	line 4	help	add "to" after "help"
Publisher	Editorial Change	9781788050470	Teacher	656	final line	your	add "of" before "your"
Publisher	Editorial Change	9781788050470	Teacher	659	1. b.	to	change "to" to "go"
Publisher	Editorial Change	9781788050470	Teacher	661	1. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher	661	2. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher	664	7. line 1	hole	add "on the" after "hole"
Publisher	Editorial Change	9781788050470	Teacher	679	line 5	letters	change to "letters"
Publisher	Editorial Change	9781788050470	Teacher	679	line 6	poetry	change to "poetry"
Publisher	Editorial Change	9781788050470	Teacher	680	final row line 1	is	add "often" after "is"
Publisher	Editorial Change	9781788050470	Teacher	689	line 9	mind-map	change to "mind map"
Publisher	Editorial Change	9781788050470	Teacher	689	line 11	What	change second "What" to "Which"
Publisher	Editorial Change	9781788050470	Teacher	690	line 2	support	change to "support"
Publisher	Editorial Change	9781788050470	Teacher	691	line 2	is	change "is" to "was"
Publisher	Editorial Change	9781788050470	Teacher	692	4. line 1	a name	change "a name" to "the name"
Publisher	Editorial Change	9781788050470	Teacher	698	line 12	after two weeks of	change "after two weeks of" to "two weeks' after"
Publisher	Editorial Change	9781788050470	Teacher	698	line 15	The next stage was lovely, flowers	change to "The next stage was that lovely flowers....."
Publisher	Editorial Change	9781788050470	Teacher	699	line 16	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050470	Teacher	701	line 2	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 4	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 6	The wings are what helps the ladybug fly.	change to "The wings help the ladybug to fly."
Publisher	Editorial Change	9781788050470	Teacher	701	line 9	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 10	tomato	change to "elytra"
Publisher	Editorial Change	9781788050470	Teacher	701	line 12	helps it smell	change "helps it smell" to "help it to smell"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050470	Teacher	701	penultimate line	Antenna	change to "antennae"
Publisher	Editorial Change	9781788050470	Teacher	701	final line	bug	add "to" after "bug"
Publisher	Editorial Change	9781788050470	Teacher	718	line 11	half inches,	add "and" after "half inches,"
Publisher	Editorial Change	9781788050470	Teacher	731	row 1 line 1	evidence	add "to provide" before "evidence"
Publisher	Editorial Change	9781788050470	Teacher	731	row 5 line 1	Plagiarising - to copy someone else's work and pass it off as your own work	change to "Plagiarize to copy someone else's work....."
Publisher	Editorial Change	9781788050470	Teacher	742	line 15	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher	746	line 5	plagiarising	change to "plagiarizing"
Publisher	Editorial Change	9781788050470	Teacher	768	row 5	e.g. Big becomes Bigger, it is comparing.	change to .."e.g. big becomes bigger; it is comparing."
Publisher	Editorial Change	9781788050470	Teacher	770	row 11	picture	add "that" after "picture,"
Publisher	Editorial Change	9781788050470	Teacher	772	row 3	This means when something is spoken not written.	change to "Something spoken, not written."
Publisher	Editorial Change	9781788050470	Teacher	775	row 3	Biggest	change to "biggest."
Publisher	Editorial Change	9781788050470	Teacher	775	row 10	from	change "from" to "by"
Publisher	Editorial Change	9781788050470	Teacher		line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher		9. line 2	have	change "have" to "having"
Publisher	Editorial Change	9781788050470	Teacher		1. line 1	you	add "to" after "you"
Publisher	Editorial Change	9781788050470	Teacher		4. line 1	on	change "on" to "onto"
Publisher	Editorial Change	9781788050470	Teacher		3. line 3	dot	change "dot" to "dots"
English Language Arts and Reading, Grade 4 TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print Class Set (ISBN 9781788052399)							
Publisher	Editorial Change	9781788050500	Student	1	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050500	Student	1	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050500	Student	74	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050500	Student	81	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050500	Student	90	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050500	Student	153	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050500	Student	207	row 1 line 1	chapters	change "chapters" to "a chapter"
Publisher	Editorial Change	9781788050517	Teacher	7	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050517	Teacher	7	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050517	Teacher	111	5./6.	alignment	remove extra line between numbers

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050517	Teacher	118	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050517	Teacher	135	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050517	Teacher	221	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050517	Teacher	306	row 1 line 1	chapters	change "chapters" to "a chapter"
English Language Arts and Reading, Grade 4 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with basic online class set (ISBN 9781788050951)</i>							
Publisher	Editorial Change	9781788050500	Student	1	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050500	Student	1	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050500	Student	74	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050500	Student	81	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050500	Student	90	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050500	Student	153	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050500	Student	207	row 1 line 1	chapters	change "chapters" to "a chapter"
Publisher	Editorial Change	9781788050517	Teacher	7	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050517	Teacher	7	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050517	Teacher	111	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050517	Teacher	118	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050517	Teacher	135	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050517	Teacher	221	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050517	Teacher	306	row 1 line 1	chapters	change "chapters" to "a chapter"
English Language Arts and Reading, Grade 4 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Print with Online Class Set (ISBN 9781788052405) and TPS Publishing Inc. Creative English Language Arts & Reading Grade Four - Online Class Set (ISBN 9781788052412)</i>							
Publisher	Editorial Change	9781788050500	Student	1	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050500	Student	1	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050500	Student	74	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050500	Student	81	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050500	Student	90	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050500	Student	153	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050500	Student	207	row 1 line 1	chapters	change "chapters" to "a chapter"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050517	Teacher	7	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050517	Teacher	7	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050517	Teacher	111	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050517	Teacher	118	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050517	Teacher	135	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050517	Teacher	221	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050517	Teacher	306	row 1 line 1	chapters	change "chapters" to "a chapter"
English Language Arts and Reading, Grade 4 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four - Print Class Set (ISBN 9781788052429)							
State Review Panel	Editorial Change	9781788050548	Student	401	#7 in the last sentence	Reflective pronoun is the wrong term.	It should reflexive pronoun.
Publisher	Editorial Change	9781788050548	Student	1	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050548	Student	1	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050548	Student	22	line 6	Roger	add "Sir" before "Roger"
Publisher	Editorial Change	9781788050548	Student	24	line 3	started	change "started" to "starts"
Publisher	Editorial Change	9781788050548	Student	27	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050548	Student	27	line 7	they	change "they" to "you"
Publisher	Editorial Change	9781788050548	Student	27	line 10	text alignment	move text up a line
Publisher	Editorial Change	9781788050548	Student	32	line 3	text alignment	move text away from page border
Publisher	Editorial Change	9781788050548	Student	82	line 7	text alignment	move text up a line
Publisher	Editorial Change	9781788050548	Student	150	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050548	Student	157	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050548	Student	189	7. line 1	text alignment	text is overlapping with page border
Publisher	Editorial Change	9781788050548	Student	194	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050548	Student	340	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050548	Student	380	line 10	spacing of numbers	correct spacing of numbers
Publisher	Editorial Change	9781788050548	Student	507	row 1 line 1	chapters	change "chapters" to "a chapter"
Publisher	Editorial Change	9781788050555	Teacher	7	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050555	Teacher	7	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050555	Teacher	35	line 3	started	change "started" to "starts"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050555	Teacher	40	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050555	Teacher	40	line 7	they	change "they" to "you"
Publisher	Editorial Change	9781788050555	Teacher	40	line 10	text alignment	move text up a line
Publisher	Editorial Change	9781788050555	Teacher	131	line 7	text alignment	move text up a line
Publisher	Editorial Change	9781788050555	Teacher	238	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050555	Teacher	245	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050555	Teacher	289	7. line 1	text alignment	text is overlapping with page border
Publisher	Editorial Change	9781788050555	Teacher	303	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050555	Teacher	507	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050555	Teacher	556	line 10	spacing of numbers	correct spacing of numbers
Publisher	Editorial Change	9781788050555	Teacher	741	row 1 line 1	chapters	change "chapters" to "a chapter"
English Language Arts and Reading, Grade 4 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four - Print with basic online class set (ISBN 9781788051040)							
State Review Panel	Editorial Change	9781788050548	Student	401	#7 in the last sentence	Reflective pronoun is the wrong term.	It should reflexive pronoun.
Publisher	Editorial Change	9781788050548	Student	1	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050548	Student	1	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050548	Student	22	line 6	Roger	add "Sir" before "Roger"
Publisher	Editorial Change	9781788050548	Student	24	line 3	started	change "started" to "starts"
Publisher	Editorial Change	9781788050548	Student	27	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050548	Student	27	line 7	they	change "they" to "you"
Publisher	Editorial Change	9781788050548	Student	27	line 10	text alignment	move text up a line
Publisher	Editorial Change	9781788050548	Student	32	line 3	text alignment	move text away from page border
Publisher	Editorial Change	9781788050548	Student	82	line 7	text alignment	move text up a line
Publisher	Editorial Change	9781788050548	Student	150	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050548	Student	157	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050548	Student	189	7. line 1	text alignment	text is overlapping with page border
Publisher	Editorial Change	9781788050548	Student	194	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050548	Student	340	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050548	Student	380	line 10	spacing of numbers	correct spacing of numbers

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050548	Student	507	row 1 line 1	chapters	change "chapters" to "a chapter"
Publisher	Editorial Change	9781788050555	Teacher	7	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050555	Teacher	7	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050555	Teacher	35	line 3	started	change "started" to "starts"
Publisher	Editorial Change	9781788050555	Teacher	40	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050555	Teacher	40	line 7	they	change "they" to "you"
Publisher	Editorial Change	9781788050555	Teacher	40	line 10	text alignment	move text up a line
Publisher	Editorial Change	9781788050555	Teacher	131	line 7	text alignment	move text up a line
Publisher	Editorial Change	9781788050555	Teacher	238	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050555	Teacher	245	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050555	Teacher	289	7. line 1	text alignment	text is overlapping with page border
Publisher	Editorial Change	9781788050555	Teacher	303	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050555	Teacher	507	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050555	Teacher	556	line 10	spacing of numbers	correct spacing of numbers
Publisher	Editorial Change	9781788050555	Teacher	741	row 1 line 1	chapters	change "chapters" to "a chapter"
English Language Arts and Reading, Grade 4							
<i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four - Print with Online Class Set (ISBN 9781788052436) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Four - Online only Class Set (ISBN 9781788052443)</i>							
State Review Panel	Editorial Change	9781788050548	Student	401	#7 in the last sentence	Reflective pronoun is the wrong term.	It should reflexive pronoun.
Publisher	Editorial Change	9781788050548	Student	1	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050548	Student	1	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050548	Student	22	line 6	Roger	add "Sir" before "Roger"
Publisher	Editorial Change	9781788050548	Student	24	line 3	started	change "started" to "starts"
Publisher	Editorial Change	9781788050548	Student	27	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050548	Student	27	line 7	they	change "they" to "you"
Publisher	Editorial Change	9781788050548	Student	27	line 10	text alignment	move text up a line
Publisher	Editorial Change	9781788050548	Student	32	line 3	text alignment	move text away from page border
Publisher	Editorial Change	9781788050548	Student	82	line 7	text alignment	move text up a line

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050548	Student	150	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050548	Student	157	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050548	Student	189	7. line 1	text alignment	text is overlapping with page border
Publisher	Editorial Change	9781788050548	Student	194	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050548	Student	340	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050548	Student	380	line 10	spacing of numbers	correct spacing of numbers
Publisher	Editorial Change	9781788050548	Student	507	row 1 line 1	chapters	change "chapters" to "a chapter"
Publisher	Editorial Change	9781788050555	Teacher	7	penultimate line	The	change "The" to "This"
Publisher	Editorial Change	9781788050555	Teacher	7	final line	This	change "This" to "These"
Publisher	Editorial Change	9781788050555	Teacher	35	line 3	started	change "started" to "starts"
Publisher	Editorial Change	9781788050555	Teacher	40	line 6	their	change "their" to "your"
Publisher	Editorial Change	9781788050555	Teacher	40	line 7	they	change "they" to "you"
Publisher	Editorial Change	9781788050555	Teacher	40	line 10	text alignment	move text up a line
Publisher	Editorial Change	9781788050555	Teacher	131	line 7	text alignment	move text up a line
Publisher	Editorial Change	9781788050555	Teacher	238	5./6.	alignment	remove extra line between numbers
Publisher	Editorial Change	9781788050555	Teacher	245	line 5	sentence	change "sentence" to "paragraph"
Publisher	Editorial Change	9781788050555	Teacher	289	7. line 1	text alignment	text is overlapping with page border
Publisher	Editorial Change	9781788050555	Teacher	303	final line	back	change "back" to "book"
Publisher	Editorial Change	9781788050555	Teacher	507	line 7	bullet point	remove bullet point next to "real events"
Publisher	Editorial Change	9781788050555	Teacher	556	line 10	spacing of numbers	correct spacing of numbers
Publisher	Editorial Change	9781788050555	Teacher	741	row 1 line 1	chapters	change "chapters" to "a chapter"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print Class Set (ISBN 9781788052450)</i>							
State Review Panel	New Content	9781788050586	Student	15	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050043	Student	19	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
State Review Panel	New Content	9781788050586	Student	21	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050043	Student	22	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
State Review Panel	New Content	9781788050586	Student	25	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050586	Student	29	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050043	Student	35	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
State Review Panel	New Content	9781788050043	Student	39	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
State Review Panel	New Content	9781788050043	Student	41	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
State Review Panel	New Content	9781788050043	Student	42	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
State Review Panel	New Content	9781788050043	Student	48	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
State Review Panel	New Content	9781788050586	Student	167	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
State Review Panel	New Content	9781788050319	Teacher	30	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050319	Teacher	36	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050319	Teacher	40	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician
State Review Panel	New Content	9781788050319	Teacher	44	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050319	Teacher	251	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
Publisher	Editorial Change	9781788050586	Student	1	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050586	Student	4	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050043	Student	13	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050586	Student	14	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050043	Student	14	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050043	Student	14	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050586	Student	15	line 5	when	change "when" to "went"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050586	Student	28	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050586	Student	34	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050043	Student	40	Probe key word	exploration space	change "exploration space" to "space exploration"
Publisher	Editorial Change	9781788050586	Student	45	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050586	Student	65	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050586	Student	94	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050043	Student	121	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050586	Student	159	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050586	Student	160	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	160	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	166	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	166	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	167	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	167	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	168	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	175	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050586	Student	177	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050043	Student	177	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050043	Student	191	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050586	Student	221	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050319	Teacher	7	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050319	Teacher	10	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050319	Teacher	20	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050050	Teacher	22	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050050	Teacher	23	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050050	Teacher	23	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050319	Teacher	30	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050319	Teacher	43	line 1	word	change "word" to "words"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050319	Teacher	56	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050050	Teacher	66	Probe key word	exploration space	change "exploration space" to "space exploration"
Publisher	Editorial Change	9781788050319	Teacher	67	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050319	Teacher	100	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050319	Teacher	143	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050050	Teacher	176	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050319	Teacher	234	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050319	Teacher	244	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	244	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	250	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	250	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	251	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	251	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050050	Teacher	251	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050319	Teacher	252	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	259	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050319	Teacher	261	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050050	Teacher	274	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050319	Teacher	323	row 3	which	add "which" before "can"
Publisher	New Content	9781788050586	Student	16	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050586	Student	174	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050586	Student	178	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
Publisher	New Content	9781788050319	Teacher	31	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050050	Teacher	36	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
Publisher	New Content	9781788050050	Teacher	39	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
Publisher	New Content	9781788050050	Teacher	52	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
Publisher	New Content	9781788050050	Teacher	65	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
Publisher	New Content	9781788050050	Teacher	67	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
Publisher	New Content	9781788050050	Teacher	68	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
Publisher	New Content	9781788050050	Teacher	74	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
Publisher	New Content	9781788050319	Teacher	258	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050319	Teacher	262	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print with basic online class set (ISBN 9781788050968)</i>							
State Review Panel	New Content	9781788050586	Student	15	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050586	Student	21	Add Q,5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050586	Student	25	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician
State Review Panel	New Content	9781788050586	Student	29	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050586	Student	167	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
State Review Panel	New Content	9781788050319	Teacher	30	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050319	Teacher	36	Add Q,5		How does the sound of the word 'music' change when the suffix '-ian' is added?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050319	Teacher	40	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician
State Review Panel	New Content	9781788050319	Teacher	44	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050319	Teacher	251	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
Publisher	Editorial Change	9781788050586	Student	1	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050586	Student	4	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050586	Student	14	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050586	Student	15	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050586	Student	28	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050586	Student	34	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050586	Student	45	line 9	and guardians	add "and guardians" after "parents"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050586	Student	65	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050586	Student	94	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050586	Student	159	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050586	Student	160	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	160	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	166	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	166	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	167	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	167	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	168	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	175	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050586	Student	177	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050586	Student	221	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050319	Teacher	7	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050319	Teacher	10	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050319	Teacher	20	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050319	Teacher	30	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050319	Teacher	43	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050319	Teacher	56	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050319	Teacher	67	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050319	Teacher	100	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050319	Teacher	143	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050319	Teacher	234	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050319	Teacher	244	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	244	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	250	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	250	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	251	1. line 1	film	change "film" to "movie"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050319	Teacher	251	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	252	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	259	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050319	Teacher	261	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050319	Teacher	323	row 3	which	add "which" before "can"
Publisher	New Content	9781788050586	Student	16	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050586	Student	174	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050586	Student	178	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
Publisher	New Content	9781788050319	Teacher	31	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050319	Teacher	258	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050319	Teacher	262	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Print with Online Class Set (ISBN 9781788052467) and TPS Publishing Inc. Creative English Language Arts & Reading Grade Five - Online Class Set (ISBN 9781788052191)</i>							
State Review Panel	New Content	9781788050586	Student	15	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050586	Student	21	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050586	Student	25	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050586	Student	29	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050586	Student	167	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
State Review Panel	New Content	9781788050319	Teacher	30	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050319	Teacher	36	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050319	Teacher	40	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050319	Teacher	44	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050319	Teacher	251	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
Publisher	Editorial Change	9781788050586	Student	1	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050586	Student	4	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050586	Student	14	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050586	Student	15	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050586	Student	28	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050586	Student	34	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050586	Student	45	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050586	Student	65	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050586	Student	94	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050586	Student	159	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050586	Student	160	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	160	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	166	1. line 1	film	change "film" to "movie"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050586	Student	166	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	167	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	167	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	168	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050586	Student	175	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050586	Student	177	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050586	Student	221	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050319	Teacher	7	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050319	Teacher	10	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050319	Teacher	20	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050319	Teacher	30	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050319	Teacher	43	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050319	Teacher	56	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050319	Teacher	67	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050319	Teacher	100	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050319	Teacher	143	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050319	Teacher	234	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050319	Teacher	244	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	244	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	250	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	250	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	251	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	251	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	252	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050319	Teacher	259	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050319	Teacher	261	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050319	Teacher	323	row 3	which	add "which" before "can"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050586	Student	16	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050586	Student	174	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050586	Student	178	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
Publisher	New Content	9781788050319	Teacher	31	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050319	Teacher	258	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050319	Teacher	262	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
English Language Arts and Reading, Grade 5 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print Class Set (ISBN 9781788052184)							
State Review Panel	New Content	9781788050289	Student	51	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050289	Student	57	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050289	Student	61	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050289	Student	65	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050289	Student	329	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
State Review Panel	New Content	9781788050012	Teacher	74	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050012	Teacher	80	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050012	Teacher	84	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050012	Teacher	88	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050012	Teacher	511	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
Publisher	Editorial Change	9781788050289	Student	1	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050289	Student	4	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050289	Student	4	final para line 2	Middle School	change to "middle school"
Publisher	Editorial Change	9781788050289	Student	14	line 9	own	delete "own"
Publisher	Editorial Change	9781788050289	Student	14	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050289	Student	19	line 23	frequently	move "frequently" to after "vocabulary"
Publisher	Editorial Change	9781788050289	Student	42	2. final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050289	Student	48	line 21	really a	change "really a" to "a really"
Publisher	Editorial Change	9781788050289	Student	50	line 4	when	change "when" to "went"
Publisher	Editorial Change	9781788050289	Student	51	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050289	Student	51	line 12	to	change "to" to "too"
Publisher	Editorial Change	9781788050289	Student	64	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050289	Student	73	row 3 line 1	clarify	add "to" before "clarify"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050289	Student	84	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050289	Student	118	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050289	Student	151	line 6	does	change "does" to "do"
Publisher	Editorial Change	9781788050289	Student	177	1. line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050289	Student	187	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050289	Student	216	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050289	Student	244	line 5	become	change "become" to "became"
Publisher	Editorial Change	9781788050289	Student	272	para 3	text alignment	move para down a line
Publisher	Editorial Change	9781788050289	Student	280	table	spacing	correct spacing of numbers 7 & 8
Publisher	Editorial Change	9781788050289	Student	310	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050289	Student	322	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	322	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	328	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	328	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	329	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	329	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	330	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	337	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050289	Student	339	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050289	Student	340	line 1	english	change "english" to "English"
Publisher	Editorial Change	9781788050289	Student	428	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050012	Teacher	7	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050012	Teacher	10	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050012	Teacher	10	final para line 2	Middle School	change to "middle school"
Publisher	Editorial Change	9781788050012	Teacher	20	line 9	own	delete "own"
Publisher	Editorial Change	9781788050012	Teacher	20	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050012	Teacher	28	line 23	frequently	move "frequently" to after "vocabulary"
Publisher	Editorial Change	9781788050012	Teacher	55	2. final line	you	change "you" to "your"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050012	Teacher	61	line 21	really a	change "really a" to "a really"
Publisher	Editorial Change	9781788050012	Teacher	63	line 4	when	change "when" to "went"
Publisher	Editorial Change	9781788050012	Teacher	74	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050012	Teacher	74	line 12	to	change "to" to "too"
Publisher	Editorial Change	9781788050012	Teacher	87	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050012	Teacher	114	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050012	Teacher	125	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050012	Teacher	187	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050012	Teacher	237	line 6	does	change "does" to "do"
Publisher	Editorial Change	9781788050012	Teacher	272	1. line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050012	Teacher	290	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050012	Teacher	326	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050012	Teacher	372	line 5	become	change "become" to "became"
Publisher	Editorial Change	9781788050012	Teacher	424	para 3	text alignment	move para down a line
Publisher	Editorial Change	9781788050012	Teacher	470	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050012	Teacher	504	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	504	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	510	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	510	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	511	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	511	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	512	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	519	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050012	Teacher	521	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050012	Teacher	522	line 1	english	change "english" to "English"
Publisher	Editorial Change	9781788050012	Teacher	656	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050012	Teacher		table.	spacing	correct spacing of numbers 7 & 8

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050289	Student	52	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050289	Student	336	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050289	Student	340	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
Publisher	New Content	9781788050012	Teacher	75	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050012	Teacher	518	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050012	Teacher	522	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
English Language Arts and Reading, Grade 5 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print with basic online class set (ISBN 9781788051057)</i>							
State Review Panel	New Content	9781788050289	Student	51	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050289	Student	57	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050289	Student	61	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050289	Student	65	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050289	Student	329	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
State Review Panel	New Content	9781788050012	Teacher	74	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050012	Teacher	80	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050012	Teacher	84	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050012	Teacher	88	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050012	Teacher	511	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
Publisher	Editorial Change	9781788050289	Student	1	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050289	Student	4	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050289	Student	4	final para line 2	Middle School	change to "middle school"
Publisher	Editorial Change	9781788050289	Student	14	line 9	own	delete "own"
Publisher	Editorial Change	9781788050289	Student	14	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050289	Student	19	line 23	frequently	move "frequently" to after "vocabulary"
Publisher	Editorial Change	9781788050289	Student	42	2. final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050289	Student	48	line 21	really a	change "really a" to "a really"
Publisher	Editorial Change	9781788050289	Student	50	line 4	when	change "when" to "went"
Publisher	Editorial Change	9781788050289	Student	51	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050289	Student	51	line 12	to	change "to" to "too"
Publisher	Editorial Change	9781788050289	Student	64	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050289	Student	73	row 3 line 1	clarify	add "to" before "clarify"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050289	Student	84	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050289	Student	118	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050289	Student	151	line 6	does	change "does" to "do"
Publisher	Editorial Change	9781788050289	Student	177	1. line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050289	Student	187	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050289	Student	216	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050289	Student	244	line 5	become	change "become" to "became"
Publisher	Editorial Change	9781788050289	Student	272	para 3	text alignment	move para down a line
Publisher	Editorial Change	9781788050289	Student	280	table	spacing	correct spacing of numbers 7 & 8
Publisher	Editorial Change	9781788050289	Student	310	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050289	Student	322	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	322	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	328	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	328	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	329	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	329	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	330	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	337	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050289	Student	339	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050289	Student	340	line 1	english	change "english" to "English"
Publisher	Editorial Change	9781788050289	Student	428	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050012	Teacher	7	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050012	Teacher	10	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050012	Teacher	10	final para line 2	Middle School	change to "middle school"
Publisher	Editorial Change	9781788050012	Teacher	20	line 9	own	delete "own"
Publisher	Editorial Change	9781788050012	Teacher	20	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050012	Teacher	28	line 23	frequently	move "frequently" to after "vocabulary"
Publisher	Editorial Change	9781788050012	Teacher	55	2. final line	you	change "you" to "your"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050012	Teacher	61	line 21	really a	change "really a" to "a really"
Publisher	Editorial Change	9781788050012	Teacher	63	line 4	when	change "when" to "went"
Publisher	Editorial Change	9781788050012	Teacher	74	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050012	Teacher	74	line 12	to	change "to" to "too"
Publisher	Editorial Change	9781788050012	Teacher	87	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050012	Teacher	114	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050012	Teacher	125	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050012	Teacher	187	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050012	Teacher	237	line 6	does	change "does" to "do"
Publisher	Editorial Change	9781788050012	Teacher	272	1. line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050012	Teacher	290	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050012	Teacher	326	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050012	Teacher	372	line 5	become	change "become" to "became"
Publisher	Editorial Change	9781788050012	Teacher	424	para 3	text alignment	move para down a line
Publisher	Editorial Change	9781788050012	Teacher	470	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050012	Teacher	504	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	504	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	510	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	510	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	511	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	511	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	512	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	519	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050012	Teacher	521	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050012	Teacher	522	line 1	english	change "english" to "English"
Publisher	Editorial Change	9781788050012	Teacher	656	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050012	Teacher		table	spacing	correct spacing of numbers 7 & 8

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050289	Student	52	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050289	Student	336	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050289	Student	340	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
Publisher	New Content	9781788050012	Teacher	75	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050012	Teacher	518	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050012	Teacher	522	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
English Language Arts and Reading, Grade 5							
TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Print with Online Class Set (ISBN 9781788050975) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Five - Online only Class Set (ISBN 9781788052160)							
State Review Panel	New Content	9781788050289	Student	51	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050289	Student	57	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050289	Student	61	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050289	Student	65	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050289	Student	329	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
State Review Panel	New Content	9781788050012	Teacher	74	Add:		Words that you see a lot are called high-frequency words. These are words such as "and", "the" and "but". In today's lesson, you will demonstrate your phonetic knowledge by sounding out and reading high-frequency words. You will apply your knowledge by identifying and spelling them.
State Review Panel	New Content	9781788050012	Teacher	80	Add Q.5		How does the sound of the word 'music' change when the suffix '-ian' is added?
State Review Panel	New Content	9781788050012	Teacher	84	add to the page:		Demonstrate your phonetic knowledge. This means to show what you know about how letters sound and are spoken. Decode the words below. They are words that change the "k" sound to a "sh" sound. To decode them means to sound them out. Sound out each letter of the word. Hear how the "k" sound changes. music - musician electric - electrician magic - magician optic - optician physic - physician clinic - clinician politic - politician technic - technician

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050012	Teacher	88	add to the page:		Here is a research based list of high frequency words. These are words that you see a lot. Practice finding them in books at school. Can you think of any more? Sound them out. Read them. Spell them. and, a the, is of, for in, be it, all on, are to, at but, do if, from not, get can, had that, have with, he this, him when, his what, I so, me your, no my, she as, them by, this was, they her, too then, will
State Review Panel	New Content	9781788050012	Teacher	511	Add this edit to number 5		You should ensure you edit your draft so that it has appropriate punctuation marks and good spelling. Remember, you can use underlining for emphasis, as appropriate.
Publisher	Editorial Change	9781788050289	Student	1	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050289	Student	4	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050289	Student	4	final para line 2	Middle School	change to "middle school"
Publisher	Editorial Change	9781788050289	Student	14	line 9	own	delete "own"
Publisher	Editorial Change	9781788050289	Student	14	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050289	Student	19	line 23	frequently	move "frequently" to after "vocabulary"
Publisher	Editorial Change	9781788050289	Student	42	2. final line	you	change "you" to "your"
Publisher	Editorial Change	9781788050289	Student	48	line 21	really a	change "really a" to "a really"
Publisher	Editorial Change	9781788050289	Student	50	line 4	when	change "when" to "went"
Publisher	Editorial Change	9781788050289	Student	51	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050289	Student	51	line 12	to	change "to" to "too"
Publisher	Editorial Change	9781788050289	Student	64	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050289	Student	73	row 3 line 1	clarify	add "to" before "clarify"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050289	Student	84	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050289	Student	118	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050289	Student	151	line 6	does	change "does" to "do"
Publisher	Editorial Change	9781788050289	Student	177	1. line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050289	Student	187	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050289	Student	216	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050289	Student	244	line 5	become	change "become" to "became"
Publisher	Editorial Change	9781788050289	Student	272	para 3	text alignment	move para down a line
Publisher	Editorial Change	9781788050289	Student	280	table	spacing	correct spacing of numbers 7 & 8
Publisher	Editorial Change	9781788050289	Student	310	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050289	Student	322	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	322	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	328	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	328	2. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	329	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	329	final para line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	330	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050289	Student	337	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050289	Student	339	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050289	Student	340	line 1	english	change "english" to "English"
Publisher	Editorial Change	9781788050289	Student	428	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050012	Teacher	7	line 19	hello	change to 'hello'
Publisher	Editorial Change	9781788050012	Teacher	10	3. line 4	whether	add "or" before "whether"
Publisher	Editorial Change	9781788050012	Teacher	10	final para line 2	Middle School	change to "middle school"
Publisher	Editorial Change	9781788050012	Teacher	20	line 9	own	delete "own"
Publisher	Editorial Change	9781788050012	Teacher	20	line 9	altogether	change "altogether" to "together"
Publisher	Editorial Change	9781788050012	Teacher	28	line 23	frequently	move "frequently" to after "vocabulary"
Publisher	Editorial Change	9781788050012	Teacher	55	2. final line	you	change "you" to "your"

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Publisher	Editorial Change	9781788050012	Teacher	63	line 4	when	change "when" to "went"
Publisher	Editorial Change	9781788050012	Teacher	74	line 5	when	change "when" to "went"
Publisher	Editorial Change	9781788050012	Teacher	74	line 12	to	change "to" to "too"
Publisher	Editorial Change	9781788050012	Teacher	87	line 1	word	change "word" to "words"
Publisher	Editorial Change	9781788050012	Teacher	114	row 3 line 1	clarify	add "to" before "clarify"
Publisher	Editorial Change	9781788050012	Teacher	125	line 9	and guardians	add "and guardians" after "parents"
Publisher	Editorial Change	9781788050012	Teacher	187	line 2	to	change "to" to "than"
Publisher	Editorial Change	9781788050012	Teacher	237	line 6	does	change "does" to "do"
Publisher	Editorial Change	9781788050012	Teacher	272	1. line 1	What	change "What" to "Which"
Publisher	Editorial Change	9781788050012	Teacher	290	line 2	You will get more results	change "You will get more results" to "Your results will be better"
Publisher	Editorial Change	9781788050012	Teacher	326	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050012	Teacher	372	line 5	become	change "become" to "became"
Publisher	Editorial Change	9781788050012	Teacher	424	para 3	text alignment	move para down a line
Publisher	Editorial Change	9781788050012	Teacher	470	line 4/5	you are	change "you are" to "are you"
Publisher	Editorial Change	9781788050012	Teacher	504	Title	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	504	line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	510	1. line 1	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	510	2. line 2	film	change "film" to "movie"
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Publisher	Editorial Change	9781788050012	Teacher	512	7. line 2	film	change "film" to "movie"
Publisher	Editorial Change	9781788050012	Teacher	519	line 8	what	change "what" to "which"
Publisher	Editorial Change	9781788050012	Teacher	521	final para line 2	because	change "because" to "As"
Publisher	Editorial Change	9781788050012	Teacher	522	line 1	english	change "english" to "English"
Publisher	Editorial Change	9781788050012	Teacher	656	row 3	which	add "which" before "can"
Publisher	Editorial Change	9781788050012	Teacher		table	spacing	correct spacing of numbers 7 & 8
Publisher	New Content	9781788050289	Student	52	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050289	Student	336	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050289	Student	340	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
Publisher	New Content	9781788050012	Teacher	75	Add a key word		High-frequency word - This is a word that is used a lot, such as "and", "to" and "it".
Publisher	New Content	9781788050012	Teacher	518	Add this edit to the start of page (change the current sentence):		See the first draft piece of text below. Your job is to edit this draft. During the editing process, ensure you correct any spelling and grammar issues. You should also pay close attention to the punctuation; ensuring the correct punctuation marks are used in the appropriate places. Also, remember, you can use underlining for emphasis, as appropriate.
Publisher	New Content	9781788050012	Teacher	522	Add this edit to the start of the page (under standard wording):		Write a one page piece of text. This can be about anything you wish. Share your writing with your partner. Review and edit each other's writing. Within your review, you should be aware of the use of correct punctuation marks, and the use of underlining to show emphasis.
English Language Arts and Reading, Grade 6 TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with basic online class set (ISBN 9781788050975)							
State Review Panel	New Content	9781788050043	Student	19	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and its history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is known as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
State Review Panel	New Content	9781788050043	Student	22	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
State Review Panel	New Content	9781788050043	Student	35	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
State Review Panel	New Content	9781788050043	Student	39	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
State Review Panel	New Content	9781788050043	Student	41	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050043	Student	42	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
State Review Panel	New Content	9781788050043	Student	48	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
Publisher	Editorial Change	9781788050043	Student	13	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050043	Student	14	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050043	Student	14	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050043	Student	40	Probe key word	exploration space	change "exploration space" to "space exploration"
Publisher	Editorial Change	9781788050043	Student	121	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050043	Student	177	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050043	Student	191	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050050	Teacher	22	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050050	Teacher	23	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050050	Teacher	23	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050050	Teacher	66	Probe key word	exploration space	change "exploration space" to "space exploration"
Publisher	Editorial Change	9781788050050	Teacher	176	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050050	Teacher	251	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050050	Teacher	274	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	New Content	9781788050050	Teacher	36	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
Publisher	New Content	9781788050050	Teacher	39	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
Publisher	New Content	9781788050050	Teacher	52	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050050	Teacher	65	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
Publisher	New Content	9781788050050	Teacher	67	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
Publisher	New Content	9781788050050	Teacher	68	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
Publisher	New Content	9781788050050	Teacher	74	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
English Language Arts and Reading, Grade 6							
<i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Print with Online Class Set (ISBN 9781788051897) and TPS Publishing Inc. Creative English Language Arts & Reading Grade Six - Online Class Set (ISBN 9781788051903)</i>							
State Review Panel	New Content	9781788050043	Student	19	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and its history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is known as "part of speech". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
State Review Panel	New Content	9781788050043	Student	22	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
State Review Panel	New Content	9781788050043	Student	35	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
State Review Panel	New Content	9781788050043	Student	39	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
State Review Panel	New Content	9781788050043	Student	41	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
State Review Panel	New Content	9781788050043	Student	42	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
State Review Panel	New Content	9781788050043	Student	48	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050043	Student	13	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050043	Student	14	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050043	Student	14	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050043	Student	40	Probe key word	exploration space	change "exploration space" to "space exploration"
Publisher	Editorial Change	9781788050043	Student	121	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050043	Student	177	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050043	Student	191	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050050	Teacher	22	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050050	Teacher	23	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050050	Teacher	23	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050050	Teacher	66	Probe key word	exploration space	change "exploration space" to "space exploration"
Publisher	Editorial Change	9781788050050	Teacher	176	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050050	Teacher	251	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050050	Teacher	274	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	New Content	9781788050050	Teacher	36	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
Publisher	New Content	9781788050050	Teacher	39	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
Publisher	New Content	9781788050050	Teacher	52	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."

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Publisher	New Content	9781788050050	Teacher	65	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
Publisher	New Content	9781788050050	Teacher	67	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
Publisher	New Content	9781788050050	Teacher	68	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
Publisher	New Content	9781788050050	Teacher	74	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
English Language Arts and Reading, Grade 6 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print Class Set (ISBN 9781788051910)							
State Review Panel	New Content	9781788050081	Student	32	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
State Review Panel	New Content	9781788050081	Student	35	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
State Review Panel	New Content	9781788050081	Student	48	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
State Review Panel	New Content	9781788050081	Student	62	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
State Review Panel	New Content	9781788050081	Student	64	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
State Review Panel	New Content	9781788050081	Student	65	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
State Review Panel	New Content	9781788050081	Student	71	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.

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Publisher	Editorial Change	9781788050081	Student	11	point 3 change to:	They can only ask you up to 20 questions before they can make a guess at what you have thought of.	"They can guess your animal, person, place or thing at any time within the 20 questions. If they are wrong they should continue to ask questions. After 20 questions have been asked they should have their final guess."
Publisher	Editorial Change	9781788050081	Student	12	steps in the middle		number the steps
Publisher	Editorial Change	9781788050081	Student	12	second to last line	follow their instructions for theirs.	change to "then for their math problem."
Publisher	Editorial Change	9781788050081	Student	13	first line after first bullet points	Your presentation need not be longer than 1 minute.	change to "Your presentation should be less than one minute."
Publisher	Editorial Change	9781788050081	Student	13	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050081	Student	14	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050081	Student	14	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050081	Student	14	third bullet change to:	I like your suggestion however I think...	"I like your suggestion, however I think..."
Publisher	Editorial Change	9781788050081	Student	26	chemical changes	are when actual atoms bonds are broken within reactants and rearranged to create something new	change to "are when the bonds between atoms are broken within reactants and rearranged to create something new"
Publisher	Editorial Change	9781788050081	Student	29	point 8	then over the top of the top pulley	then over the top of the top pulley.
Publisher	Editorial Change	9781788050081	Student	32	15th line	it's	remove the apostrophe from "it's", should be "its"
Publisher	Editorial Change	9781788050081	Student	35	point 4d change to	prepare to teach their root to the class and give examples words in which it is used	"teach your root to the class and give examples of words in which it is used"
Publisher	Editorial Change	9781788050081	Student	65	procedure 4th and 5th bullets	in	"in" should be "on"
Publisher	Editorial Change	9781788050081	Student	68	2c	This is the my main idea in this article."	This is the main idea in this article."
Publisher	Editorial Change	9781788050081	Student	73	second paragraph, first line	shower ,	remove space between "shower" and comma
Publisher	Editorial Change	9781788050081	Student	121	fourth line of Predictions	Figuring	change "Figuring" to "You can figure"
Publisher	Editorial Change	9781788050081	Student	178	last bullet change to	anything else you notice about it	"Is there anything else you notice about it?"
Publisher	Editorial Change	9781788050081	Student	183	first line	Have students read	delete "Have students" and make "Read" capital.
Publisher	Editorial Change	9781788050081	Student	187	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050081	Student	264	line 11	Have a try at	Change "Have a try at" to "Try"
Publisher	Editorial Change	9781788050081	Student	272	first line	Have students	delete "Have students" and make "Research" capital
Publisher	Editorial Change	9781788050081	Student	272	fourth line	Students should	delete "Students should" and make "Use" capital
Publisher	Editorial Change	9781788050081	Student	276	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050081	Student	315	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050081	Student	403	first line	Have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050081	Student	462	second box in table	web site	make "web site" one word "website"
Publisher	Editorial Change	9781788050098	Teacher	20	point 3 change to:	They can only ask you up to 20 questions before they can make a guess at what you have thought of.	

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Publisher	Editorial Change	9781788050098	Teacher	21	steps in the middle		number the steps
Publisher	Editorial Change	9781788050098	Teacher	21	second to last line	follow their instructions for theirs.	change to "for their math problem."
Publisher	Editorial Change	9781788050098	Teacher	22	first line after first bullet points	Your presentation need not be longer than 1 minute.	
Publisher	Editorial Change	9781788050098	Teacher	22	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	
Publisher	Editorial Change	9781788050098	Teacher	23	change to	Get back together in your groups from the main investigation.	
Publisher	Editorial Change	9781788050098	Teacher	23	first bullet change to:	This is what I think do you agree?	
Publisher	Editorial Change	9781788050098	Teacher	23	third bullet change to:	I like your suggestion however I think...	
Publisher	Editorial Change	9781788050098	Teacher	40	chemical changes	are when actual atoms bonds are broken within reactants and rearranged to create something new	
Publisher	Editorial Change	9781788050098	Teacher	45	point 8	then over the top of the top pulley	add full stop to the end
Publisher	Editorial Change	9781788050098	Teacher	59	15th line	it's	remove the apostrophe from "it's", should be "its"
Publisher	Editorial Change	9781788050098	Teacher	62	point 4d change to	prepare to teach their root to the class and give examples words in which it is used	
Publisher	Editorial Change	9781788050098	Teacher	114	procedure 4th and 5th bullets	in	think "in" should be "on"
Publisher	Editorial Change	9781788050098	Teacher	117	2c	This is the my main idea in this article."	delete "my"
Publisher	Editorial Change	9781788050098	Teacher	122	second paragraph, first line	shower ,	remove space between "shower" and comma
Publisher	Editorial Change	9781788050098	Teacher	203	fourth line of Predictions	Figuring	change "Figuring" to "You can figure"
Publisher	Editorial Change	9781788050098	Teacher	283	last bullet change to	anything else you notice about it	"Is there anything else you notice about it?"
Publisher	Editorial Change	9781788050098	Teacher	288	first line	Have students read	delete "Have students" and make "Read" capital.
Publisher	Editorial Change	9781788050098	Teacher	292	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050098	Teacher	425	line 11	Have a try at	Change "Have a try at" to "Try"
Publisher	Editorial Change	9781788050098	Teacher	433	first line	Have students	delete "Have students" and make "Research" capital
Publisher	Editorial Change	9781788050098	Teacher	433	fourth line	Students should	delete "Students should" and make "Use" capital
Publisher	Editorial Change	9781788050098	Teacher	437	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050098	Teacher	507	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050098	Teacher	643	first line	Have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050098	Teacher	724	second box in table	web site	make "web site" one word "website"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050098	Teacher	59	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
Publisher	New Content	9781788050098	Teacher	62	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
Publisher	New Content	9781788050098	Teacher	75	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
Publisher	New Content	9781788050098	Teacher	111	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
Publisher	New Content	9781788050098	Teacher	113	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
Publisher	New Content	9781788050098	Teacher	114	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
Publisher	New Content	9781788050098	Teacher	120	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 6 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with basic online class set (ISBN 9781788051064)</i>							
State Review Panel	New Content	9781788050081	Student	32	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is known as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
State Review Panel	New Content	9781788050081	Student	35	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
State Review Panel	New Content	9781788050081	Student	48	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
State Review Panel	New Content	9781788050081	Student	62	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
State Review Panel	New Content	9781788050081	Student	64	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
State Review Panel	New Content	9781788050081	Student	65	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
State Review Panel	New Content	9781788050081	Student	71	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
Publisher	Editorial Change	9781788050081	Student	11	point 3 change to:	They can only ask you up to 20 questions before they can make a guess at what you have thought of.	"They can guess your animal, person, place or thing at any time within the 20 questions. If they are wrong they should continue to ask questions. After 20 questions have been asked they should have their final guess."
Publisher	Editorial Change	9781788050081	Student	12	steps in the middle		number the steps
Publisher	Editorial Change	9781788050081	Student	12	second to last line	follow their instructions for theirs.	change to "then for their math problem."
Publisher	Editorial Change	9781788050081	Student	13	first line after first bullet points	Your presentation need not be longer than 1 minute.	change to "Your presentation should be less than one minute."
Publisher	Editorial Change	9781788050081	Student	13	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050081	Student	14	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050081	Student	14	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050081	Student	14	third bullet change to:	I like your suggestion however I think...	"I like your suggestion, however I think..."
Publisher	Editorial Change	9781788050081	Student	26	chemical changes	are when actual atoms bonds are broken within reactants and rearranged to create something new	change to "are when the bonds between atoms are broken within reactants and rearranged to create something new"
Publisher	Editorial Change	9781788050081	Student	29	point 8	then over the top of the top pulley	then over the top of the top pulley.
Publisher	Editorial Change	9781788050081	Student	32	15th line	it's	remove the apostrophe from "it's", should be "its"
Publisher	Editorial Change	9781788050081	Student	35	point 4d change to	prepare to teach their root to the class and give examples words in which it is used	"teach your root to the class and give examples of words in which it is used"
Publisher	Editorial Change	9781788050081	Student	65	procedure 4th and 5th bullets	in	"in" should be "on"
Publisher	Editorial Change	9781788050081	Student	68	2c	This is the my main idea in this article."	This is the main idea in this article."
Publisher	Editorial Change	9781788050081	Student	73	second paragraph, first line	shower ,	remove space between "shower" and comma
Publisher	Editorial Change	9781788050081	Student	121	fourth line of Predictions	Figuring	change "Figuring" to "You can figure"
Publisher	Editorial Change	9781788050081	Student	178	last bullet change to	anything else you notice about it	"Is there anything else you notice about it?"
Publisher	Editorial Change	9781788050081	Student	183	first line	Have students read	delete "Have students" and make "Read" capital.
Publisher	Editorial Change	9781788050081	Student	187	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050081	Student	264	line 11	Have a try at	Change "Have a try at" to "Try"
Publisher	Editorial Change	9781788050081	Student	272	first line	Have students	delete "Have students" and make "Research" capital
Publisher	Editorial Change	9781788050081	Student	272	fourth line	Students should	delete "Students should" and make "Use" capital
Publisher	Editorial Change	9781788050081	Student	276	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050081	Student	315	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050081	Student	403	first line	Have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050081	Student	462	second box in table	web site	make "web site" one word "website"
Publisher	Editorial Change	9781788050098	Teacher	20	point 3 change to:	They can only ask you up to 20 questions before they can make a guess at what you have thought of.	
Publisher	Editorial Change	9781788050098	Teacher	21	steps in the middle		number the steps
Publisher	Editorial Change	9781788050098	Teacher	21	second to last line	follow their instructions for theirs.	change to "for their math problem."
Publisher	Editorial Change	9781788050098	Teacher	22	first line after first bullet points	Your presentation need not be longer than 1 minute.	
Publisher	Editorial Change	9781788050098	Teacher	22	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	
Publisher	Editorial Change	9781788050098	Teacher	23	change to	Get back together in your groups from the main investigation.	
Publisher	Editorial Change	9781788050098	Teacher	23	first bullet change to:	This is what I think do you agree?	
Publisher	Editorial Change	9781788050098	Teacher	23	third bullet change to:	I like your suggestion however I think...	
Publisher	Editorial Change	9781788050098	Teacher	40	chemical changes	are when actual atoms bonds are broken within reactants and rearranged to create something new	

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050098	Teacher	45	point 8	then over the top of the top pulley	add full stop to the end
Publisher	Editorial Change	9781788050098	Teacher	59	15th line	it's	remove the apostrophe from "it's", should be "its"
Publisher	Editorial Change	9781788050098	Teacher	62	point 4d change to	prepare to teach their root to the class and give examples words in which it is used	
Publisher	Editorial Change	9781788050098	Teacher	114	procedure 4th and 5th bullets	in	think "in" should be "on"
Publisher	Editorial Change	9781788050098	Teacher	117	2c	This is the my main idea in this article."	delete "my"
Publisher	Editorial Change	9781788050098	Teacher	122	second paragraph, first line	shower ,	remove space between "shower" and comma
Publisher	Editorial Change	9781788050098	Teacher	203	fourth line of Predictions	Figuring	change "Figuring" to "You can figure"
Publisher	Editorial Change	9781788050098	Teacher	283	last bullet change to	anything else you notice about it	"Is there anything else you notice about it?"
Publisher	Editorial Change	9781788050098	Teacher	288	first line	Have students read	delete "Have students" and make "Read" capital.
Publisher	Editorial Change	9781788050098	Teacher	292	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050098	Teacher	425	line 11	Have a try at	Change "Have a try at" to "Try"
Publisher	Editorial Change	9781788050098	Teacher	433	first line	Have students	delete "Have students" and make "Research" capital
Publisher	Editorial Change	9781788050098	Teacher	433	fourth line	Students should	delete "Students should" and make "Use" capital
Publisher	Editorial Change	9781788050098	Teacher	437	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050098	Teacher	507	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050098	Teacher	643	first line	Have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050098	Teacher	724	second box in table	web site	make "web site" one word "website"
Publisher	New Content	9781788050098	Teacher	59	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
Publisher	New Content	9781788050098	Teacher	62	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
Publisher	New Content	9781788050098	Teacher	75	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050098	Teacher	111	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
Publisher	New Content	9781788050098	Teacher	113	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
Publisher	New Content	9781788050098	Teacher	114	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
Publisher	New Content	9781788050098	Teacher	120	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
<i>English Language Arts and Reading, Grade 6</i> TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Print with Online Class Set (ISBN 9781788051927) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Six - Online only Class Set (ISBN 9781788051934)							
State Review Panel	New Content	9781788050081	Student	32	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
State Review Panel	New Content	9781788050081	Student	35	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
State Review Panel	New Content	9781788050081	Student	48	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
State Review Panel	New Content	9781788050081	Student	62	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
State Review Panel	New Content	9781788050081	Student	64	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
State Review Panel	New Content	9781788050081	Student	65	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
State Review Panel	New Content	9781788050081	Student	71	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050081	Student	11	point 3 change to:	They can only ask you up to 20 questions before they can make a guess at what you have thought of.	"They can guess your animal, person, place or thing at any time within the 20 questions. If they are wrong they should continue to ask questions. After 20 questions have been asked they should have their final guess."
Publisher	Editorial Change	9781788050081	Student	12	steps in the middle		number the steps
Publisher	Editorial Change	9781788050081	Student	12	second to last line	follow their instructions for theirs.	change to "then for their math problem."
Publisher	Editorial Change	9781788050081	Student	13	first line after first bullet points	Your presentation need not be longer than 1 minute.	change to "Your presentation should be less than one minute."
Publisher	Editorial Change	9781788050081	Student	13	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	change to "You will not be tested on the content, but on the delivery of your presentation, however language used must be appropriate. Avoid using slang."
Publisher	Editorial Change	9781788050081	Student	14	change to	Get back together in your groups from the main investigation.	"Regroup with the students you worked with in the main investigation."
Publisher	Editorial Change	9781788050081	Student	14	first bullet change to:	This is what I think do you agree?	"This is what I think. Do you agree?"
Publisher	Editorial Change	9781788050081	Student	14	third bullet change to:	I like your suggestion however I think...	"I like your suggestion, however I think..."
Publisher	Editorial Change	9781788050081	Student	26	chemical changes	are when actual atoms bonds are broken within reactants and rearranged to create something new	change to "are when the bonds between atoms are broken within reactants and rearranged to create something new"
Publisher	Editorial Change	9781788050081	Student	29	point 8	then over the top of the top pulley	then over the top of the top pulley.
Publisher	Editorial Change	9781788050081	Student	32	15th line	it's	remove the apostrophe from "it's", should be "its"
Publisher	Editorial Change	9781788050081	Student	35	point 4d change to	prepare to teach their root to the class and give examples words in which it is used	"teach your root to the class and give examples of words in which it is used"
Publisher	Editorial Change	9781788050081	Student	65	procedure 4th and 5th bullets	in	"in" should be "on"
Publisher	Editorial Change	9781788050081	Student	68	2c	This is the my main idea in this article."	This is the main idea in this article."
Publisher	Editorial Change	9781788050081	Student	73	second paragraph, first line	shower ,	remove space between "shower" and comma
Publisher	Editorial Change	9781788050081	Student	121	fourth line of Predictions	Figuring	change "Figuring" to "You can figure"
Publisher	Editorial Change	9781788050081	Student	178	last bullet change to	anything else you notice about it	"Is there anything else you notice about it?"
Publisher	Editorial Change	9781788050081	Student	183	first line	Have students read	delete "Have students" and make "Read" capital.
Publisher	Editorial Change	9781788050081	Student	187	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050081	Student	264	line 11	Have a try at	Change "Have a try at" to "Try"
Publisher	Editorial Change	9781788050081	Student	272	first line	Have students	delete "Have students" and make "Research" capital
Publisher	Editorial Change	9781788050081	Student	272	fourth line	Students should	delete "Students should" and make "Use" capital
Publisher	Editorial Change	9781788050081	Student	276	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050081	Student	315	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050081	Student	403	first line	Have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050081	Student	462	second box in table	web site	make "web site" one word "website"
Publisher	Editorial Change	9781788050098	Teacher	20	point 3 change to:	They can only ask you up to 20 questions before they can make a guess at what you have thought of.	

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050098	Teacher	21	steps in the middle		number the steps
Publisher	Editorial Change	9781788050098	Teacher	21	second to last line	follow their instructions for theirs.	change to "for their math problem."
Publisher	Editorial Change	9781788050098	Teacher	22	first line after first bullet points	Your presentation need not be longer than 1 minute.	
Publisher	Editorial Change	9781788050098	Teacher	22	first bullet in second set	You will be tested not on the content but on the delivery of your presentation, however language used must be appropriate. Avoid using slang.	
Publisher	Editorial Change	9781788050098	Teacher	23	change to	Get back together in your groups from the main investigation.	
Publisher	Editorial Change	9781788050098	Teacher	23	first bullet change to:	This is what I think do you agree?	
Publisher	Editorial Change	9781788050098	Teacher	23	third bullet change to:	I like your suggestion however I think...	
Publisher	Editorial Change	9781788050098	Teacher	40	chemical changes	are when actual atoms bonds are broken within reactants and rearranged to create something new	
Publisher	Editorial Change	9781788050098	Teacher	45	point 8	then over the top of the top pulley	add full stop to the end
Publisher	Editorial Change	9781788050098	Teacher	59	15th line	it's	remove the apostrophe from "it's", should be "its"
Publisher	Editorial Change	9781788050098	Teacher	62	point 4d change to	prepare to teach their root to the class and give examples words in which it is used	
Publisher	Editorial Change	9781788050098	Teacher	114	procedure 4th and 5th bullets	in	think "in" should be "on"
Publisher	Editorial Change	9781788050098	Teacher	117	2c	This is the my main idea in this article."	delete "my"
Publisher	Editorial Change	9781788050098	Teacher	122	second paragraph, first line	shower ,	remove space between "shower" and comma
Publisher	Editorial Change	9781788050098	Teacher	203	fourth line of Predictions	Figuring	change "Figuring" to "You can figure"
Publisher	Editorial Change	9781788050098	Teacher	283	last bullet change to	anything else you notice about it	"Is there anything else you notice about it?"
Publisher	Editorial Change	9781788050098	Teacher	288	first line	Have students read	delete "Have students" and make "Read" capital.
Publisher	Editorial Change	9781788050098	Teacher	292	bottom paragraph	Now, use the main	this should be point c.
Publisher	Editorial Change	9781788050098	Teacher	425	line 11	Have a try at	Change "Have a try at" to "Try"
Publisher	Editorial Change	9781788050098	Teacher	433	first line	Have students	delete "Have students" and make "Research" capital
Publisher	Editorial Change	9781788050098	Teacher	433	fourth line	Students should	delete "Students should" and make "Use" capital
Publisher	Editorial Change	9781788050098	Teacher	437	seventh line	Geologists	make the 's' on the end of "Geologists" also in bold
Publisher	Editorial Change	9781788050098	Teacher	507	first line	Students have responded	replace "Students have responded" with "Respond"
Publisher	Editorial Change	9781788050098	Teacher	643	first line	Have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050098	Teacher	724	second box in table	web site	make "web site" one word "website"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050098	Teacher	59	paragraph 3 change to	The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. You can use dictionaries to look up their definitions or meanings and you can use online resources to research the number of syllables in a word, how the word is said out loud or its pronunciation. You can also discover the word origin or where it came from and it's history and then use it in a sentence. It is important to use words in sentences because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding.	"The objective of this lesson is to use new vocabulary. This means learning new words and using them in real life. To do this you need to understand what words mean. To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. The type of word is know as ""part of speech"". A thesaurus is a list of words with similar meanings. You can use print and online resources to look up: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective It is important to use words in sentences, because this gives them context and helps the reader understand the meaning of the word. You can also write analogies or comparisons to help someone understand the word meaning. As mentioned above a lot of words are derived from (came from) Greek and Latin words and the root of these words can be found to also help with understanding."
Publisher	New Content	9781788050098	Teacher	62	procedure 4a	Your task is to:	change "Your task is to:" to "Use print and digital resources to determine:"
Publisher	New Content	9781788050098	Teacher	75	Point 1 bullets		add a bullet that says "syllabication, pronunciation and part of speech."
Publisher	New Content	9781788050098	Teacher	111	add to bottom of page		The aim of today's lesson is for you to develop your reading skills. Various texts have different purposes, and they can be read in different ways depending on their purpose. Fluency in reading is the ability to the ability to read a text accurately, quickly and with expression. Expression is when you put stress on the correct words. Imagine a news reporter. Have you ever noticed they read the news in a strange way? The purpose of this reading is to inform the public, without giving their own opinion on the news being read. They fluently read the news by putting stress on certain words. In today's lesson, you will adjust or change fluency when reading grade-level text based on the reading purpose.
Publisher	New Content	9781788050098	Teacher	113	add a question Q.5		What does fluency in reading mean and when might you need to adjust it?
Publisher	New Content	9781788050098	Teacher	114	add a step to the procedure		"Throughout the lesson you will be given grade-level text. Practice reading these texts by adjusting fluency, based on the reading purpose. First, identify the purpose of the text."
Publisher	New Content	9781788050098	Teacher	120	add to the text		Also practice reading the news article with fluency. Adjust fluency for the purpose. Imagine you are a news reporter.
English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print Class Set (ISBN 9781788051941)							
State Review Panel	New Content	9781788050128	Student	1	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050128	Student	1	Insert before 4th para		<p>In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050128	Student	6	Point A in Procedure	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."
State Review Panel	New Content	9781788050128	Student	6	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
State Review Panel	New Content	9781788050128	Student	6	Point C in Procedure		<p>Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary <p>You need to communicate your ideas effectively."</p>
State Review Panel	New Content	9781788050128	Student	13	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?
State Review Panel	New Content	9781788050128	Student	19	Insert after 1st para		<p>To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following:</p> <ul style="list-style-type: none"> - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050128	Student	65	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.

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State Review Panel	New Content	9781788050128	Student	65	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
State Review Panel	New Content	9781788050128	Student	71	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
State Review Panel	New Content	9781788050128	Student	91	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
State Review Panel	New Content	9781788050128	Student	127	add a bullet to the bottom of page 127		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"
State Review Panel	New Content	9781788050128	Student	134	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."
State Review Panel	New Content	9781788050128	Student	146	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
State Review Panel	New Content	9781788050128	Student	147	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050128	Student	155	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
State Review Panel	New Content	9781788050128	Student	239	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050128	Student	252	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050128	Student	253	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050128	Student	271	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050135	Teacher	10	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050135	Teacher	10	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050135	Teacher	15	Point A in Procedure	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."
State Review Panel	New Content	9781788050135	Teacher	15	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
State Review Panel	New Content	9781788050135	Teacher	15	Point C in Procedure		Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary You need to communicate your ideas effectively."
State Review Panel	New Content	9781788050135	Teacher	22	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050135	Teacher	37	Insert after 1st para		To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050135	Teacher	111	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.
State Review Panel	New Content	9781788050135	Teacher	111	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
State Review Panel	New Content	9781788050135	Teacher	117	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
State Review Panel	New Content	9781788050135	Teacher	146	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
State Review Panel	New Content	9781788050135	Teacher	191	add a bullet to the bottom of page 127		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"
State Review Panel	New Content	9781788050135	Teacher	198	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."
State Review Panel	New Content	9781788050135	Teacher	219	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
State Review Panel	New Content	9781788050135	Teacher	220	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050135	Teacher	228	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050135	Teacher	343	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050135	Teacher	356	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050135	Teacher	357	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050135	Teacher	386	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
Publisher	Editorial Change	9781788050128	Student	1	fourth line	ferrule	add "and" after "ferrule"
Publisher	Editorial Change	9781788050128	Student	1	third to last line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	12	last paragraph, first line	celebrities	add "or" after "celebrities"
Publisher	Editorial Change	9781788050128	Student	12	last paragraph, 3rd line	wall	add comma after "wall"
Publisher	Editorial Change	9781788050128	Student	13	point 7	teachers	add apostrophe to "teacher's"
Publisher	Editorial Change	9781788050128	Student	15	fourth line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	15	fourth line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	15	ninth line	anothers	add apostrophe to "another's"
Publisher	Editorial Change	9781788050128	Student	16	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050128	Student	16	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050128	Student	32	ninth line	it's	remove the apostrophe from "it's" to make "its" it occurs twice on this line
Publisher	Editorial Change	9781788050128	Student	33	first line	Have students	delete "Have students" and capitalize "Look"
Publisher	Editorial Change	9781788050128	Student	33	second line	Ask them to	delete "Ask them to" and capitalize "Annotate"
Publisher	Editorial Change	9781788050128	Student	33	second line	their	change "their" to "your"
Publisher	Editorial Change	9781788050128	Student	33	third line	they	change "they" to "you"
Publisher	Editorial Change	9781788050128	Student	33	fourth line	Ask students to	delete "Ask students to" and capitalize "Write"
Publisher	Editorial Change	9781788050128	Student	34	sixth line	you	add "to" after the second "you"
Publisher	Editorial Change	9781788050128	Student	37	line 11	.	make the first full stop a comma and make "But" lowercase "but"
Publisher	Editorial Change	9781788050128	Student	43	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	48	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050128	Student	48	second line	then and	switch the words "then" and "and" so it becomes "and then"
Publisher	Editorial Change	9781788050128	Student	52	12th line	novel	add "or" after "novel"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	52	13th line	or	change "or" to "nor"
Publisher	Editorial Change	9781788050128	Student	57	second line	:	change colon to a full stop and add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	59	first line	not is	switch "not" and "is" around
Publisher	Editorial Change	9781788050128	Student	72	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	72	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	74	2c	Scavengers	make "Scavengers" lowercase "scavengers"
Publisher	Editorial Change	9781788050128	Student	74	2d	all of	delete "all of"
Publisher	Editorial Change	9781788050128	Student	79	6th line	is it in	change "is it in" to "e.g."
Publisher	Editorial Change	9781788050128	Student	79	first line of bottom paragraph	groups	add colon after "groups"
Publisher	Editorial Change	9781788050128	Student	79	points 1-5	identify	make the first letter of each point a capital and add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050128	Student	85	19th line	on	change "on" to "about"
Publisher	Editorial Change	9781788050128	Student	89	Q.3	an	change "an" to "a"
Publisher	Editorial Change	9781788050128	Student	90	last question		this should be question 6
Publisher	Editorial Change	9781788050128	Student	98	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	98	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	99	first line	nature	add comma after "nature"
Publisher	Editorial Change	9781788050128	Student	101	4c	barriers	move "barriers" to the next line
Publisher	Editorial Change	9781788050128	Student	103	sixth line from the bottom	a	delete "a"
Publisher	Editorial Change	9781788050128	Student	104	5th line from bottom	studyding	correct spelling of "studying"
Publisher	Editorial Change	9781788050128	Student	104	3rd line from bottom	it's	remove apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	107	bullets in point 1	what	capitalize the first letter in each line
Publisher	Editorial Change	9781788050128	Student	107	last bullet in point 1	anything else you notice about it	add at the beginning "Is there" and add a question mark at the end of the sentence
Publisher	Editorial Change	9781788050128	Student	115	Q.3	Processes	move "Processes" to the end of the previous line
Publisher	Editorial Change	9781788050128	Student	121	7th line	characters	add an apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	121	17th line	fallout	add a semicolon after "fallout;"
Publisher	Editorial Change	9781788050128	Student	122	last line	using	add "and" before "using"
Publisher	Editorial Change	9781788050128	Student	128	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	128	second line	word	add "goes" after "word"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	134	first line	it	capitalize "it"
Publisher	Editorial Change	9781788050128	Student	137	fourth line	certain	add "a" before "certain"
Publisher	Editorial Change	9781788050128	Student	137	first line of 2nd to last paragraph	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050128	Student	137	fourth line of 2nd to last paragraph	persons	add an apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	139	top sentence	Students sould receive these as ten (18) separate cards to match the terms owith the definitions	change to "Match the terms with the definitions"
Publisher	Editorial Change	9781788050128	Student	139	text to the right of E.Resolution	:	change the semicolon to a full stop
Publisher	Editorial Change	9781788050128	Student	144	6th line	as	delete the duplicate "as"
Publisher	Editorial Change	9781788050128	Student	144	line 21	,	delete the comma
Publisher	Editorial Change	9781788050128	Student	151	Poetic Form	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	156	first line	;	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	156	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	162	4th line	only be	delete "only be"
Publisher	Editorial Change	9781788050128	Student	162	5th line	anyones	add apostrophe to "anyone's" and make "in to" one word "into"
Publisher	Editorial Change	9781788050128	Student	164	ninth line	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	166	3rd to last line	subheadings	add "and" before "subheadings"
Publisher	Editorial Change	9781788050128	Student	166	last line	subcategories	add "and" before "subcategories"
Publisher	Editorial Change	9781788050128	Student	170	7th line of point 2	but	add space before "but"
Publisher	Editorial Change	9781788050128	Student	170	7th line from bottom	:	change colon to full stop
Publisher	Editorial Change	9781788050128	Student	170	6th line from bottom	to humans	delete "to humans"
Publisher	Editorial Change	9781788050128	Student	172	line 3	them	add full stop after "them"
Publisher	Editorial Change	9781788050128	Student	174	last question	What type of audience	should be question 4
Publisher	Editorial Change	9781788050128	Student	175	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	175	third line	.	change full stop to question mark
Publisher	Editorial Change	9781788050128	Student	175	ninth line	authors	add apostrophe to "author's" and a comma after "purpose"
Publisher	Editorial Change	9781788050128	Student	180	Tone key word	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	182	Procedure 3rd line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	183	13th bullet	authors	add apostrophe to "Author's"
Publisher	Editorial Change	9781788050128	Student	187	first line	Students have	delete "Students have" and change "responded" to "Respond"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	188	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	188	second line	.	change full stop to a colon
Publisher	Editorial Change	9781788050128	Student	188	fourth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	188	second to last line	others	add apostrophe to "other's"
Publisher	Editorial Change	9781788050128	Student	189	2nd line	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	190	9th line	are	change "are" to "is"
Publisher	Editorial Change	9781788050128	Student	190	3rd line to bottom	it's	remove the apostrophe from "it's"
Publisher	Editorial Change	9781788050128	Student	191	sixth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	191	5th line from bottom	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	192	6th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	193	6th line from bottom	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	197	point 4, 2nd line	:	make the colon a full stop
Publisher	Editorial Change	9781788050128	Student	197	point 4, 3rd line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050128	Student	197	point 4, 4th line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050128	Student	199	18th line	he if	swap the words "he" and "if" around to make "if he"
Publisher	Editorial Change	9781788050128	Student	201	Q2	.	make the full stop a question mark
Publisher	Editorial Change	9781788050128	Student	203	5th bullet 1st line	nonetheless	add "and" before "nonetheless"
Publisher	Editorial Change	9781788050128	Student	203	6th bullet 2nd line	between	add "and" after "between"
Publisher	Editorial Change	9781788050128	Student	203	8th bullet 2nd line	because	add "and" before "because"
Publisher	Editorial Change	9781788050128	Student	203	2nd to last bullet	comma	add "(,)" after "comma"
Publisher	Editorial Change	9781788050128	Student	203	2nd to last bullet	semicolons	add "(;)" after "semicolons"
Publisher	Editorial Change	9781788050128	Student	203	point 5	their	change "their" to "your" twice
Publisher	Editorial Change	9781788050128	Student	219	bullets	whether	make the first letter of each point a capital
Publisher	Editorial Change	9781788050128	Student	219	16th line	to	delete "to"
Publisher	Editorial Change	9781788050128	Student	221	6th line	it a	add "is" between "it" and "a"
Publisher	Editorial Change	9781788050128	Student	224	point 1 third line	agreements	remove the 's' from "agreements"
Publisher	Editorial Change	9781788050128	Student	224	Point 2 second line	,	change comma to full stop and make "present" capital "Present"
Publisher	Editorial Change	9781788050128	Student	226	line 3	when	add "and" before "when"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	226	point 9 first bullet	It's	add quotatation marks around "It's" at the beginning of the sentence
Publisher	Editorial Change	9781788050128	Student	226	point 9 first bullet	Its	Move "Its" to the start of the next line and add quotation marks around it
Publisher	Editorial Change	9781788050128	Student	226	point 9 second bullet	An	Delete "An" and capitalize "Affect" and put quotation marks around it
Publisher	Editorial Change	9781788050128	Student	226	point 9 second bullet	effect	put quotation marks around "effect"
Publisher	Editorial Change	9781788050128	Student	226	point 9 third bullet	"There", "Their" and "They're"	put quotation marks around "There", "Their" and "They're"
Publisher	Editorial Change	9781788050128	Student	226	point 9 fourth bullet	"Two", "Too" and "To"	put quotation marks around "Two", "Too" and "To"
Publisher	Editorial Change	9781788050128	Student	227	last line	add full stop after "to" and change the text that come after to "If there is any feedback, how will you ask for it?"	
Publisher	Editorial Change	9781788050128	Student	230	first three bullets	rainfall per year	add full stops after each full sentence
Publisher	Editorial Change	9781788050128	Student	230	12th line	branches	add a full stop to the end of the line
Publisher	Editorial Change	9781788050128	Student	230	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050128	Student	234	point 4 line 3	and	add "will" after "and"
Publisher	Editorial Change	9781788050128	Student	239	line 2	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	239	second to last line	businesslike	add a hyphen to "business-like"
Publisher	Editorial Change	9781788050128	Student	246	procedure 4th bullet	The	add quotatation marks before the second "The" and after "Notes"
Publisher	Editorial Change	9781788050128	Student	247	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	247	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	247	third to last line	it	change the "it" at the end of the line to "to"
Publisher	Editorial Change	9781788050128	Student	247	last line	it	change "it" to "to"
Publisher	Editorial Change	9781788050128	Student	252	second line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	254	4th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	254	7th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	256	first line	have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050128	Student	257	third to last line	The	add space before "The"
Publisher	Editorial Change	9781788050128	Student	264	12th line		add a full stop to the end of the line
Publisher	Editorial Change	9781788050128	Student	264	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050128	Student	265	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050128	Student	271	second to last line	a	change "a" to "an"
Publisher	Editorial Change	9781788050128	Student	274	Plagiarising key word	elses	add apostrophe to "else's"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	278	first line	:	change colon to full stop
Publisher	Editorial Change	9781788050128	Student	278	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	282	second sentence	The Research Notes Table is the performance task. When students have had adequate time to do their research, it can be scored in the following way:	put the sentence on a teacher layer
Publisher	Editorial Change	9781788050128	Student	284	fifth line under bullets	a	delete "a"
Publisher	Editorial Change	9781788050128	Student	289	second line	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050128	Student	291	sixth line	authors	add apostrophe to "author's" twice
Publisher	Editorial Change	9781788050128	Student	291	third to last line	it	change "it" to "if"
Publisher	Editorial Change	9781788050128	Student	293	first line	Have students	delete "Have students" and capitalize "Paraphrase"
Publisher	Editorial Change	9781788050128	Student	294	colored words	Important words or phrases	some words are in colors that won't be distinguishable in black and white
Publisher	Editorial Change	9781788050128	Student	294	sixth line	tight	change the first "tight" to "night"
Publisher	Editorial Change	9781788050128	Student	294	16th line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050128	Student	294	22nd line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050135	Teacher	10	fourth line	ferrule	add "and" after "ferrule"
Publisher	Editorial Change	9781788050135	Teacher	10	ninth line	to	delete second "to"
Publisher	Editorial Change	9781788050135	Teacher	10	third to last line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, first line	celebrities	add "or" after "celebrities"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 2nd line	etc	delete "etc."
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 2nd line	know and then	add full stop after "know", delete "and then" and capitalize "Shuffle"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 3rd line	wall	add comma after "wall"
Publisher	Editorial Change	9781788050135	Teacher	22	point 7	teachers	add apostrophe to "teacher's"
Publisher	Editorial Change	9781788050135	Teacher	24	fourth line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	24	fourth line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	24	ninth line	anothers	add apostrophe to "another's"
Publisher	Editorial Change	9781788050135	Teacher	25	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050135	Teacher	25	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050135	Teacher	37	ninth line	phrase	add an 's' to make "phrases"
Publisher	Editorial Change	9781788050135	Teacher	48	last line of first paragraph	?	change question mark to a full stop
Publisher	Editorial Change	9781788050135	Teacher	50	ninth line	it's	remove the apostrophe from "it's" to make "its" it occurs twice on this line

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Publisher	Editorial Change	9781788050135	Teacher	51	first line	Have students	delete "Have students" and capitalize "Look"
Publisher	Editorial Change	9781788050135	Teacher	51	second line	Ask them to	delete "Ask them to" and capitalize "Annotate"
Publisher	Editorial Change	9781788050135	Teacher	51	second line	their	change "their" to "your"
Publisher	Editorial Change	9781788050135	Teacher	51	third line	they	change "they" to "you"
Publisher	Editorial Change	9781788050135	Teacher	51	fourth line	Ask students to	delete "Ask students to" and capitalize "Write"
Publisher	Editorial Change	9781788050135	Teacher	52	sixth line	you	add "to" after the second "you"
Publisher	Editorial Change	9781788050135	Teacher	52	Table Definitions Example cell		add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	52	Table Restatement Example cell		add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	55	line 11	.	make the first full stop a comma and make "But" lowercase "but"
Publisher	Editorial Change	9781788050135	Teacher	69	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	74	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050135	Teacher	74	second line	then and	switch the words "then" and "and" so it becomes "and then"
Publisher	Editorial Change	9781788050135	Teacher	88	bullets		add full stops after each full sentence
Publisher	Editorial Change	9781788050135	Teacher	88	12th line	novel	add "or" after "novel"
Publisher	Editorial Change	9781788050135	Teacher	88	13th line	or	change "or" to "nor"
Publisher	Editorial Change	9781788050135	Teacher	90	Discussion key word	some	change "some" to "come"
Publisher	Editorial Change	9781788050135	Teacher	93	second line	:	change colon to a full stop and add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	95	first line	not is	switch "not" and "is" around
Publisher	Editorial Change	9781788050135	Teacher	111	line 25	fins	correct spelling of "fins" to "find"
Publisher	Editorial Change	9781788050135	Teacher	118	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	118	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	120	1c	sides	remove the 's' at the end of "sides" to make "side"
Publisher	Editorial Change	9781788050135	Teacher	120	2c	Scavengers	make "Scavengers" lowercase "scavengers"
Publisher	Editorial Change	9781788050135	Teacher	120	2d	all of	delete "all of"
Publisher	Editorial Change	9781788050135	Teacher	123	11th line	slected	correct spelling to "selected"
Publisher	Editorial Change	9781788050135	Teacher	125	6th line	is it in	change "is it in" to "e.g."
Publisher	Editorial Change	9781788050135	Teacher	125	first line of bottom paragraph	groups	add colon after "groups"
Publisher	Editorial Change	9781788050135	Teacher	125	points 1-5	identify	make the first letter of each point a capital and add a full stop at the end of the sentence

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Publisher	Editorial Change	9781788050135	Teacher	131	19th line	on	change "on" to "about"
Publisher	Editorial Change	9781788050135	Teacher	135	Q.3	an	change "an" to "a"
Publisher	Editorial Change	9781788050135	Teacher	136	last question		this should be question 6
Publisher	Editorial Change	9781788050135	Teacher	150	Retell key word	repreat	correct spelling from "repreat" to "repeat"
Publisher	Editorial Change	9781788050135	Teacher	153	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	154	first line	nature	add comma after "nature"
Publisher	Editorial Change	9781788050135	Teacher	156	4c	barriers	move "barriers" to the next line
Publisher	Editorial Change	9781788050135	Teacher	158	sixth line from the bottom	a	delete "a"
Publisher	Editorial Change	9781788050135	Teacher	159	3rd line from bottom	it's	remove apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	162	bullets in point 1	what	capitalize the first letter in each line
Publisher	Editorial Change	9781788050135	Teacher	162	last bullet in point 1	anything else you notice about it	add at the beginning "Is there" and add a question mark at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	164	fifth line	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	165	3rd line from bottom	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	170	Q.3	Processes	move "Processes" to the end of the previous line
Publisher	Editorial Change	9781788050135	Teacher	185	7th line	characters	add an apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	185	17th line	fallout	add a semicolon after "fallout;"
Publisher	Editorial Change	9781788050135	Teacher	186	last line	using	add "and" before "using"
Publisher	Editorial Change	9781788050135	Teacher	192	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	192	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	198	first line	it	capitalize "It"
Publisher	Editorial Change	9781788050135	Teacher	201	fourth line	certain	add "a" before "certain"
Publisher	Editorial Change	9781788050135	Teacher	201	fourth line of 2nd to last paragraph	persons	add an apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	203	top sentence	Students sould receive these as ten (18) separate cards to match the terms owith the definitions	change to "Match the terms with the definitions"
Publisher	Editorial Change	9781788050135	Teacher	203	text to the right of E.Resolution	:	change the semicolon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	208	6th line	as	delete the duplicate "as"
Publisher	Editorial Change	9781788050135	Teacher	208	line 21	,	delete the comma
Publisher	Editorial Change	9781788050135	Teacher	224	Poetic Form	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	229	first line	;	change colon to a full stop

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	229	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	235	4th line	only be	delete "only be"
Publisher	Editorial Change	9781788050135	Teacher	235	5th line	anyones	add apostrophe to "anyone's" and make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	237	ninth line	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	239	3rd to last line	subheadings	add "and" before "subheadings"
Publisher	Editorial Change	9781788050135	Teacher	239	last line	subcategories	add "and" before "subcategories"
Publisher	Editorial Change	9781788050135	Teacher	243	7th line of point 2	but	add space before "but"
Publisher	Editorial Change	9781788050135	Teacher	243	7th line from bottom	:	change colon to full stop
Publisher	Editorial Change	9781788050135	Teacher	243	6th line from bottom	to humans	delete "to humans"
Publisher	Editorial Change	9781788050135	Teacher	245	line 3	them	add full stop after "them"
Publisher	Editorial Change	9781788050135	Teacher	247	last question	What type of audience	should be question 4
Publisher	Editorial Change	9781788050135	Teacher	257	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	257	third line	.	change full stop to question mark
Publisher	Editorial Change	9781788050135	Teacher	257	ninth line	authors	add apostrophe to "author's" and a comma after "purpose"
Publisher	Editorial Change	9781788050135	Teacher	262	Tone key word	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	264	Procedure 3rd line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	265	13th bullet	authors	add apostrophe to "Author's"
Publisher	Editorial Change	9781788050135	Teacher	269	first line	Students have	delete "Students have" and change "responded" to "Respond"
Publisher	Editorial Change	9781788050135	Teacher	270	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	270	second line	.	change full stop to a colon
Publisher	Editorial Change	9781788050135	Teacher	270	fourth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	270	7th line	in to	change "in to" to "about"
Publisher	Editorial Change	9781788050135	Teacher	270	second to last line	others	add apostrophe to "other's"
Publisher	Editorial Change	9781788050135	Teacher	271	2nd line	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	272	3rd line to bottom	it's	remove the apostrophe from "it's"
Publisher	Editorial Change	9781788050135	Teacher	273	sixth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	273	5th line from bottom	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	274	6th line	authors	add apostrophe to "author's"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	275	6th line from bottom	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 2nd line	:	make the colon a full stop
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 3rd line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 4th line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050135	Teacher	281	18th line	he if	swap the words "he" and "if" around to make "if he"
Publisher	Editorial Change	9781788050135	Teacher	282	13th line	month	add an 's' to make "months"
Publisher	Editorial Change	9781788050135	Teacher	283	Q2	.	make the full stop a question mark
Publisher	Editorial Change	9781788050135	Teacher	296	5th bullet 1st line	nonetheless	add "and" before "nonetheless"
Publisher	Editorial Change	9781788050135	Teacher	296	6th bullet 2nd line	between	add "and" after "between"
Publisher	Editorial Change	9781788050135	Teacher	296	8th bullet 2nd line	because	add "and" before "because"
Publisher	Editorial Change	9781788050135	Teacher	296	2nd to last bullet	comma	add "(,)" after "comma"
Publisher	Editorial Change	9781788050135	Teacher	296	2nd to last bullet	semicolons	add "(;)" after "semicolons"
Publisher	Editorial Change	9781788050135	Teacher	296	point 5	their	change "their" to "your" twice
Publisher	Editorial Change	9781788050135	Teacher	312	bullets	whether	make the first letter of each point a capital
Publisher	Editorial Change	9781788050135	Teacher	312	16th line	to	delete "to"
Publisher	Editorial Change	9781788050135	Teacher	314	6th line	it a	add "is" between "it" and "a"
Publisher	Editorial Change	9781788050135	Teacher	317	point 1 third line	agreements	remove the 's' from "agreements"
Publisher	Editorial Change	9781788050135	Teacher	317	Point 2 second line	,	change comma to full stop and make "present" capital "Present"
Publisher	Editorial Change	9781788050135	Teacher	319	line 3	when	add "and" before "when"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 first bullet	It's	add quotation marks around "It's" at the beginning of the sentence
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 first bullet	Its	Move "Its" to the start of the next line and add quotation marks around it
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 second bullet	An	Delete "An" and capitalize "Affect" and put quotation marks around it
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 second bullet	effect	put quotation marks around "effect"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 third bullet	"There", "Their" and "They're"	put quotation marks around "There", "Their" and "They're"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 fourth bullet	"Two", "Too" and "To"	put quotation marks around "Two", "Too" and "To"
Publisher	Editorial Change	9781788050135	Teacher	320	last line	add full stop after "to" and change the text that come after to "if there is any feedback, how will you ask for it?"	
Publisher	Editorial Change	9781788050135	Teacher	323	first three bullets	rainfall per year	add full stops after each full sentence
Publisher	Editorial Change	9781788050135	Teacher	323	12th line	branches	add a full stop to the end of the line

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	323	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050135	Teacher	324	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050135	Teacher	327	point 4 line 3	and	add "will" after "and"
Publisher	Editorial Change	9781788050135	Teacher	343	line 2	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	343	second to last line	businesslike	add a hyphen to "business-like"
Publisher	Editorial Change	9781788050135	Teacher	350	procedure 4th bullet	The	add quotation marks before the second "The" and after "Notes"
Publisher	Editorial Change	9781788050135	Teacher	351	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	351	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	351	third to last line	it	change the "it" at the end of the line to "to"
Publisher	Editorial Change	9781788050135	Teacher	351	last line	it	change "it" to "to"
Publisher	Editorial Change	9781788050135	Teacher	356	second line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	358	4th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	358	7th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	360	first line	have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050135	Teacher	361	third to last line	The	add space before "The"
Publisher	Editorial Change	9781788050135	Teacher	368	12th line		add a full stop to the end of the line
Publisher	Editorial Change	9781788050135	Teacher	368	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050135	Teacher	369	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050135	Teacher	389	Plagiarising key word	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050135	Teacher	393	first line	:	change colon to full stop
Publisher	Editorial Change	9781788050135	Teacher	393	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	397	second sentence	The Research Notes Table is the performance task. When students have had adequate time to do their research, it can be scored in the following way:	put the sentence on a teacher layer
Publisher	Editorial Change	9781788050135	Teacher	399	6th bullet	or why	capitalize "Or" and "Why"
Publisher	Editorial Change	9781788050135	Teacher	399	fifth line under bullets	a	delete "a"
Publisher	Editorial Change	9781788050135	Teacher	404	second line	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050135	Teacher	406	sixth line	authors	add apostrophe to "author's" twice
Publisher	Editorial Change	9781788050135	Teacher	406	third to last line	it	change "it" to "if"
Publisher	Editorial Change	9781788050135	Teacher	408	first line	Have students	delete "Have students" and capitalize "Paraphrase"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	409	colored words	Important words or phrases	some words are in colors that won't be distinguishable in black and white
Publisher	Editorial Change	9781788050135	Teacher	409	sixth line	tight	change the first "tight" to "night"
Publisher	Editorial Change	9781788050135	Teacher	409	16th line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050135	Teacher	409	22nd line	aweinspiring	add a hyphen to "awe-inspiring"
English Language Arts and Reading, Grade 7 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print with basic online class set (ISBN 9781788050982)</i>							
State Review Panel	New Content	9781788050128	Student	1	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050128	Student	1	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050128	Student	6	Point A in Procedure	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."
State Review Panel	New Content	9781788050128	Student	6	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
State Review Panel	New Content	9781788050128	Student	6	Point C in Procedure		Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary You need to communicate your ideas effectively."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050128	Student	13	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?
State Review Panel	New Content	9781788050128	Student	19	Insert after 1st para		To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050128	Student	65	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.
State Review Panel	New Content	9781788050128	Student	65	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
State Review Panel	New Content	9781788050128	Student	71	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
State Review Panel	New Content	9781788050128	Student	91	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
State Review Panel	New Content	9781788050128	Student	127	add a bullet to the bottom of page 127		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"
State Review Panel	New Content	9781788050128	Student	134	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."
State Review Panel	New Content	9781788050128	Student	146	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
State Review Panel	New Content	9781788050128	Student	147	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050128	Student	155	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
State Review Panel	New Content	9781788050128	Student	239	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050128	Student	252	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050128	Student	253	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050128	Student	271	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
State Review Panel	New Content	9781788050135	Teacher	10	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050135	Teacher	10	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050135	Teacher	15	Point A in Procedure	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."
State Review Panel	New Content	9781788050135	Teacher	15	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050135	Teacher	15	Point C in Procedure		<p>Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary <p>You need to communicate your ideas effectively."</p>
State Review Panel	New Content	9781788050135	Teacher	22	Insert at the bottom of the page		<p>In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?</p>
State Review Panel	New Content	9781788050135	Teacher	37	Insert after 1st para		<p>To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following:</p> <ul style="list-style-type: none"> - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050135	Teacher	111	add to 3rd bullet		<p>You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.</p>
State Review Panel	New Content	9781788050135	Teacher	111	add to 5th bullet		<p>You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.</p>
State Review Panel	New Content	9781788050135	Teacher	117	add to the procedure		<p>Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.</p>
State Review Panel	New Content	9781788050135	Teacher	146	add to 7th bullet		<p>In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.</p>
State Review Panel	New Content	9781788050135	Teacher	191	add a bullet to the bottom of page 127		<p>"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"</p>
State Review Panel	New Content	9781788050135	Teacher	198	whole page		<p>add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."</p>
State Review Panel	New Content	9781788050135	Teacher	219	Insert at end of page		<p>Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050135	Teacher	220	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050135	Teacher	228	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
State Review Panel	New Content	9781788050135	Teacher	343	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050135	Teacher	356	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050135	Teacher	357	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050135	Teacher	386	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
Publisher	Editorial Change	9781788050128	Student	1	fourth line	ferrule	add "and" after "ferrule"
Publisher	Editorial Change	9781788050128	Student	1	third to last line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	12	last paragraph, first line	celebrities	add "or" after "celebrities"
Publisher	Editorial Change	9781788050128	Student	12	last paragraph, 3rd line	wall	add comma after "wall"
Publisher	Editorial Change	9781788050128	Student	13	point 7	teachers	add apostrophe to "teacher's"
Publisher	Editorial Change	9781788050128	Student	15	fourth line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	15	fourth line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	15	ninth line	anothers	add apostrophe to "another's"
Publisher	Editorial Change	9781788050128	Student	16	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050128	Student	16	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050128	Student	32	ninth line	it's	remove the apostrophe from "it's" to make "its" it occurs twice on this line
Publisher	Editorial Change	9781788050128	Student	33	first line	Have students	delete "Have students" and capitalize "Look"
Publisher	Editorial Change	9781788050128	Student	33	second line	Ask them to	delete "Ask them to" and capitalize "Annotate"
Publisher	Editorial Change	9781788050128	Student	33	second line	their	change "their" to "your"
Publisher	Editorial Change	9781788050128	Student	33	third line	they	change "they" to "you"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	33	fourth line	Ask students to	delete "Ask students to" and capitalize "Write"
Publisher	Editorial Change	9781788050128	Student	34	sixth line	you	add "to" after the second "you"
Publisher	Editorial Change	9781788050128	Student	37	line 11	.	make the first full stop a comma and make "But" lowercase "but"
Publisher	Editorial Change	9781788050128	Student	43	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	48	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050128	Student	48	second line	then and	switch the words "then" and "and" so it becomes "and then"
Publisher	Editorial Change	9781788050128	Student	52	12th line	novel	add "or" after "novel"
Publisher	Editorial Change	9781788050128	Student	52	13th line	or	change "or" to "nor"
Publisher	Editorial Change	9781788050128	Student	57	second line	:	change colon to a full stop and add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	59	first line	not is	switch "not" and "is" around
Publisher	Editorial Change	9781788050128	Student	72	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	72	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	74	2c	Scavengers	make "Scavengers" lowercase "scavengers"
Publisher	Editorial Change	9781788050128	Student	74	2d	all of	delete "all of"
Publisher	Editorial Change	9781788050128	Student	79	6th line	is it in	change "is it in" to "e.g."
Publisher	Editorial Change	9781788050128	Student	79	first line of bottom paragraph	groups	add colon after "groups"
Publisher	Editorial Change	9781788050128	Student	79	points 1-5	identify	make the first letter of each point a capital and add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050128	Student	85	19th line	on	change "on" to "about"
Publisher	Editorial Change	9781788050128	Student	89	Q.3	an	change "an" to "a"
Publisher	Editorial Change	9781788050128	Student	90	last question		this should be question 6
Publisher	Editorial Change	9781788050128	Student	98	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	98	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	99	first line	nature	add comma after "nature"
Publisher	Editorial Change	9781788050128	Student	101	4c	barriers	move "barriers" to the next line
Publisher	Editorial Change	9781788050128	Student	103	sixth line from the bottom	a	delete "a"
Publisher	Editorial Change	9781788050128	Student	104	5th line from bottom	studyding	correct spelling of "studying"
Publisher	Editorial Change	9781788050128	Student	104	3rd line from bottom	it's	remove apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	107	bullets in point 1	what	capitalize the first letter in each line

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	107	last bullet in point 1	anything else you notice about it	add at the beginning "Is there" and add a question mark at the end of the sentence
Publisher	Editorial Change	9781788050128	Student	115	Q.3	Processes	move "Processes" to the end of the previous line
Publisher	Editorial Change	9781788050128	Student	121	7th line	characters	add an apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	121	17th line	fallout	add a semicolon after "fallout;"
Publisher	Editorial Change	9781788050128	Student	122	last line	using	add "and" before "using"
Publisher	Editorial Change	9781788050128	Student	128	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	128	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	134	first line	it	capitalize "It"
Publisher	Editorial Change	9781788050128	Student	137	fourth line	certain	add "a" before "certain"
Publisher	Editorial Change	9781788050128	Student	137	first line of 2nd to last paragraph	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050128	Student	137	fourth line of 2nd to last paragraph	persons	add an apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	139	top sentence	Students sjould receive these as ten (18) separate cards to match the terms owith the definitions	change to "Match the terms with the definitions"
Publisher	Editorial Change	9781788050128	Student	139	text to the right of E.Resolution	:	change the semicolon to a full stop
Publisher	Editorial Change	9781788050128	Student	144	6th line	as	delete the duplicate "as"
Publisher	Editorial Change	9781788050128	Student	144	line 21	,	delete the comma
Publisher	Editorial Change	9781788050128	Student	151	Poetic Form	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	156	first line	;	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	156	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	162	4th line	only be	delete "only be"
Publisher	Editorial Change	9781788050128	Student	162	5th line	anyones	add apostrophe to "anyone's" and make "in to" one word "into"
Publisher	Editorial Change	9781788050128	Student	164	ninth line	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	166	3rd to last line	subheadings	add "and" before "subheadings"
Publisher	Editorial Change	9781788050128	Student	166	last line	subcategories	add "and" before "subcategories"
Publisher	Editorial Change	9781788050128	Student	170	7th line of point 2	but	add space before "but"
Publisher	Editorial Change	9781788050128	Student	170	7th line from bottom	:	change colon to full stop
Publisher	Editorial Change	9781788050128	Student	170	6th line from bottom	to humans	delete "to humans"
Publisher	Editorial Change	9781788050128	Student	172	line 3	them	add full stop after "them"
Publisher	Editorial Change	9781788050128	Student	174	last question	What type of audience	should be question 4

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	175	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	175	third line	.	change full stop to question mark
Publisher	Editorial Change	9781788050128	Student	175	ninth line	authors	add apostrophe to "author's" and a comma after "purpose"
Publisher	Editorial Change	9781788050128	Student	180	Tone key word	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	182	Procedure 3rd line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	183	13th bullet	authors	add apostrophe to "Author's"
Publisher	Editorial Change	9781788050128	Student	187	first line	Students have	delete "Students have" and change "responded" to "Respond"
Publisher	Editorial Change	9781788050128	Student	188	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	188	second line	.	change full stop to a colon
Publisher	Editorial Change	9781788050128	Student	188	fourth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	188	second to last line	others	add apostrophe to "other's"
Publisher	Editorial Change	9781788050128	Student	189	2nd line	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	190	9th line	are	change "are" to "is"
Publisher	Editorial Change	9781788050128	Student	190	3rd line to bottom	it's	remove the apostrophe from "it's"
Publisher	Editorial Change	9781788050128	Student	191	sixth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	191	5th line from bottom	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	192	6th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	193	6th line from bottom	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	197	point 4, 2nd line	:	make the colon a full stop
Publisher	Editorial Change	9781788050128	Student	197	point 4, 3rd line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050128	Student	197	point 4, 4th line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050128	Student	199	18th line	he if	swap the words "he" and "if" around to make "if he"
Publisher	Editorial Change	9781788050128	Student	201	Q2	.	make the full stop a question mark
Publisher	Editorial Change	9781788050128	Student	203	5th bullet 1st line	nonetheless	add "and" before "nonetheless"
Publisher	Editorial Change	9781788050128	Student	203	6th bullet 2nd line	between	add "and" after "between"
Publisher	Editorial Change	9781788050128	Student	203	8th bullet 2nd line	because	add "and" before "because"
Publisher	Editorial Change	9781788050128	Student	203	2nd to last bullet	comma	add "(,)" after "comma"
Publisher	Editorial Change	9781788050128	Student	203	2nd to last bullet	semicolons	add "(;)" after "semicolons"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	203	point 5	their	change "their" to "your" twice
Publisher	Editorial Change	9781788050128	Student	219	bullets	whether	make the first letter of each point a capital
Publisher	Editorial Change	9781788050128	Student	219	16th line	to	delete "to"
Publisher	Editorial Change	9781788050128	Student	221	6th line	it a	add "is" between "it" and "a"
Publisher	Editorial Change	9781788050128	Student	224	point 1 third line	agreements	remove the 's' from "agreements"
Publisher	Editorial Change	9781788050128	Student	224	Point 2 second line	,	change comma to full stop and make "present" capital "Present"
Publisher	Editorial Change	9781788050128	Student	226	line 3	when	add "and" before "when"
Publisher	Editorial Change	9781788050128	Student	226	point 9 first bullet	It's	add quotation marks around "It's" at the beginning of the sentence
Publisher	Editorial Change	9781788050128	Student	226	point 9 first bullet	Its	Move "Its" to the start of the next line and add quotation marks around it
Publisher	Editorial Change	9781788050128	Student	226	point 9 second bullet	An	Delete "An" and capitalize "Affect" and put quotation marks around it
Publisher	Editorial Change	9781788050128	Student	226	point 9 second bullet	effect	put quotation marks around "effect"
Publisher	Editorial Change	9781788050128	Student	226	point 9 third bullet	"There", "Their" and "They're"	put quotation marks around "There", "Their" and "They're"
Publisher	Editorial Change	9781788050128	Student	226	point 9 fourth bullet	"Two", "Too" and "To"	put quotation marks around "Two", "Too" and "To"
Publisher	Editorial Change	9781788050128	Student	227	last line	add full stop after "to" and change the text that come after to "If there is any feedback, how will you ask for it?"	
Publisher	Editorial Change	9781788050128	Student	230	first three bullets	rainfall per year	add full stops after each full sentence
Publisher	Editorial Change	9781788050128	Student	230	12th line	branches	add a full stop to the end of the line
Publisher	Editorial Change	9781788050128	Student	230	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050128	Student	234	point 4 line 3	and	add "will" after "and"
Publisher	Editorial Change	9781788050128	Student	239	line 2	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	239	second to last line	businesslike	add a hyphen to "business-like"
Publisher	Editorial Change	9781788050128	Student	246	procedure 4th bullet	The	add quotation marks before the second "The" and after "Notes"
Publisher	Editorial Change	9781788050128	Student	247	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	247	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	247	third to last line	it	change the "it" at the end of the line to "to"
Publisher	Editorial Change	9781788050128	Student	247	last line	it	change "it" to "to"
Publisher	Editorial Change	9781788050128	Student	252	second line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	254	4th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	254	7th line	authors	add apostrophe to "author's"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	256	first line	have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050128	Student	257	third to last line	The	add space before "The"
Publisher	Editorial Change	9781788050128	Student	264	12th line		add a full stop to the end of the line
Publisher	Editorial Change	9781788050128	Student	264	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050128	Student	265	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050128	Student	271	second to last line	a	change "a" to "an"
Publisher	Editorial Change	9781788050128	Student	274	Plagiarising key word	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050128	Student	278	first line	:	change colon to full stop
Publisher	Editorial Change	9781788050128	Student	278	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	282	second sentence	The Research Notes Table is the performance task. When students have had adequate time to do their research, it can be scored in the following way:	put the sentence on a teacher layer
Publisher	Editorial Change	9781788050128	Student	284	fifth line under bullets	a	delete "a"
Publisher	Editorial Change	9781788050128	Student	289	second line	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050128	Student	291	sixth line	authors	add apostrophe to "author's" twice
Publisher	Editorial Change	9781788050128	Student	291	third to last line	it	change "it" to "if"
Publisher	Editorial Change	9781788050128	Student	293	first line	Have students	delete "Have students" and capitalize "Paraphrase"
Publisher	Editorial Change	9781788050128	Student	294	colored words	Important words or phrases	some words are in colors that won't be distinguishable in black and white
Publisher	Editorial Change	9781788050128	Student	294	sixth line	tight	change the first "tight" to "night"
Publisher	Editorial Change	9781788050128	Student	294	16th line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050128	Student	294	22nd line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050135	Teacher	10	fourth line	ferrule	add "and" after "ferrule"
Publisher	Editorial Change	9781788050135	Teacher	10	ninth line	to	delete second "to"
Publisher	Editorial Change	9781788050135	Teacher	10	third to last line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, first line	celebrities	add "or" after "celebrities"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 2nd line	etc	delete "etc."
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 2nd line	know and then	add full stop after "know", delete "and then" and capitalize "Shuffle"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 3rd line	wall	add comma after "wall"
Publisher	Editorial Change	9781788050135	Teacher	22	point 7	teachers	add apostrophe to "teacher's"
Publisher	Editorial Change	9781788050135	Teacher	24	fourth line	someones	add apostrophe to "someone's"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	24	fourth line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	24	ninth line	anothers	add apostrophe to "another's"
Publisher	Editorial Change	9781788050135	Teacher	25	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050135	Teacher	25	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050135	Teacher	37	ninth line	phrase	add an 's' to make "phrases"
Publisher	Editorial Change	9781788050135	Teacher	48	last line of first paragraph	?	change question mark to a full stop
Publisher	Editorial Change	9781788050135	Teacher	50	ninth line	it's	remove the apostrophe from "it's" to make "its" it occurs twice on this line
Publisher	Editorial Change	9781788050135	Teacher	51	first line	Have students	delete "Have students" and capitalize "Look"
Publisher	Editorial Change	9781788050135	Teacher	51	second line	Ask them to	delete "Ask them to" and capitalize "Annotate"
Publisher	Editorial Change	9781788050135	Teacher	51	second line	their	change "their" to "your"
Publisher	Editorial Change	9781788050135	Teacher	51	third line	they	change "they" to "you"
Publisher	Editorial Change	9781788050135	Teacher	51	fourth line	Ask students to	delete "Ask students to" and capitalize "Write"
Publisher	Editorial Change	9781788050135	Teacher	52	sixth line	you	add "to" after the second "you"
Publisher	Editorial Change	9781788050135	Teacher	52	Table Definitions Example cell		add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	52	Table Restatement Example cell		add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	55	line 11	.	make the first full stop a comma and make "But" lowercase "but"
Publisher	Editorial Change	9781788050135	Teacher	69	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	74	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050135	Teacher	74	second line	then and	switch the words "then" and "and" so it becomes "and then"
Publisher	Editorial Change	9781788050135	Teacher	88	bullets		add full stops after each full sentence
Publisher	Editorial Change	9781788050135	Teacher	88	12th line	novel	add "or" after "novel"
Publisher	Editorial Change	9781788050135	Teacher	88	13th line	or	change "or" to "nor"
Publisher	Editorial Change	9781788050135	Teacher	90	Discussion key word	some	change "some" to "come"
Publisher	Editorial Change	9781788050135	Teacher	93	second line	:	change colon to a full stop and add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	95	first line	not is	switch "not" and "is" around
Publisher	Editorial Change	9781788050135	Teacher	111	line 25	fins	correct spelling of "fins" to "find"
Publisher	Editorial Change	9781788050135	Teacher	118	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	118	second line	word	add "goes" after "word"

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Publisher	Editorial Change	9781788050135	Teacher	120	1c	sides	remove the 's' at the end of "sides" to make "side"
Publisher	Editorial Change	9781788050135	Teacher	120	2c	Scavengers	make "Scavengers" lowercase "scavengers"
Publisher	Editorial Change	9781788050135	Teacher	120	2d	all of	delete "all of"
Publisher	Editorial Change	9781788050135	Teacher	123	11th line	slected	correct spelling to "selected"
Publisher	Editorial Change	9781788050135	Teacher	125	6th line	is it in	change "is it in" to "e.g."
Publisher	Editorial Change	9781788050135	Teacher	125	first line of bottom paragraph	groups	add colon after "groups"
Publisher	Editorial Change	9781788050135	Teacher	125	points 1-5	identify	make the first letter of each point a capital and add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	131	19th line	on	change "on" to "about"
Publisher	Editorial Change	9781788050135	Teacher	135	Q.3	an	change "an" to "a"
Publisher	Editorial Change	9781788050135	Teacher	136	last question		this should be question 6
Publisher	Editorial Change	9781788050135	Teacher	150	Retell key word	repreat	correct spelling from "repreat" to "repeat"
Publisher	Editorial Change	9781788050135	Teacher	153	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	154	first line	nature	add comma after "nature"
Publisher	Editorial Change	9781788050135	Teacher	156	4c	barriers	move "barriers" to the next line
Publisher	Editorial Change	9781788050135	Teacher	158	sixth line from the bottom	a	delete "a"
Publisher	Editorial Change	9781788050135	Teacher	159	3rd line from bottom	it's	remove apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	162	bullets in point 1	what	capitalize the first letter in each line
Publisher	Editorial Change	9781788050135	Teacher	162	last bullet in point 1	anything else you notice about it	add at the beginning "Is there" and add a question mark at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	164	fifth line	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	165	3rd line from bottom	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	170	Q.3	Processes	move "Processes" to the end of the previous line
Publisher	Editorial Change	9781788050135	Teacher	185	7th line	characters	add an apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	185	17th line	fallout	add a semicolon after "fallout;"
Publisher	Editorial Change	9781788050135	Teacher	186	last line	using	add "and" before "using"
Publisher	Editorial Change	9781788050135	Teacher	192	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	192	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	198	first line	it	capitalize "it"
Publisher	Editorial Change	9781788050135	Teacher	201	fourth line	certain	add "a" before "certain"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	201	fourth line of 2nd to last paragraph	persons	add an apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	203	top sentence	Students should receive these as ten (18) separate cards to match the terms with the definitions	change to "Match the terms with the definitions"
Publisher	Editorial Change	9781788050135	Teacher	203	text to the right of E.Resolution	:	change the semicolon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	208	6th line	as	delete the duplicate "as"
Publisher	Editorial Change	9781788050135	Teacher	208	line 21	,	delete the comma
Publisher	Editorial Change	9781788050135	Teacher	224	Poetic Form	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	229	first line	;	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	229	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	235	4th line	only be	delete "only be"
Publisher	Editorial Change	9781788050135	Teacher	235	5th line	anyones	add apostrophe to "anyone's" and make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	237	ninth line	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	239	3rd to last line	subheadings	add "and" before "subheadings"
Publisher	Editorial Change	9781788050135	Teacher	239	last line	subcategories	add "and" before "subcategories"
Publisher	Editorial Change	9781788050135	Teacher	243	7th line of point 2	but	add space before "but"
Publisher	Editorial Change	9781788050135	Teacher	243	7th line from bottom	:	change colon to full stop
Publisher	Editorial Change	9781788050135	Teacher	243	6th line from bottom	to humans	delete "to humans"
Publisher	Editorial Change	9781788050135	Teacher	245	line 3	them	add full stop after "them"
Publisher	Editorial Change	9781788050135	Teacher	247	last question	What type of audience	should be question 4
Publisher	Editorial Change	9781788050135	Teacher	257	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	257	third line	.	change full stop to question mark
Publisher	Editorial Change	9781788050135	Teacher	257	ninth line	authors	add apostrophe to "author's" and a comma after "purpose"
Publisher	Editorial Change	9781788050135	Teacher	262	Tone key word	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	264	Procedure 3rd line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	265	13th bullet	authors	add apostrophe to "Author's"
Publisher	Editorial Change	9781788050135	Teacher	269	first line	Students have	delete "Students have" and change "responded" to "Respond"
Publisher	Editorial Change	9781788050135	Teacher	270	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	270	second line	.	change full stop to a colon
Publisher	Editorial Change	9781788050135	Teacher	270	fourth line	authors	add apostrophe to "author's"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	270	7th line	in to	change "in to" to "about"
Publisher	Editorial Change	9781788050135	Teacher	270	second to last line	others	add apostrophe to "other's"
Publisher	Editorial Change	9781788050135	Teacher	271	2nd line	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	272	3rd line to bottom	it's	remove the apostrophe from "it's"
Publisher	Editorial Change	9781788050135	Teacher	273	sixth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	273	5th line from bottom	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	274	6th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	275	6th line from bottom	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 2nd line	:	make the colon a full stop
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 3rd line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 4th line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050135	Teacher	281	18th line	he if	swap the words "he" and "if" around to make "if he"
Publisher	Editorial Change	9781788050135	Teacher	282	13th line	month	add an 's' to make "months"
Publisher	Editorial Change	9781788050135	Teacher	283	Q2	.	make the full stop a question mark
Publisher	Editorial Change	9781788050135	Teacher	296	5th bullet 1st line	nonetheless	add "and" before "nonetheless"
Publisher	Editorial Change	9781788050135	Teacher	296	6th bullet 2nd line	between	add "and" after "between"
Publisher	Editorial Change	9781788050135	Teacher	296	8th bullet 2nd line	because	add "and" before "because"
Publisher	Editorial Change	9781788050135	Teacher	296	2nd to last bullet	comma	add "(,)" after "comma"
Publisher	Editorial Change	9781788050135	Teacher	296	2nd to last bullet	semicolons	add "(;)" after "semicolons"
Publisher	Editorial Change	9781788050135	Teacher	296	point 5	their	change "their" to "your" twice
Publisher	Editorial Change	9781788050135	Teacher	312	bullets	whether	make the first letter of each point a capital
Publisher	Editorial Change	9781788050135	Teacher	312	16th line	to	delete "to"
Publisher	Editorial Change	9781788050135	Teacher	314	6th line	it a	add "is" between "it" and "a"
Publisher	Editorial Change	9781788050135	Teacher	317	point 1 third line	agreements	remove the 's' from "agreements"
Publisher	Editorial Change	9781788050135	Teacher	317	Point 2 second line	,	change comma to full stop and make "present" capital "Present"
Publisher	Editorial Change	9781788050135	Teacher	319	line 3	when	add "and" before "when"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 first bullet	It's	add quotation marks around "It's" at the beginning of the sentence
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 first bullet	Its	Move "Its" to the start of the next line and add quotation marks around it

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 second bullet	An	Delete "An" and capitalize "Affect" and put quotation marks around it
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 second bullet	effect	put quotation marks around "effect"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 third bullet	"There", "Their" and "They're"	put quotation marks around "There", "Their" and "They're"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 fourth bullet	"Two", "Too" and "To"	put quotation marks around "Two", "Too" and "To"
Publisher	Editorial Change	9781788050135	Teacher	320	last line	add full stop after "to" and change the text that come after to "If there is any feedback, how will you ask for it?"	
Publisher	Editorial Change	9781788050135	Teacher	323	first three bullets	rainfall per year	add full stops after each full sentence
Publisher	Editorial Change	9781788050135	Teacher	323	12th line	branches	add a full stop to the end of the line
Publisher	Editorial Change	9781788050135	Teacher	323	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050135	Teacher	324	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050135	Teacher	327	point 4 line 3	and	add "will" after "and"
Publisher	Editorial Change	9781788050135	Teacher	343	line 2	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	343	second to last line	businesslike	add a hyphen to "business-like"
Publisher	Editorial Change	9781788050135	Teacher	350	procedure 4th bullet	The	add quotation marks before the second "The" and after "Notes"
Publisher	Editorial Change	9781788050135	Teacher	351	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	351	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	351	third to last line	it	change the "it" at the end of the line to "to"
Publisher	Editorial Change	9781788050135	Teacher	351	last line	it	change "it" to "to"
Publisher	Editorial Change	9781788050135	Teacher	356	second line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	358	4th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	358	7th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	360	first line	have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050135	Teacher	361	third to last line	The	add space before "The"
Publisher	Editorial Change	9781788050135	Teacher	368	12th line		add a full stop to the end of the line
Publisher	Editorial Change	9781788050135	Teacher	368	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050135	Teacher	369	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050135	Teacher	389	Plagiarising key word	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050135	Teacher	393	first line	:	change colon to full stop
Publisher	Editorial Change	9781788050135	Teacher	393	second line	word	add "goes" after "word"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	397	second sentence	The Research Notes Table is the performance task. When students have had adequate time to do their research, it can be scored in the following way:	put the sentence on a teacher layer
Publisher	Editorial Change	9781788050135	Teacher	399	6th bullet	or why	capitalize "Or" and "Why"
Publisher	Editorial Change	9781788050135	Teacher	399	fifth line under bullets	a	delete "a"
Publisher	Editorial Change	9781788050135	Teacher	404	second line	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050135	Teacher	406	sixth line	authors	add apostrophe to "author's" twice
Publisher	Editorial Change	9781788050135	Teacher	406	third to last line	it	change "it" to "if"
Publisher	Editorial Change	9781788050135	Teacher	408	first line	Have students	delete "Have students" and capitalize "Paraphrase"
Publisher	Editorial Change	9781788050135	Teacher	409	colored words	Important words or phrases	some words are in colors that won't be distinguishable in black and white
Publisher	Editorial Change	9781788050135	Teacher	409	sixth line	tight	change the first "tight" to "night"
Publisher	Editorial Change	9781788050135	Teacher	409	16th line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050135	Teacher	409	22nd line	aweinspiring	add a hyphen to "awe-inspiring"
English Language Arts and Reading, Grade 7 TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Print with Online Class Set (ISBN 9781788050982) and TPS Publishing Inc. Creative English Language Arts & Reading Grade Seven - Online Class Set (ISBN 9781788051996)							
State Review Panel	New Content	9781788050128	Student	1	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050128	Student	1	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050128	Student	6	Point A in Procedure	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."
State Review Panel	New Content	9781788050128	Student	6	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050128	Student	6	Point C in Procedure		<p>Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary <p>You need to communicate your ideas effectively."</p>
State Review Panel	New Content	9781788050128	Student	13	Insert at the bottom of the page		<p>In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?</p>
State Review Panel	New Content	9781788050128	Student	19	Insert after 1st para		<p>To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following:</p> <ul style="list-style-type: none"> - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050128	Student	65	add to 3rd bullet		<p>You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.</p>
State Review Panel	New Content	9781788050128	Student	65	add to 5th bullet		<p>You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.</p>
State Review Panel	New Content	9781788050128	Student	71	add to the procedure		<p>Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.</p>
State Review Panel	New Content	9781788050128	Student	91	add to 7th bullet		<p>In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.</p>
State Review Panel	New Content	9781788050128	Student	127	add a bullet to the bottom of page 127		<p>"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"</p>
State Review Panel	New Content	9781788050128	Student	134	whole page		<p>add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."</p>
State Review Panel	New Content	9781788050128	Student	146	Insert at end of page		<p>Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050128	Student	147	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050128	Student	155	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
State Review Panel	New Content	9781788050128	Student	239	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050128	Student	252	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050128	Student	253	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050128	Student	271	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
State Review Panel	New Content	9781788050135	Teacher	10	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050135	Teacher	10	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050135	Teacher	15	Point A in Procedure	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."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050135	Teacher	15	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
State Review Panel	New Content	9781788050135	Teacher	15	Point C in Procedure		Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following: - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary You need to communicate your ideas effectively."
State Review Panel	New Content	9781788050135	Teacher	22	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?
State Review Panel	New Content	9781788050135	Teacher	37	Insert after 1st para		To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050135	Teacher	111	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.
State Review Panel	New Content	9781788050135	Teacher	111	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
State Review Panel	New Content	9781788050135	Teacher	117	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
State Review Panel	New Content	9781788050135	Teacher	146	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
State Review Panel	New Content	9781788050135	Teacher	191	add a bullet to the bottom of page 127		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"
State Review Panel	New Content	9781788050135	Teacher	198	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050135	Teacher	219	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
State Review Panel	New Content	9781788050135	Teacher	220	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050135	Teacher	228	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
State Review Panel	New Content	9781788050135	Teacher	343	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050135	Teacher	356	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050135	Teacher	357	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050135	Teacher	386	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
Publisher	Editorial Change	9781788050128	Student	1	fourth line	ferrule	add "and" after "ferrule"
Publisher	Editorial Change	9781788050128	Student	1	third to last line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	12	last paragraph, first line	celebrities	add "or" after "celebrities"
Publisher	Editorial Change	9781788050128	Student	12	last paragraph, 3rd line	wall	add comma after "wall"
Publisher	Editorial Change	9781788050128	Student	13	point 7	teachers	add apostrophe to "teacher's"
Publisher	Editorial Change	9781788050128	Student	15	fourth line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	15	fourth line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	15	ninth line	anothers	add apostrophe to "another's"
Publisher	Editorial Change	9781788050128	Student	16	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050128	Student	16	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050128	Student	32	ninth line	it's	remove the apostrophe from "it's" to make "its" it occurs twice on this line

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	33	first line	Have students	delete "Have students" and capitalize "Look"
Publisher	Editorial Change	9781788050128	Student	33	second line	Ask them to	delete "Ask them to" and capitalize "Annotate"
Publisher	Editorial Change	9781788050128	Student	33	second line	their	change "their" to "your"
Publisher	Editorial Change	9781788050128	Student	33	third line	they	change "they" to "you"
Publisher	Editorial Change	9781788050128	Student	33	fourth line	Ask students to	delete "Ask students to" and capitalize "Write"
Publisher	Editorial Change	9781788050128	Student	34	sixth line	you	add "to" after the second "you"
Publisher	Editorial Change	9781788050128	Student	37	line 11	.	make the first full stop a comma and make "But" lowercase "but"
Publisher	Editorial Change	9781788050128	Student	43	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	48	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050128	Student	48	second line	then and	switch the words "then" and "and" so it becomes "and then"
Publisher	Editorial Change	9781788050128	Student	52	12th line	novel	add "or" after "novel"
Publisher	Editorial Change	9781788050128	Student	52	13th line	or	change "or" to "nor"
Publisher	Editorial Change	9781788050128	Student	57	second line	:	change colon to a full stop and add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	59	first line	not is	switch "not" and "is" around
Publisher	Editorial Change	9781788050128	Student	72	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	72	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	74	2c	Scavengers	make "Scavengers" lowercase "scavengers"
Publisher	Editorial Change	9781788050128	Student	74	2d	all of	delete "all of"
Publisher	Editorial Change	9781788050128	Student	79	6th line	is it in	change "is it in" to "e.g."
Publisher	Editorial Change	9781788050128	Student	79	first line of bottom paragraph	groups	add colon after "groups"
Publisher	Editorial Change	9781788050128	Student	79	points 1-5	identify	make the first letter of each point a capital and add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050128	Student	85	19th line	on	change "on" to "about"
Publisher	Editorial Change	9781788050128	Student	89	Q.3	an	change "an" to "a"
Publisher	Editorial Change	9781788050128	Student	90	last question		this should be question 6
Publisher	Editorial Change	9781788050128	Student	98	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	98	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	99	first line	nature	add comma after "nature"
Publisher	Editorial Change	9781788050128	Student	101	4c	barriers	move "barriers" to the next line

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	103	sixth line from the bottom	a	delete "a"
Publisher	Editorial Change	9781788050128	Student	104	5th line from bottom	studying	correct spelling of "studying"
Publisher	Editorial Change	9781788050128	Student	104	3rd line from bottom	it's	remove apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	107	bullets in point 1	what	capitalize the first letter in each line
Publisher	Editorial Change	9781788050128	Student	107	last bullet in point 1	anything else you notice about it	add at the beginning "Is there" and add a question mark at the end of the sentence
Publisher	Editorial Change	9781788050128	Student	115	Q.3	Processes	move "Processes" to the end of the previous line
Publisher	Editorial Change	9781788050128	Student	121	7th line	characters	add an apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	121	17th line	fallout	add a semicolon after "fallout;"
Publisher	Editorial Change	9781788050128	Student	122	last line	using	add "and" before "using"
Publisher	Editorial Change	9781788050128	Student	128	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	128	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	134	first line	it	capitalize "It"
Publisher	Editorial Change	9781788050128	Student	137	fourth line	certain	add "a" before "certain"
Publisher	Editorial Change	9781788050128	Student	137	first line of 2nd to last paragraph	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050128	Student	137	fourth line of 2nd to last paragraph	persons	add an apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	139	top sentence	Students sould receive these as ten (18) separate cards to match the terms owith the definitions	change to "Match the terms with the definitions"
Publisher	Editorial Change	9781788050128	Student	139	text to the right of E.Resolution	:	change the semicolon to a full stop
Publisher	Editorial Change	9781788050128	Student	144	6th line	as	delete the duplicate "as"
Publisher	Editorial Change	9781788050128	Student	144	line 21	,	delete the comma
Publisher	Editorial Change	9781788050128	Student	151	Poetic Form	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	156	first line	;	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	156	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	162	4th line	only be	delete "only be"
Publisher	Editorial Change	9781788050128	Student	162	5th line	anyones	add apostrophe to "anyone's" and make "in to" one word "into"
Publisher	Editorial Change	9781788050128	Student	164	ninth line	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	166	3rd to last line	subheadings	add "and" before "subheadings"
Publisher	Editorial Change	9781788050128	Student	166	last line	subcategories	add "and" before "subcategories"
Publisher	Editorial Change	9781788050128	Student	170	7th line of point 2	but	add space before "but"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	170	7th line from bottom	:	change colon to full stop
Publisher	Editorial Change	9781788050128	Student	170	6th line from bottom	to humans	delete "to humans"
Publisher	Editorial Change	9781788050128	Student	172	line 3	them	add full stop after "them"
Publisher	Editorial Change	9781788050128	Student	174	last question	What type of audience	should be question 4
Publisher	Editorial Change	9781788050128	Student	175	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	175	third line	.	change full stop to question mark
Publisher	Editorial Change	9781788050128	Student	175	ninth line	authors	add apostrophe to "author's" and a comma after "purpose"
Publisher	Editorial Change	9781788050128	Student	180	Tone key word	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050128	Student	182	Procedure 3rd line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	183	13th bullet	authors	add apostrophe to "Author's"
Publisher	Editorial Change	9781788050128	Student	187	first line	Students have	delete "Students have" and change "responded" to "Respond"
Publisher	Editorial Change	9781788050128	Student	188	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	188	second line	.	change full stop to a colon
Publisher	Editorial Change	9781788050128	Student	188	fourth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	188	second to last line	others	add apostrophe to "other's"
Publisher	Editorial Change	9781788050128	Student	189	2nd line	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050128	Student	190	9th line	are	change "are" to "is"
Publisher	Editorial Change	9781788050128	Student	190	3rd line to bottom	it's	remove the apostrophe from "it's"
Publisher	Editorial Change	9781788050128	Student	191	sixth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	191	5th line from bottom	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	192	6th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	193	6th line from bottom	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	197	point 4, 2nd line	:	make the colon a full stop
Publisher	Editorial Change	9781788050128	Student	197	point 4, 3rd line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050128	Student	197	point 4, 4th line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050128	Student	199	18th line	he if	swap the words "he" and "if" around to make "if he"
Publisher	Editorial Change	9781788050128	Student	201	Q2	.	make the full stop a question mark
Publisher	Editorial Change	9781788050128	Student	203	5th bullet 1st line	nonetheless	add "and" before "nonetheless"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	203	6th bullet 2nd line	between	add "and" after "between"
Publisher	Editorial Change	9781788050128	Student	203	8th bullet 2nd line	because	add "and" before "because"
Publisher	Editorial Change	9781788050128	Student	203	2nd to last bullet	comma	add "(,)" after "comma"
Publisher	Editorial Change	9781788050128	Student	203	2nd to last bullet	semicolons	add "(;)" after "semicolons"
Publisher	Editorial Change	9781788050128	Student	203	point 5	their	change "their" to "your" twice
Publisher	Editorial Change	9781788050128	Student	219	bullets	whether	make the first letter of each point a capital
Publisher	Editorial Change	9781788050128	Student	219	16th line	to	delete "to"
Publisher	Editorial Change	9781788050128	Student	221	6th line	it a	add "is" between "it" and "a"
Publisher	Editorial Change	9781788050128	Student	224	point 1 third line	agreements	remove the 's' from "agreements"
Publisher	Editorial Change	9781788050128	Student	224	Point 2 second line	,	change comma to full stop and make "present" capital "Present"
Publisher	Editorial Change	9781788050128	Student	226	line 3	when	add "and" before "when"
Publisher	Editorial Change	9781788050128	Student	226	point 9 first bullet	It's	add quotation marks around "It's" at the beginning of the sentence
Publisher	Editorial Change	9781788050128	Student	226	point 9 first bullet	Its	Move "Its" to the start of the next line and add quotation marks around it
Publisher	Editorial Change	9781788050128	Student	226	point 9 second bullet	An	Delete "An" and capitalize "Affect" and put quotation marks around it
Publisher	Editorial Change	9781788050128	Student	226	point 9 second bullet	effect	put quotation marks around "effect"
Publisher	Editorial Change	9781788050128	Student	226	point 9 third bullet	"There", "Their" and "They're"	put quotation marks around "There", "Their" and "They're"
Publisher	Editorial Change	9781788050128	Student	226	point 9 fourth bullet	"Two", "Too" and "To"	put quotation marks around "Two", "Too" and "To"
Publisher	Editorial Change	9781788050128	Student	227	last line	add full stop after "to" and change the text that come after to "If there is any feedback, how will you ask for it?"	
Publisher	Editorial Change	9781788050128	Student	230	first three bullets	rainfall per year	add full stops after each full sentence
Publisher	Editorial Change	9781788050128	Student	230	12th line	branches	add a full stop to the end of the line
Publisher	Editorial Change	9781788050128	Student	230	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050128	Student	234	point 4 line 3	and	add "will" after "and"
Publisher	Editorial Change	9781788050128	Student	239	line 2	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050128	Student	239	second to last line	businesslike	add a hyphen to "business-like"
Publisher	Editorial Change	9781788050128	Student	246	procedure 4th bullet	The	add quotation marks before the second "The" and after "Notes"
Publisher	Editorial Change	9781788050128	Student	247	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050128	Student	247	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	247	third to last line	it	change the "it" at the end of the line to "to"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050128	Student	247	last line	it	change "it" to "to"
Publisher	Editorial Change	9781788050128	Student	252	second line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050128	Student	254	4th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	254	7th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050128	Student	256	first line	have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050128	Student	257	third to last line	The	add space before "The"
Publisher	Editorial Change	9781788050128	Student	264	12th line		add a full stop to the end of the line
Publisher	Editorial Change	9781788050128	Student	264	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050128	Student	265	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050128	Student	271	second to last line	a	change "a" to "an"
Publisher	Editorial Change	9781788050128	Student	274	Plagiarising key word	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050128	Student	278	first line	:	change colon to full stop
Publisher	Editorial Change	9781788050128	Student	278	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050128	Student	282	second sentence	The Research Notes Table is the performance task. When students have had adequate time to do their research, it can be scored in the following way:	put the sentence on a teacher layer
Publisher	Editorial Change	9781788050128	Student	284	fifth line under bullets	a	delete "a"
Publisher	Editorial Change	9781788050128	Student	289	second line	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050128	Student	291	sixth line	authors	add apostrophe to "author's" twice
Publisher	Editorial Change	9781788050128	Student	291	third to last line	it	change "it" to "if"
Publisher	Editorial Change	9781788050128	Student	293	first line	Have students	delete "Have students" and capitalize "Paraphrase"
Publisher	Editorial Change	9781788050128	Student	294	colored words	Important words or phrases	some words are in colors that won't be distinguishable in black and white
Publisher	Editorial Change	9781788050128	Student	294	sixth line	tight	change the first "tight" to "night"
Publisher	Editorial Change	9781788050128	Student	294	16th line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050128	Student	294	22nd line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050135	Teacher	10	fourth line	ferrule	add "and" after "ferrule"
Publisher	Editorial Change	9781788050135	Teacher	10	ninth line	to	delete second "to"
Publisher	Editorial Change	9781788050135	Teacher	10	third to last line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, first line	celebrities	add "or" after "celebrities"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 2nd line	etc	delete "etc."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 2nd line	know and then	add full stop after "know", delete "and then" and capitalize "Shuffle"
Publisher	Editorial Change	9781788050135	Teacher	21	last paragraph, 3rd line	wall	add comma after "wall"
Publisher	Editorial Change	9781788050135	Teacher	22	point 7	teachers	add apostrophe to "teacher's"
Publisher	Editorial Change	9781788050135	Teacher	24	fourth line	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	24	fourth line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	24	ninth line	anothers	add apostrophe to "another's"
Publisher	Editorial Change	9781788050135	Teacher	25	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050135	Teacher	25	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050135	Teacher	37	ninth line	phrase	add an 's' to make "phrases"
Publisher	Editorial Change	9781788050135	Teacher	48	last line of first paragraph	?	change question mark to a full stop
Publisher	Editorial Change	9781788050135	Teacher	50	ninth line	it's	remove the apostrophe from "it's" to make "its" it occurs twice on this line
Publisher	Editorial Change	9781788050135	Teacher	51	first line	Have students	delete "Have students" and capitalize "Look"
Publisher	Editorial Change	9781788050135	Teacher	51	second line	Ask them to	delete "Ask them to" and capitalize "Annotate"
Publisher	Editorial Change	9781788050135	Teacher	51	second line	their	change "their" to "your"
Publisher	Editorial Change	9781788050135	Teacher	51	third line	they	change "they" to "you"
Publisher	Editorial Change	9781788050135	Teacher	51	fourth line	Ask students to	delete "Ask students to" and capitalize "Write"
Publisher	Editorial Change	9781788050135	Teacher	52	sixth line	you	add "to" after the second "you"
Publisher	Editorial Change	9781788050135	Teacher	52	Table Definitions Example cell		add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	52	Table Restatement Example cell		add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	55	line 11	.	make the first full stop a comma and make "But" lowercase "but"
Publisher	Editorial Change	9781788050135	Teacher	69	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	74	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050135	Teacher	74	second line	then and	switch the words "then" and "and" so it becomes "and then"
Publisher	Editorial Change	9781788050135	Teacher	88	bullets		add full stops after each full sentence
Publisher	Editorial Change	9781788050135	Teacher	88	12th line	novel	add "or" after "novel"
Publisher	Editorial Change	9781788050135	Teacher	88	13th line	or	change "or" to "nor"
Publisher	Editorial Change	9781788050135	Teacher	90	Discussion key word	some	change "some" to "come"
Publisher	Editorial Change	9781788050135	Teacher	93	second line	:	change colon to a full stop and add "goes" after "word"

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Publisher	Editorial Change	9781788050135	Teacher	95	first line	not is	switch "not" and "is" around
Publisher	Editorial Change	9781788050135	Teacher	111	line 25	fins	correct spelling of "fins" to "find"
Publisher	Editorial Change	9781788050135	Teacher	118	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	118	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	120	1c	sides	remove the 's' at the end of "sides" to make "side"
Publisher	Editorial Change	9781788050135	Teacher	120	2c	Scavengers	make "Scavengers" lowercase "scavengers"
Publisher	Editorial Change	9781788050135	Teacher	120	2d	all of	delete "all of"
Publisher	Editorial Change	9781788050135	Teacher	123	11th line	slected	correct spelling to "selected"
Publisher	Editorial Change	9781788050135	Teacher	125	6th line	is it in	change "is it in" to "e.g."
Publisher	Editorial Change	9781788050135	Teacher	125	first line of bottom paragraph	groups	add colon after "groups"
Publisher	Editorial Change	9781788050135	Teacher	125	points 1-5	identify	make the first letter of each point a capital and add a full stop at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	131	19th line	on	change "on" to "about"
Publisher	Editorial Change	9781788050135	Teacher	135	Q.3	an	change "an" to "a"
Publisher	Editorial Change	9781788050135	Teacher	136	last question		this should be question 6
Publisher	Editorial Change	9781788050135	Teacher	150	Retell key word	repreat	correct spelling from "repreat" to "repeat"
Publisher	Editorial Change	9781788050135	Teacher	153	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	154	first line	nature	add comma after "nature"
Publisher	Editorial Change	9781788050135	Teacher	156	4c	barriers	move "barriers" to the next line
Publisher	Editorial Change	9781788050135	Teacher	158	sixth line from the bottom	a	delete "a"
Publisher	Editorial Change	9781788050135	Teacher	159	3rd line from bottom	it's	remove apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	162	bullets in point 1	what	capitalize the first letter in each line
Publisher	Editorial Change	9781788050135	Teacher	162	last bullet in point 1	anything else you notice about it	add at the beginning "Is there" and add a question mark at the end of the sentence
Publisher	Editorial Change	9781788050135	Teacher	164	fifth line	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	165	3rd line from bottom	in to	make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	170	Q.3	Processes	move "Processes" to the end of the previous line
Publisher	Editorial Change	9781788050135	Teacher	185	7th line	characters	add an apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	185	17th line	fallout	add a semicolon after "fallout;"
Publisher	Editorial Change	9781788050135	Teacher	186	last line	using	add "and" before "using"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	192	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	192	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	198	first line	it	capitalize "it"
Publisher	Editorial Change	9781788050135	Teacher	201	fourth line	certain	add "a" before "certain"
Publisher	Editorial Change	9781788050135	Teacher	201	fourth line of 2nd to last paragraph	persons	add an apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	203	top sentence	Students sjould receive these as ten (18) separate cards to match the terms owith the definitions	change to "Match the terms with the definitions"
Publisher	Editorial Change	9781788050135	Teacher	203	text to the right of E.Resolution	:	change the semicolon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	208	6th line	as	delete the duplicate "as"
Publisher	Editorial Change	9781788050135	Teacher	208	line 21	,	delete the comma
Publisher	Editorial Change	9781788050135	Teacher	224	Poetic Form	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	229	first line	;	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	229	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	235	4th line	only be	delete "only be"
Publisher	Editorial Change	9781788050135	Teacher	235	5th line	anyones	add apostrophe to "anyone's" and make "in to" one word "into"
Publisher	Editorial Change	9781788050135	Teacher	237	ninth line	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	239	3rd to last line	subheadings	add "and" before "subheadings"
Publisher	Editorial Change	9781788050135	Teacher	239	last line	subcategories	add "and" before "subcategories"
Publisher	Editorial Change	9781788050135	Teacher	243	7th line of point 2	but	add space before "but"
Publisher	Editorial Change	9781788050135	Teacher	243	7th line from bottom	:	change colon to full stop
Publisher	Editorial Change	9781788050135	Teacher	243	6th line from bottom	to humans	delete "to humans"
Publisher	Editorial Change	9781788050135	Teacher	245	line 3	them	add full stop after "them"
Publisher	Editorial Change	9781788050135	Teacher	247	last question	What type of audience	should be question 4
Publisher	Editorial Change	9781788050135	Teacher	257	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	257	third line	.	change full stop to question mark
Publisher	Editorial Change	9781788050135	Teacher	257	ninth line	authors	add apostrophe to "author's" and a comma after "purpose"
Publisher	Editorial Change	9781788050135	Teacher	262	Tone key word	characters	add apostrophe to "character's"
Publisher	Editorial Change	9781788050135	Teacher	264	Procedure 3rd line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	265	13th bullet	authors	add apostrophe to "Author's"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	269	first line	Students have	delete "Students have" and change "responded" to "Respond"
Publisher	Editorial Change	9781788050135	Teacher	270	first line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	270	second line	.	change full stop to a colon
Publisher	Editorial Change	9781788050135	Teacher	270	fourth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	270	7th line	in to	change "in to" to "about"
Publisher	Editorial Change	9781788050135	Teacher	270	second to last line	others	add apostrophe to "other's"
Publisher	Editorial Change	9781788050135	Teacher	271	2nd line	it's	remove the apostrophe from "it's" to make "its"
Publisher	Editorial Change	9781788050135	Teacher	272	3rd line to bottom	it's	remove the apostrophe from "it's"
Publisher	Editorial Change	9781788050135	Teacher	273	sixth line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	273	5th line from bottom	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	274	6th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	275	6th line from bottom	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 2nd line	:	make the colon a full stop
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 3rd line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050135	Teacher	279	point 4, 4th line	;	make the semicolon a full stop
Publisher	Editorial Change	9781788050135	Teacher	281	18th line	he if	swap the words "he" and "if" around to make "if he"
Publisher	Editorial Change	9781788050135	Teacher	282	13th line	month	add an 's' to make "months"
Publisher	Editorial Change	9781788050135	Teacher	283	Q2	.	make the full stop a question mark
Publisher	Editorial Change	9781788050135	Teacher	296	5th bullet 1st line	nonetheless	add "and" before "nonetheless"
Publisher	Editorial Change	9781788050135	Teacher	296	6th bullet 2nd line	between	add "and" after "between"
Publisher	Editorial Change	9781788050135	Teacher	296	8th bullet 2nd line	because	add "and" before "because"
Publisher	Editorial Change	9781788050135	Teacher	296	2nd to last bullet	comma	add "(,)" after "comma"
Publisher	Editorial Change	9781788050135	Teacher	296	2nd to last bullet	semicolons	add "(;)" after "semicolons"
Publisher	Editorial Change	9781788050135	Teacher	296	point 5	their	change "their" to "your" twice
Publisher	Editorial Change	9781788050135	Teacher	312	bullets	whether	make the first letter of each point a capital
Publisher	Editorial Change	9781788050135	Teacher	312	16th line	to	delete "to"
Publisher	Editorial Change	9781788050135	Teacher	314	6th line	it a	add "is" between "it" and "a"
Publisher	Editorial Change	9781788050135	Teacher	317	point 1 third line	agreements	remove the 's' from "agreements"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050135	Teacher	317	Point 2 second line	,	change comma to full stop and make "present" capital "Present"
Publisher	Editorial Change	9781788050135	Teacher	319	line 3	when	add "and" before "when"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 first bullet	It's	add quotation marks around "It's" at the beginning of the sentence
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 first bullet	Its	Move "Its" to the start of the next line and add quotation marks around it
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 second bullet	An	Delete "An" and capitalize "Affect" and put quotation marks around it
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 second bullet	effect	put quotation marks around "effect"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 third bullet	"There", "Their" and "They're"	put quotation marks around "There", "Their" and "They're"
Publisher	Editorial Change	9781788050135	Teacher	319	point 9 fourth bullet	"Two", "Too" and "To"	put quotation marks around "Two", "Too" and "To"
Publisher	Editorial Change	9781788050135	Teacher	320	last line	add full stop after "to" and change the text that come after to "If there is any feedback, how will you ask for it?"	
Publisher	Editorial Change	9781788050135	Teacher	323	first three bullets	rainfall per year	add full stops after each full sentence
Publisher	Editorial Change	9781788050135	Teacher	323	12th line	branches	add a full stop to the end of the line
Publisher	Editorial Change	9781788050135	Teacher	323	15th line	plants	add comma after "plants"
Publisher	Editorial Change	9781788050135	Teacher	324	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050135	Teacher	327	point 4 line 3	and	add "will" after "and"
Publisher	Editorial Change	9781788050135	Teacher	343	line 2	someones	add apostrophe to "someone's"
Publisher	Editorial Change	9781788050135	Teacher	343	second to last line	businesslike	add a hyphen to "business-like"
Publisher	Editorial Change	9781788050135	Teacher	350	procedure 4th bullet	The	add quotation marks before the second "The" and after "Notes"
Publisher	Editorial Change	9781788050135	Teacher	351	first line	:	change colon to a full stop
Publisher	Editorial Change	9781788050135	Teacher	351	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	351	third to last line	it	change the "it" at the end of the line to "to"
Publisher	Editorial Change	9781788050135	Teacher	351	last line	it	change "it" to "to"
Publisher	Editorial Change	9781788050135	Teacher	356	second line	persons	add apostrophe to "person's"
Publisher	Editorial Change	9781788050135	Teacher	358	4th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	358	7th line	authors	add apostrophe to "author's"
Publisher	Editorial Change	9781788050135	Teacher	360	first line	have students	delete "Have students" and capitalize "Find"
Publisher	Editorial Change	9781788050135	Teacher	361	third to last line	The	add space before "The"
Publisher	Editorial Change	9781788050135	Teacher	368	12th line		add a full stop to the end of the line
Publisher	Editorial Change	9781788050135	Teacher	368	15th line	plants	add comma after "plants"

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Publisher	Editorial Change	9781788050135	Teacher	369	15th line	.Most	add space between the full stop and "Most"
Publisher	Editorial Change	9781788050135	Teacher	389	Plagiarising key word	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050135	Teacher	393	first line	:	change colon to full stop
Publisher	Editorial Change	9781788050135	Teacher	393	second line	word	add "goes" after "word"
Publisher	Editorial Change	9781788050135	Teacher	397	second sentence	The Research Notes Table is the performance task. When students have had adequate time to do their research, it can be scored in the following way:	put the sentence on a teacher layer
Publisher	Editorial Change	9781788050135	Teacher	399	6th bullet	or why	capitalize "Or" and "Why"
Publisher	Editorial Change	9781788050135	Teacher	399	fifth line under bullets	a	delete "a"
Publisher	Editorial Change	9781788050135	Teacher	404	second line	elses	add apostrophe to "else's"
Publisher	Editorial Change	9781788050135	Teacher	406	sixth line	authors	add apostrophe to "author's" twice
Publisher	Editorial Change	9781788050135	Teacher	406	third to last line	it	change "it" to "if"
Publisher	Editorial Change	9781788050135	Teacher	408	first line	Have students	delete "Have students" and capitalize "Paraphrase"
Publisher	Editorial Change	9781788050135	Teacher	409	colored words	Important words or phrases	some words are in colors that won't be distinguishable in black and white
Publisher	Editorial Change	9781788050135	Teacher	409	sixth line	tight	change the first "tight" to "night"
Publisher	Editorial Change	9781788050135	Teacher	409	16th line	aweinspiring	add a hyphen to "awe-inspiring"
Publisher	Editorial Change	9781788050135	Teacher	409	22nd line	aweinspiring	add a hyphen to "awe-inspiring"
English Language Arts and Reading, Grade 7 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print Class Set (ISBN 9781788051972)							
State Review Panel	New Content	9781788050166	Student	1	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050166	Student	1	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary

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State Review Panel	New Content	9781788050166	Student	6	Point A in Procedure	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."
State Review Panel	New Content	9781788050166	Student	6	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
State Review Panel	New Content	9781788050166	Student	6	Point C in Procedure		Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following: - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary You need to communicate your ideas effectively."
State Review Panel	New Content	9781788050166	Student	13	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?
State Review Panel	New Content	9781788050166	Student	38	Insert after 1st para		To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050166	Student	137	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.
State Review Panel	New Content	9781788050166	Student	137	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
State Review Panel	New Content	9781788050166	Student	143	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
State Review Panel	New Content	9781788050166	Student	176	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
State Review Panel	New Content	9781788050166	Student	226	add a bullet to the bottom of page		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050166	Student	233	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."
State Review Panel	New Content	9781788050166	Student	257	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
State Review Panel	New Content	9781788050166	Student	258	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050166	Student	266	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
State Review Panel	New Content	9781788050166	Student	384	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050166	Student	397	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050166	Student	398	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050166	Student	425	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
Publisher	Editorial Change	9781788050166	Student	16	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050166	Student	16	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050166	Student	84	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050173	Teacher	25	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050173	Teacher	25	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050173	Teacher	124	first line	have students	delete "Have students" and capitalize "Practice"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050173	Teacher	10	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
Publisher	New Content	9781788050173	Teacher	10	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050173	Teacher	15	Point A in Procedure	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."
Publisher	New Content	9781788050173	Teacher	15	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
Publisher	New Content	9781788050173	Teacher	15	Point C in Procedure		Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary You need to communicate your ideas effectively."
Publisher	New Content	9781788050173	Teacher	22	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050173	Teacher	61	Insert after 1st para		To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
Publisher	New Content	9781788050173	Teacher	215	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.
Publisher	New Content	9781788050173	Teacher	215	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
Publisher	New Content	9781788050173	Teacher	221	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
Publisher	New Content	9781788050173	Teacher	274	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
Publisher	New Content	9781788050173	Teacher	345	add a bullet to the bottom of the page		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"
Publisher	New Content	9781788050173	Teacher	352	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."
Publisher	New Content	9781788050173	Teacher	392	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
Publisher	New Content	9781788050173	Teacher	401	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
Publisher	New Content	9781788050173	Teacher	584	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.

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Publisher	New Content	9781788050173	Teacher	591	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
Publisher	New Content	9781788050173	Teacher	597	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
Publisher	New Content	9781788050173	Teacher	598	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
Publisher	New Content	9781788050173	Teacher	642	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
English Language Arts and Reading, Grade 7 TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print with basic online class set (ISBN 9781788051071)							
State Review Panel	New Content	9781788050166	Student	1	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050166	Student	1	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050166	Student	6	Point A in Procedure	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."
State Review Panel	New Content	9781788050166	Student	6	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."

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State Review Panel	New Content	9781788050166	Student	6	Point C in Procedure		<p>Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary <p>You need to communicate your ideas effectively."</p>
State Review Panel	New Content	9781788050166	Student	13	Insert at the bottom of the page		<p>In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?</p>
State Review Panel	New Content	9781788050166	Student	38	Insert after 1st para		<p>To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following:</p> <ul style="list-style-type: none"> - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050166	Student	137	add to 3rd bullet		<p>You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.</p>
State Review Panel	New Content	9781788050166	Student	137	add to 5th bullet		<p>You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.</p>
State Review Panel	New Content	9781788050166	Student	143	add to the procedure		<p>Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.</p>
State Review Panel	New Content	9781788050166	Student	176	add to 7th bullet		<p>In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.</p>
State Review Panel	New Content	9781788050166	Student	226	add a bullet to the bottom of page		<p>"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"</p>
State Review Panel	New Content	9781788050166	Student	233	whole page		<p>add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."</p>
State Review Panel	New Content	9781788050166	Student	257	Insert at end of page		<p>Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050166	Student	258	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050166	Student	266	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
State Review Panel	New Content	9781788050166	Student	384	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050166	Student	397	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050166	Student	398	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050166	Student	425	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
Publisher	Editorial Change	9781788050166	Student	16	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050166	Student	16	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050166	Student	84	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050173	Teacher	25	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050173	Teacher	25	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050173	Teacher	124	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	New Content	9781788050173	Teacher	10	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.

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Publisher	New Content	9781788050173	Teacher	10	Insert before 4th para		<p>In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050173	Teacher	15	Point A in Procedure	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."
Publisher	New Content	9781788050173	Teacher	15	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
Publisher	New Content	9781788050173	Teacher	15	Point C in Procedure		<p>Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary <p>You need to communicate your ideas effectively."</p>
Publisher	New Content	9781788050173	Teacher	22	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?
Publisher	New Content	9781788050173	Teacher	61	Insert after 1st para		<p>To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following:</p> <ul style="list-style-type: none"> - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
Publisher	New Content	9781788050173	Teacher	215	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050173	Teacher	215	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
Publisher	New Content	9781788050173	Teacher	221	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
Publisher	New Content	9781788050173	Teacher	274	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
Publisher	New Content	9781788050173	Teacher	345	add a bullet to the bottom of the page		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"
Publisher	New Content	9781788050173	Teacher	352	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."
Publisher	New Content	9781788050173	Teacher	392	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
Publisher	New Content	9781788050173	Teacher	401	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
Publisher	New Content	9781788050173	Teacher	584	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
Publisher	New Content	9781788050173	Teacher	591	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
Publisher	New Content	9781788050173	Teacher	597	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
Publisher	New Content	9781788050173	Teacher	598	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
Publisher	New Content	9781788050173	Teacher	642	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.

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English Language Arts and Reading, Grade 7 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Print with Online Class Set (ISBN 9781788051989) and TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Seven - Online only Class Set (ISBN 9781788051996)</i>							
State Review Panel	New Content	9781788050166	Student	1	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
State Review Panel	New Content	9781788050166	Student	1	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
State Review Panel	New Content	9781788050166	Student	6	Point A in Procedure	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."
State Review Panel	New Content	9781788050166	Student	6	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."
State Review Panel	New Content	9781788050166	Student	6	Point C in Procedure		Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary You need to communicate your ideas effectively."
State Review Panel	New Content	9781788050166	Student	13	Insert at the bottom of the page		In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050166	Student	38	Insert after 1st para		To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following: - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
State Review Panel	New Content	9781788050166	Student	137	add to 3rd bullet		You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.
State Review Panel	New Content	9781788050166	Student	137	add to 5th bullet		You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.
State Review Panel	New Content	9781788050166	Student	143	add to the procedure		Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.
State Review Panel	New Content	9781788050166	Student	176	add to 7th bullet		In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.
State Review Panel	New Content	9781788050166	Student	226	add a bullet to the bottom of page		"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"
State Review Panel	New Content	9781788050166	Student	233	whole page		add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."
State Review Panel	New Content	9781788050166	Student	257	Insert at end of page		Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.
State Review Panel	New Content	9781788050166	Student	258	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
State Review Panel	New Content	9781788050166	Student	266	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?

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State Review Panel	New Content	9781788050166	Student	384	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
State Review Panel	New Content	9781788050166	Student	397	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
State Review Panel	New Content	9781788050166	Student	398	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
State Review Panel	New Content	9781788050166	Student	425	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
Publisher	Editorial Change	9781788050166	Student	16	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050166	Student	16	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050166	Student	84	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	Editorial Change	9781788050173	Teacher	25	first line	have students	delete "have students"
Publisher	Editorial Change	9781788050173	Teacher	25	second line	Have them	delete "Have them" and capitalize "Sketch"
Publisher	Editorial Change	9781788050173	Teacher	124	first line	have students	delete "Have students" and capitalize "Practice"
Publisher	New Content	9781788050173	Teacher	10	Insert after 3rd para		In this lesson, you will follow and give complex oral instructions. An oral instruction means it is spoken. Put simply, you will tell someone something to do. You will also listen to an instruction being given to you and follow it. The instruction you give should be to perform specific tasks. This means it should be clear what you want them to do. A bad example would be if you told them to fetch you any item. A good example would be if you told them to fetch you the second shortest red pencil, that can be found in the crayon box at the back of the third drawer on the right. This is specific and complex. You will give each other these tasks and work together to answer questions and demonstrate your problem-solving skills.
Publisher	New Content	9781788050173	Teacher	10	Insert before 4th para		In this lesson, you will present a critique. A critique is another word for a review. To critique something means to evaluate something, in detail. You can choose whether to critique a literary work, film or dramatic production. A dramatic production is a play. A literary work is a written book. You will deliver your critique as part of an oral presentation. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following: <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050173	Teacher	15	Point A in Procedure	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."
Publisher	New Content	9781788050173	Teacher	15	Point C in Procedure	As a team, prepare and give an organized and engaging presentation with your object as a visual aid.	change to "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."

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Publisher	New Content	9781788050173	Teacher	15	Point C in Procedure		<p>Add to the bottom: "Your presentation will deliver your critique of your chosen film, literary work or dramatic production. Remember to keep the audience engaged by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary <p>You need to communicate your ideas effectively."</p>
Publisher	New Content	9781788050173	Teacher	22	Insert at the bottom of the page		<p>In groups, work together to create this game. Read out and give the instructions to each other, orally. Follow each other's instructions for making this game. This game will demonstrate your problem-solving skills and you will be answering questions. Think about how the game can be improved. What would you do differently?</p>
Publisher	New Content	9781788050173	Teacher	61	Insert after 1st para		<p>To help you learn more about words you can use print and digital resources. A resource is something that helps you. You might first think of a print dictionary or a thesaurus. You can also find digital version of these online. In today's lesson you will practice using both. A dictionary is a list of all the words in that language. It will show you the correct spelling, alternate spellings, multiple meanings and what type of word it is. This is know as "part of speech". A thesaurus is a list of words with similar meanings. You will use these resources to identify the following:</p> <ul style="list-style-type: none"> - syllabication - this means the number of syllables or sounds within a word - pronunciation - this is how a word is pronounced, or sounded out loud - word origin - this is where the word originated from, where did it come from? - part of speech - this is the type of word, for example a noun, verb or adjective
Publisher	New Content	9781788050173	Teacher	215	add to 3rd bullet		<p>You can also make predictions by looking at the structure of the text. For example, if you are reading an informational text you might predict that it will have a conclusion and what the conclusion might be, based on the structure of the text. You can also use text features, characteristics of genre and text structure to confirm or correct your predictions. This means you can use those tools to confirm if your prediction was correct or if it was not you can correct it with what actually happened.</p>
Publisher	New Content	9781788050173	Teacher	215	add to 5th bullet		<p>You can also make connections to other texts with similar ideas. You might be reading a book about the rainforest and this can lead you to think of other books about conservation, wildlife and nature.</p>
Publisher	New Content	9781788050173	Teacher	221	add to the procedure		<p>Think of some questions to ask before you start reading the article. While you are reading through the article think of questions you could ask about the article. Think of more questions once you have finished reading the article. Think about what more information you want. Generate questions about the text. This will deepen your understanding.</p>
Publisher	New Content	9781788050173	Teacher	274	add to 7th bullet		<p>In today's lesson, you will discuss the implicit and explicit meanings within a text. Then, you will have the opportunity to write about them.</p>
Publisher	New Content	9781788050173	Teacher	345	add a bullet to the bottom of the page		<p>"While reading, try to infer what the theme of the text is. Refer to your key words for the definition of 'infer' and 'theme'. What do you think the theme is? What evidence from the text support this? What other texts have the same theme?"</p>
Publisher	New Content	9781788050173	Teacher	352	whole page		<p>add to the bottom: "Now that you have identified themes within a text, try the identify a theme across texts. Think of connections between texts with the same theme. Think of a series of books and what themes they may have."</p>
Publisher	New Content	9781788050173	Teacher	392	Insert at end of page		<p>Informational texts have characteristics and structural elements. You will analyze these in today's lesson. They are structured in to headings, subheading and paragraphs and usually start with an introduction and end with a conclusion. A characteristic of an informational text is a thesis. A thesis is a piece of research for a theory to be proven. In order to be proven, a thesis needs evidence to support it. A thesis is usually the controlling idea and driving force for an informational text. It is at the core of the content.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050173	Teacher	401	add to point 6		Analyze the structure of the text. Identify the various types of evidence presented. For each one, state how this helps the authors argument. Has the author considered an alternative or opposing stance? How does this consideration strengthen their argument?
Publisher	New Content	9781788050173	Teacher	584	add to second paragraph		In today's lesson, you will use 'craft' to compose, or write, your own literary text. A literary text is a piece of writing. It could be a poem or a story. It's main purpose is to entertain.
Publisher	New Content	9781788050173	Teacher	591	Insert after first paragraph		The evidence presented in an argumentative text is a characteristic of the genre. The author uses various types of evidence to support the argument. If the author is trying to prove or disprove something and they only had one type of evidence, their argument wouldn't be very convincing. They may also consider an alternative or opposing stance in order to demonstrate to their reader that they have thoroughly investigated their argument. More likely, they will consider an alternative argument so that they can refute it and demonstrate why it is wrong. In today's lesson you will look at the various types of evidence used to support a claim and analyze the characteristics and structures of an argumentative text. You will endeavor to explain how the evidence used by author helps support their argument.
Publisher	New Content	9781788050173	Teacher	597	add to first paragraph		As you learned earlier, a literary text is a piece of writing and it's purpose is to entertain. You will use 'craft' to compose a literary text of your own. Remember that 'craft' can mean to make something, but here we mean an author's craft. This is the tools and techniques an author uses to compose a literary text.
Publisher	New Content	9781788050173	Teacher	598	add to bottom of page		"Write a poem (a type of literary text), using craft. Your poem should be on the same subject and it should follow the conventions of an informational text such as having subheadings and a main controlling idea."
Publisher	New Content	9781788050173	Teacher	642	add to first paragraph		In today's lesson you will generate (think of) questions to ask for a formal and informal inquiry. Your teacher will guide you in the generation of your questions.
English Language Arts and Reading, Grade 8 TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print Class Set (ISBN 9781788052009)							
State Review Panel	New Content	9781788050203	Student	6	Procedure, add point F.		When planning for your presentation make sure you do all of the following: - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.
State Review Panel	New Content	9781788050203	Student	6	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050203	Student	14	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050210	Teacher	16	Procedure, add point F.		When planning for your presentation make sure you do all of the following: - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.
State Review Panel	New Content	9781788050210	Teacher	16	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050210	Teacher	24	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
Publisher	Editorial Change	9781788050203	Student	6	line 8	explanations,	change "explanations," to "explanations;"
Publisher	Editorial Change	9781788050203	Student	6	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050203	Student	7	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050203	Student	8	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050203	Student	8	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050203	Student	10	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050203	Student	12	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050203	Student	13	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050203	Student	20	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050203	Student	22	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050203	Student	25	line 4	explanation	add semi-colon after "explanation;"
Publisher	Editorial Change	9781788050203	Student	33	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050203	Student	33	line 6	other	delete "other"
Publisher	Editorial Change	9781788050203	Student	37	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050203	Student	42	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050203	Student	42	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050203	Student	47	line 5	period	replace full stop with question mark

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050203	Student	68	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050203	Student	68	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050203	Student	80	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050203	Student	81	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050203	Student	81	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050203	Student	82	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050203	Student	86	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050203	Student	87	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050203	Student	95	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050203	Student	110	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050203	Student	112	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050203	Student	128	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050203	Student	132	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050203	Student	171	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050203	Student	171	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050203	Student	174	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050203	Student	177	line 13	Centers	make "Centers" singular
Publisher	Editorial Change	9781788050203	Student	183	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050203	Student	199	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050210	Teacher	16	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050210	Teacher	17	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050210	Teacher	18	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050210	Teacher	18	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050210	Teacher	20	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050210	Teacher	22	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050210	Teacher	23	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050210	Teacher	38	line 11	the Latin	change to "the Latin"
Publisher	Editorial Change	9781788050210	Teacher	38	line 23	scientist	make "scientist" plural

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050210	Teacher	40	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050210	Teacher	51	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050210	Teacher	51	line 6	other	delete "other"
Publisher	Editorial Change	9781788050210	Teacher	55	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050210	Teacher	68	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050210	Teacher	68	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050210	Teacher	113	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050210	Teacher	113	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050210	Teacher	125	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050210	Teacher	126	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050210	Teacher	126	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050210	Teacher	127	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050210	Teacher	131	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050210	Teacher	132	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050210	Teacher	149	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050210	Teacher	164	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050210	Teacher	166	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050210	Teacher	192	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050210	Teacher	196	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050210	Teacher	244	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050210	Teacher	244	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050210	Teacher	247	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050210	Teacher	266	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050210	Teacher	282	line 14	they	change "they" to "it"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050203	Student	6	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050210	Teacher	16	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
<p>English Language Arts and Reading, Grade 8 <i>TPS Publishing Inc. Creative English Language Arts & Reading Grade Eight - Print with basic online class set (ISBN 9781788050999)</i></p>							
State Review Panel	New Content	9781788050203	Student	6	Procedure, add point F.		<p>When planning for your presentation make sure you do all of the following:</p> <ul style="list-style-type: none"> - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote <p>You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.</p>
State Review Panel	New Content	9781788050203	Student	6	Add to the bottom		<p>You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050203	Student	14	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
State Review Panel	New Content	9781788050210	Teacher	16	Procedure, add point F.		When planning for your presentation make sure you do all of the following: - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.
State Review Panel	New Content	9781788050210	Teacher	16	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050210	Teacher	24	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
Publisher	Editorial Change	9781788050203	Student	6	line 8	explanations,	change "explanations," to "explanations;"
Publisher	Editorial Change	9781788050203	Student	6	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050203	Student	7	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050203	Student	8	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050203	Student	8	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050203	Student	10	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050203	Student	12	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050203	Student	13	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050203	Student	20	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050203	Student	22	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050203	Student	25	line 4	explanation	add semi-colon after "explanation;"
Publisher	Editorial Change	9781788050203	Student	33	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050203	Student	33	line 6	other	delete "other"
Publisher	Editorial Change	9781788050203	Student	37	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050203	Student	42	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050203	Student	42	line 10	you're	change "you're" to "you are"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050203	Student	47	line 5	period	replace full stop with question mark
Publisher	Editorial Change	9781788050203	Student	68	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050203	Student	68	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050203	Student	80	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050203	Student	81	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050203	Student	81	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050203	Student	82	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050203	Student	86	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050203	Student	87	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050203	Student	95	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050203	Student	110	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050203	Student	112	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050203	Student	128	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050203	Student	132	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050203	Student	171	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050203	Student	171	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050203	Student	174	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050203	Student	177	line 13	Centers	make "Centers" singular
Publisher	Editorial Change	9781788050203	Student	183	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050203	Student	199	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050210	Teacher	16	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050210	Teacher	17	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050210	Teacher	18	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050210	Teacher	18	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050210	Teacher	20	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050210	Teacher	22	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050210	Teacher	23	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050210	Teacher	38	line 11	the Latin	change to "the Latin"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050210	Teacher	38	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050210	Teacher	40	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050210	Teacher	51	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050210	Teacher	51	line 6	other	delete "other"
Publisher	Editorial Change	9781788050210	Teacher	55	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050210	Teacher	68	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050210	Teacher	68	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050210	Teacher	113	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050210	Teacher	113	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050210	Teacher	125	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050210	Teacher	126	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050210	Teacher	126	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050210	Teacher	127	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050210	Teacher	131	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050210	Teacher	132	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050210	Teacher	149	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050210	Teacher	164	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050210	Teacher	166	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050210	Teacher	192	line 12	and,	add "and," after "friendship,"
Publisher	Editorial Change	9781788050210	Teacher	196	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050210	Teacher	244	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050210	Teacher	244	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050210	Teacher	247	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050210	Teacher	266	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050210	Teacher	282	line 14	they	change "they" to "it"

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050203	Student	6	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050210	Teacher	16	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
<p>English Language Arts and Reading, Grade 8 <i>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)</i></p>							
State Review Panel	New Content	9781788050203	Student	6	Procedure, add point F.		<p>When planning for your presentation make sure you do all of the following:</p> <ul style="list-style-type: none"> - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote <p>You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.</p>
State Review Panel	New Content	9781788050203	Student	6	Add to the bottom		<p>You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050203	Student	14	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
State Review Panel	New Content	9781788050210	Teacher	16	Procedure, add point F.		When planning for your presentation make sure you do all of the following: - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.
State Review Panel	New Content	9781788050210	Teacher	16	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050210	Teacher	24	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
Publisher	Editorial Change	9781788050203	Student	6	line 8	explanations,	change "explanations," to "explanations;"
Publisher	Editorial Change	9781788050203	Student	6	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050203	Student	7	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050203	Student	8	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050203	Student	8	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050203	Student	10	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050203	Student	12	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050203	Student	13	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050203	Student	20	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050203	Student	22	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050203	Student	25	line 4	explanation	add semi-colon after "explanation;"
Publisher	Editorial Change	9781788050203	Student	33	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050203	Student	33	line 6	other	delete "other"
Publisher	Editorial Change	9781788050203	Student	37	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050203	Student	42	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050203	Student	42	line 10	you're	change "you're" to "you are"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050203	Student	47	line 5	period	replace full stop with question mark
Publisher	Editorial Change	9781788050203	Student	68	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050203	Student	68	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050203	Student	80	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050203	Student	81	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050203	Student	81	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050203	Student	82	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050203	Student	86	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050203	Student	87	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050203	Student	95	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050203	Student	110	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050203	Student	112	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050203	Student	128	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050203	Student	132	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050203	Student	171	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050203	Student	171	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050203	Student	174	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050203	Student	177	line 13	Centers	make "Centers" singular
Publisher	Editorial Change	9781788050203	Student	183	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050203	Student	199	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050210	Teacher	16	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050210	Teacher	17	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050210	Teacher	18	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050210	Teacher	18	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050210	Teacher	20	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050210	Teacher	22	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050210	Teacher	23	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050210	Teacher	38	line 11	the Latin	change to "the Latin"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050210	Teacher	38	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050210	Teacher	40	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050210	Teacher	51	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050210	Teacher	51	line 6	other	delete "other"
Publisher	Editorial Change	9781788050210	Teacher	55	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050210	Teacher	68	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050210	Teacher	68	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050210	Teacher	113	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050210	Teacher	113	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050210	Teacher	125	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050210	Teacher	126	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050210	Teacher	126	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050210	Teacher	127	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050210	Teacher	131	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050210	Teacher	132	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050210	Teacher	149	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050210	Teacher	164	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050210	Teacher	166	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050210	Teacher	192	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050210	Teacher	196	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050210	Teacher	244	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050210	Teacher	244	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050210	Teacher	247	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050210	Teacher	266	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050210	Teacher	282	line 14	they	change "they" to "it"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050203	Student	6	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050210	Teacher	16	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
English Language Arts and Reading, Grade 8 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print Class Set (ISBN 9781788052030)</i>							
State Review Panel	Editorial Change	9781788050241	Student	6	First bullet in procedure	Listen attentively to your teacher's instructions and explanations, ask clarifying questions when given the opportunity.	put a period after the word "explanations," and start a new sentence with the word "ask."
State Review Panel	New Content	9781788050241	Student	6	Procedure, add point F.		<p>When planning for your presentation make sure you do all of the following:</p> <ul style="list-style-type: none"> - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote <p>You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.</p>
State Review Panel	New Content	9781788050241	Student	6	Add to the bottom		<p>You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050241	Student	14	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
State Review Panel	New Content	9781788050258	Teacher	16	Procedure, add point F.		When planning for your presentation make sure you do all of the following: - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.
State Review Panel	New Content	9781788050258	Teacher	16	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050258	Teacher	24	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
Publisher	Editorial Change	9781788050241	Student	6	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050241	Student	7	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050241	Student	8	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050241	Student	8	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050241	Student	10	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050241	Student	12	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050241	Student	13	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050241	Student	21	line 17	doesn't	change "doesn't" to "does not"
Publisher	Editorial Change	9781788050241	Student	23	line 7	what atoms	change "what atoms" to "which atoms"
Publisher	Editorial Change	9781788050241	Student	33	line 14	old	change "old" to "hold"
Publisher	Editorial Change	9781788050241	Student	35	line 4	What are the chemical names for	change to "What are the chemical names for"
Publisher	Editorial Change	9781788050241	Student	36	line 11	the Latin	change to "the Latin"
Publisher	Editorial Change	9781788050241	Student	38	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050241	Student	49	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050241	Student	49	line 6	other	delete "other"
Publisher	Editorial Change	9781788050241	Student	53	line 4 of 16.	unroll	change "unroll" to "unfold"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050241	Student	74	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	74	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	93	line 8	something	remove bold from "something"
Publisher	Editorial Change	9781788050241	Student	128	line 9	is	add "is"after "Petroleum -"
Publisher	Editorial Change	9781788050241	Student	137	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050241	Student	137	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050241	Student	149	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050241	Student	150	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050241	Student	150	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050241	Student	151	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050241	Student	155	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050241	Student	156	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050241	Student	162	line 5	moon	change "moon" to "Moon"
Publisher	Editorial Change	9781788050241	Student	174	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050241	Student	189	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050241	Student	191	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050241	Student	222	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050241	Student	226	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050241	Student	280	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050241	Student	280	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050241	Student	283	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050241	Student	316	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050241	Student	332	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050241	Student	353	4 lines from last	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	366	line 9	spacing	correct spacing of words
Publisher	Editorial Change	9781788050241	Student	513	row 9	Short Stories	change "Short Stories" to "Short Story"
Publisher	Editorial Change	9781788050258	Teacher	16	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050258	Teacher	17	line 9	Have students	change "Have students" to "Students"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050258	Teacher	18	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050258	Teacher	18	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050258	Teacher	20	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050258	Teacher	22	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050258	Teacher	23	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050258	Teacher	24	line 9	Now,	add comma after "Now,"
Publisher	Editorial Change	9781788050258	Teacher	25	line 15	Savior	add closing speech marks after "Savior"
Publisher	Editorial Change	9781788050258	Teacher	34	line 17	doesn't	change "doesn't" to "does not"
Publisher	Editorial Change	9781788050258	Teacher	36	line 7	what atoms	change "what atoms" to "which atoms"
Publisher	Editorial Change	9781788050258	Teacher	50	line 4	What are the chemical names for	change to "What are the chemical names for"
Publisher	Editorial Change	9781788050258	Teacher	62	line 11	the Latin	change to "the Latin"
Publisher	Editorial Change	9781788050258	Teacher	62	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050258	Teacher	64	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050258	Teacher	75	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050258	Teacher	75	line 6	other	delete "other"
Publisher	Editorial Change	9781788050258	Teacher	79	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050258	Teacher	127	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher	127	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher	149	line 8	something	remove bold from "something"
Publisher	Editorial Change	9781788050258	Teacher	204	line 9	is	add "is" after "Petroleum -"
Publisher	Editorial Change	9781788050258	Teacher	229	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050258	Teacher	229	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050258	Teacher	241	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050258	Teacher	242	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050258	Teacher	242	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050258	Teacher	243	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050258	Teacher	247	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050258	Teacher	248	line 6	cannot	add "cannot" before "keep"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050258	Teacher	283	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050258	Teacher	298	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050258	Teacher	300	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050258	Teacher	346	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050258	Teacher	350	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050258	Teacher	425	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050258	Teacher	425	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050258	Teacher	428	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050258	Teacher	431	line 9	government	put space between "government" and "sponsored"
Publisher	Editorial Change	9781788050258	Teacher	431	line 13	Centers	make "Centers" singular
Publisher	Editorial Change	9781788050258	Teacher	487	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050258	Teacher	503	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050258	Teacher	533	4 lines from last	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher		line 4 of 5.	comma	delete comma after "car"
Publisher	New Content	9781788050241	Student	6	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050258	Teacher	16	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
English Language Arts and Reading, Grade 8 <i>TPS Publishing Inc. STEAM into English Language Arts & Reading Grade Eight - Print with basic online class set (ISBN 9781788051088)</i>							
State Review Panel	Editorial Change	9781788050241	Student	6	First bullet in procedure	Listen attentively to your teacher's instructions and explanations, ask clarifying questions when given the opportunity.	put a period after the word "explanations," and start a new sentence with the word "ask."
State Review Panel	New Content	9781788050241	Student	6	Procedure, add point F.		<p>When planning for your presentation make sure you do all of the following:</p> <ul style="list-style-type: none"> - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote <p>You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.</p>
State Review Panel	New Content	9781788050241	Student	6	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050241	Student	14	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
State Review Panel	New Content	9781788050258	Teacher	16	Procedure, add point F.		<p>When planning for your presentation make sure you do all of the following:</p> <ul style="list-style-type: none"> - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote <p>You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.</p>

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
State Review Panel	New Content	9781788050258	Teacher	16	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050258	Teacher	24	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
Publisher	Editorial Change	9781788050241	Student	6	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050241	Student	7	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050241	Student	8	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050241	Student	8	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050241	Student	10	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050241	Student	12	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050241	Student	13	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050241	Student	21	line 17	doesn't	change "doesn't" to "does not"
Publisher	Editorial Change	9781788050241	Student	23	line 7	what atoms	change "what atoms" to "which atoms"
Publisher	Editorial Change	9781788050241	Student	33	line 14	old	change "old" to "hold"
Publisher	Editorial Change	9781788050241	Student	35	line 4	What are the chemical names for	change to "What are the chemical names for"
Publisher	Editorial Change	9781788050241	Student	36	line 11	the Latin	change to "the Latin"
Publisher	Editorial Change	9781788050241	Student	38	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050241	Student	49	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050241	Student	49	line 6	other	delete "other"
Publisher	Editorial Change	9781788050241	Student	53	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050241	Student	74	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	74	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	93	line 8	something	remove bold from "something"
Publisher	Editorial Change	9781788050241	Student	128	line 9	is	add "is"after "Petroleum -"
Publisher	Editorial Change	9781788050241	Student	137	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050241	Student	137	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050241	Student	149	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050241	Student	150	line 16	haven't	change to "have not"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050241	Student	150	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050241	Student	151	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050241	Student	155	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050241	Student	156	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050241	Student	162	line 5	moon	change "moon" to "Moon"
Publisher	Editorial Change	9781788050241	Student	174	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050241	Student	189	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050241	Student	191	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050241	Student	222	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050241	Student	226	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050241	Student	280	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050241	Student	280	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050241	Student	283	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050241	Student	316	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050241	Student	332	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050241	Student	353	4 lines from last	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	366	line 9	spacing	correct spacing of words
Publisher	Editorial Change	9781788050241	Student	513	row 9	Short Stories	change "Short Stories" to "Short Story"
Publisher	Editorial Change	9781788050258	Teacher	16	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050258	Teacher	17	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050258	Teacher	18	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050258	Teacher	18	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050258	Teacher	20	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050258	Teacher	22	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050258	Teacher	23	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050258	Teacher	24	line 9	Now,	add comma after "Now,"
Publisher	Editorial Change	9781788050258	Teacher	25	line 15	Savior	add closing speech marks after "Savior"
Publisher	Editorial Change	9781788050258	Teacher	34	line 17	doesn't	change "doesn't" to "does not"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050258	Teacher	36	line 7	what atoms	change "what atoms" to "which atoms"
Publisher	Editorial Change	9781788050258	Teacher	50	line 4	What are the chemical names for	change to "What are the chemical names for"
Publisher	Editorial Change	9781788050258	Teacher	62	line 11	the Latin	change to "the Latin"
Publisher	Editorial Change	9781788050258	Teacher	62	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050258	Teacher	64	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050258	Teacher	75	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050258	Teacher	75	line 6	other	delete "other"
Publisher	Editorial Change	9781788050258	Teacher	79	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050258	Teacher	127	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher	127	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher	149	line 8	something	remove bold from "something"
Publisher	Editorial Change	9781788050258	Teacher	204	line 9	is	add "is"after "Petroleum -"
Publisher	Editorial Change	9781788050258	Teacher	229	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050258	Teacher	229	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050258	Teacher	241	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050258	Teacher	242	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050258	Teacher	242	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050258	Teacher	243	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050258	Teacher	247	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050258	Teacher	248	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050258	Teacher	283	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050258	Teacher	298	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050258	Teacher	300	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050258	Teacher	346	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050258	Teacher	350	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050258	Teacher	425	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050258	Teacher	425	line 7	awe	change "awe" to "surprise"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050258	Teacher	428	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050258	Teacher	431	line 9	government	put space between "government" and "sponsored"
Publisher	Editorial Change	9781788050258	Teacher	431	line 13	Centers	make "Centers" singular
Publisher	Editorial Change	9781788050258	Teacher	487	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050258	Teacher	503	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050258	Teacher	533	4 lines from last	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher		line 4 of 5.	comma	delete comma after "car"
Publisher	New Content	9781788050241	Student	6	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050258	Teacher	16	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary

Proclamation 2019 Editorial Changes

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Grade 8 <i>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)</i>							
State Review Panel	Editorial Change	9781788050241	Student	6	First bullet in procedure	Listen attentively to your teacher's instructions and explanations, ask clarifying questions when given the opportunity.	put a period after the word "explanations," and start a new sentence with the word "ask."
State Review Panel	New Content	9781788050241	Student	6	Procedure, add point F.		When planning for your presentation make sure you do all of the following: - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.
State Review Panel	New Content	9781788050241	Student	6	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050241	Student	14	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
State Review Panel	New Content	9781788050258	Teacher	16	Procedure, add point F.		When planning for your presentation make sure you do all of the following: - participate collaboratively in discussions - this means to work together, everyone has a voice and gets to share their opinion, this is a collaboration - plan agendas with clear goals and deadlines - make a timeline of events, it should include what you want to achieve (goal) and by when (deadline) - set time limits for speakers - decide who in the group will speak, and how long they will speak for, practice and time one another to make sure no one runs over - take notes - when having your discussions make sure to take notes of what everyone thinks - vote on key issues - if there is a debate or disagreement in your groups, call for a vote You will have to submit evidence of each of these points to your teacher. Write a report on the key issues of debate, the vote results, who spoke and what their time limit was, your notes during the discussions and what goals and deadlines you had.
State Review Panel	New Content	9781788050258	Teacher	16	Add to the bottom		You will be doing a presentation, in today's class. You should set time limits for each speaker. You may want to give each person the same amount of time or you may want to give the stronger speakers more time. It is important to stick to time limits because if you run over your time it will affect the rest of the presentation and vital information may get rushed or missed altogether.
State Review Panel	New Content	9781788050258	Teacher	24	Add a bullet point at the end		Control your speaking rate. Do not speak too fast or too slow. If you speak too fast, the audience will miss what you say. If you speak too slow, the audience will lose interest.
Publisher	Editorial Change	9781788050241	Student	6	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050241	Student	7	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050241	Student	8	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050241	Student	8	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050241	Student	10	lines 2 & 5	they're	change "they're" to "they are"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050241	Student	12	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050241	Student	13	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050241	Student	21	line 17	doesn't	change "doesn't" to "does not"
Publisher	Editorial Change	9781788050241	Student	23	line 7	what atoms	change "what atoms" to "which atoms"
Publisher	Editorial Change	9781788050241	Student	33	line 14	old	change "old" to "hold"
Publisher	Editorial Change	9781788050241	Student	35	line 4	What are the chemical names for	change to "What are the chemical names for"
Publisher	Editorial Change	9781788050241	Student	36	line 11	the Latin	change to "the Latin"
Publisher	Editorial Change	9781788050241	Student	38	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050241	Student	49	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050241	Student	49	line 6	other	delete "other"
Publisher	Editorial Change	9781788050241	Student	53	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050241	Student	74	line 9	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	74	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	93	line 8	something	remove bold from "something"
Publisher	Editorial Change	9781788050241	Student	128	line 9	is	add "is" after "Petroleum -"
Publisher	Editorial Change	9781788050241	Student	137	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050241	Student	137	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050241	Student	149	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050241	Student	150	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050241	Student	150	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050241	Student	151	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050241	Student	155	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050241	Student	156	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050241	Student	162	line 5	moon	change "moon" to "Moon"
Publisher	Editorial Change	9781788050241	Student	174	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050241	Student	189	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050241	Student	191	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050241	Student	222	line 12	and,	add "and, " after "friendship,"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050241	Student	226	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050241	Student	280	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050241	Student	280	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050241	Student	283	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050241	Student	316	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050241	Student	332	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050241	Student	353	4 lines from last	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050241	Student	366	line 9	spacing	correct spacing of words
Publisher	Editorial Change	9781788050241	Student	513	row 9	Short Stories	change "Short Stories" to "Short Story"
Publisher	Editorial Change	9781788050258	Teacher	16	line 16	of your	change "of your" to "on your"
Publisher	Editorial Change	9781788050258	Teacher	17	line 9	Have students	change "Have students" to "Students"
Publisher	Editorial Change	9781788050258	Teacher	18	line 2	something's	change "something's" to "something is"
Publisher	Editorial Change	9781788050258	Teacher	18	line 4	reasons that	change "reasons that" to "reasons why"
Publisher	Editorial Change	9781788050258	Teacher	20	lines 2 & 5	they're	change "they're" to "they are"
Publisher	Editorial Change	9781788050258	Teacher	22	line 7	they can	change "they can" to "they must"
Publisher	Editorial Change	9781788050258	Teacher	23	lines 17-19	indents	remove extra indents
Publisher	Editorial Change	9781788050258	Teacher	24	line 9	Now,	add comma after "Now,"
Publisher	Editorial Change	9781788050258	Teacher	25	line 15	Savior	add closing speech marks after "Savior"
Publisher	Editorial Change	9781788050258	Teacher	34	line 17	doesn't	change "doesn't" to "does not"
Publisher	Editorial Change	9781788050258	Teacher	36	line 7	what atoms	change "what atoms" to "which atoms"
Publisher	Editorial Change	9781788050258	Teacher	50	line 4	What are the chemical names for	change to "What are the chemical names for"
Publisher	Editorial Change	9781788050258	Teacher	62	line 11	the Latin	change to "the Latin"
Publisher	Editorial Change	9781788050258	Teacher	62	line 23	scientist	make "scientist" plural
Publisher	Editorial Change	9781788050258	Teacher	64	line 10	tells you	delete "tells you"
Publisher	Editorial Change	9781788050258	Teacher	75	line 1	decided	change "decided" to "derived"
Publisher	Editorial Change	9781788050258	Teacher	75	line 6	other	delete "other"
Publisher	Editorial Change	9781788050258	Teacher	79	line 4 of 16.	unroll	change "unroll" to "unfold"
Publisher	Editorial Change	9781788050258	Teacher	127	line 9	you're	change "you're" to "you are"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781788050258	Teacher	127	line 10	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher	149	line 8	something	remove bold from "something"
Publisher	Editorial Change	9781788050258	Teacher	204	line 9	is	add "is"after "Petroleum -"
Publisher	Editorial Change	9781788050258	Teacher	229	line 4	is not	change to "is not"
Publisher	Editorial Change	9781788050258	Teacher	229	line 7	to	change "to" to "for"
Publisher	Editorial Change	9781788050258	Teacher	241	line 17	did not	change to "did not"
Publisher	Editorial Change	9781788050258	Teacher	242	line 16	haven't	change to "have not"
Publisher	Editorial Change	9781788050258	Teacher	242	line 17	shouldn't	change to "should not"
Publisher	Editorial Change	9781788050258	Teacher	243	line 1	you create	change "you create" to "created"
Publisher	Editorial Change	9781788050258	Teacher	247	line 2	to	add "to" before "understand"
Publisher	Editorial Change	9781788050258	Teacher	248	line 6	cannot	add "cannot" before "keep"
Publisher	Editorial Change	9781788050258	Teacher	283	line 8	romance	add "or" before "romance"
Publisher	Editorial Change	9781788050258	Teacher	298	line 4	or	add "or" before "romance"
Publisher	Editorial Change	9781788050258	Teacher	300	line 5	reading or	add "reading or" before "listening"
Publisher	Editorial Change	9781788050258	Teacher	346	line 12	and,	add "and, " after "friendship,"
Publisher	Editorial Change	9781788050258	Teacher	350	line 12	to	add "to" before "carry"
Publisher	Editorial Change	9781788050258	Teacher	425	line 6	happening.	add "happening." after "exciting"
Publisher	Editorial Change	9781788050258	Teacher	425	line 7	awe	change "awe" to "surprise"
Publisher	Editorial Change	9781788050258	Teacher	428	line 8	the structures of them	change "the structures of them" to "their structures."
Publisher	Editorial Change	9781788050258	Teacher	431	line 9	government	put space between "government" and "sponsored"
Publisher	Editorial Change	9781788050258	Teacher	431	line 13	Centers	make "Centers" singular
Publisher	Editorial Change	9781788050258	Teacher	487	line 4	are	change "are" to "is"
Publisher	Editorial Change	9781788050258	Teacher	503	line 14	they	change "they" to "it"
Publisher	Editorial Change	9781788050258	Teacher	533	4 lines from last	you're	change "you're" to "you are"
Publisher	Editorial Change	9781788050258	Teacher		line 4 of 5.	comma	delete comma after "car"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781788050241	Student	6	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary
Publisher	New Content	9781788050258	Teacher	16	Procedure point D.	Tell students that in this lesson they will be creating patterns and figuring out the patterns that other students created.	<p>As a team, prepare and give a short organized and engaging presentation of your methods of categorizing the words. In your presentation, you should advocate a position using anecdotes, analogies, and/or illustrations. To advocate something means to support it. An anecdote is a short entertaining story about real events and people. An analogy is when you compare two or more things to each other in order to convey, explain and clarify meaning. An illustration is a picture. The aim of this activity is to advocate a position using anecdotes, analogies and illustrations. You must communicate your ideas effectively. This means making sure the audience understands the message you are giving. You can achieve this by doing the following:</p> <ul style="list-style-type: none"> - employing eye contact - look at the audience to get your message across - employing speaking rate - speak at an appropriate rate, not too fast or too slow - employing volume - speak at an appropriate volume, not too loud or too quiet - employing enunciation - pronounce each word correctly and with stress on the important words - employing natural gestures - illustrate points with your hands - employing conventions of language - do not use slang, speak with the appropriate vocabulary

Proclamation 2019 Editorial Changes

Zaner-Bloser, Inc.

English Language Arts and Reading, Handwriting, Kindergarten
Zaner-Bloser Handwriting © 2020 (ISBN 9781453122365)

Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781453120040	Teacher	15	Bottom of page, "Occupational Therapist Tip" text	Replace with Occupational Therapist Tip originally appearing on page 96.	New text: Consistent Paper Using different kinds of paper with multiple line variations can be very confusing for students, especially those with visual perceptual difficulties. Be sure to make an effort to use the same paper across subjects and explain how to write correctly on different paper each time it is introduced.
Publisher	Editorial Change	9781453120040	Teacher	19	Bottom of page, "Occupational Therapist Tip" text	Replace with Occupational Therapist Tip originally appearing on page 136.	New text: Drawing Drawing is an important precursor to writing. Encourage students to draw regularly and to include simple geometric shapes in their drawings. Provide simple examples of how to draw everyday items, such as a cat, two-lane road, or flag. Have students copy and, if they wish, refine these simple models.
Publisher	Editorial Change	9781453120040	Teacher	25	Bottom of page, "English Language Learners" text	Change ELL tip to: Ask volunteers to come to the board. Have them say the names of the days of the week from their native language while you write them on the board. Ask other volunteers to come to the board and use different-colored chalk or marker to retrace the diagonal lines.	
Publisher	Editorial Change	9781453120040	Teacher	31	Bottom of page, "English Language Learners" text	Change ELL tip to: Ask volunteers to come to the board. Have them say the names of the months of the year from their native calendar while you write them on the board. Ask other volunteers to come to the board and use different-colored chalk or marker to retrace the diagonal lines.	
Publisher	Editorial Change	9781453120040	Teacher	96	Bottom of page, "Occupational Therapist Tip" text	Replace with Occupational Therapist Tip originally appearing on page 15.	New text: Flipping Buttons Give each student 10 buttons or coins to set in a row on their desk or table. Instruct students to try to turn each button/coin over as quickly as possible using just their fingertips. Tell them that they may not slide the buttons to the edge of their desk to assist with flipping. This activity improves in-hand manipulation and encourages students to keep their fingertips curved while picking up the small objects.
Publisher	Editorial Change	9781453120040	Teacher	136	Bottom of page, "Occupational Therapist Tip" text	Replace with Occupational Therapist Tip originally appearing on page 19.	New text: Hoop Game Place a plastic hoop on the floor; then tape a line approximately eight feet away. Have students stand at the line and try to toss beanbags into the hoop. This gross motor activity enables students to practice hand-eye coordination and visual perceptual skills that will help when they are learning the formation of letters.
Publisher	New Content	9781453120040	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453120040	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453120040	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, words, and sentences
English Language Arts and Reading, Handwriting, Grade 1 <i>Zaner-Bloser Handwriting © 2020 (ISBN 9781453122372)</i>							
Publisher	Editorial Change	9781453120057	Teacher	4	Bottom of page, "Occupational Therapist Tip" text	Replace with Occupational Therapist Tip originally appearing on page 36.	New text: Signing In Create a daily attendance routine by requiring students to sign in by drawing a shape or writing the letter of the week in boxes next to their names. To encourage correct size, remind them that the shape/letter needs to touch the top and bottom of the box. Place the attendance sheet on a vertical surface to promote upper-extremity strengthening and proper grasp.
Publisher	Editorial Change	9781453120057	Teacher	20	Top left of page, "Handwriting Coach" text	Replace with Handwriting Coach text originally appearing on page 105.	New text: Practice Too much practice writing letters in isolation will discourage most students. Meaningful writing activities include friendly letters, jokes and riddles, nametags or labels, charts, vocabulary cards, and simple stories or poems. Writing may be done in cooperative groups. And remember: practice makes permanent, not perfect.
Publisher	Editorial Change	9781453120057	Teacher	24	Bottom of page, last line of "Occupational Therapist Tip" text	Delete text: "up and down"	Updated text: between their thumbs and index fingers.
Publisher	Editorial Change	9781453120057	Teacher	36	Bottom of page, "Occupational Therapist Tip" text	Replace with Occupational Therapist Tip originally appearing on page 4.	New text: Hand Functions The development of fine motor skills is fundamentally important to handwriting success. Activities that encourage the development of the hands should be an important part of the early childhood classroom. Provide opportunities to cut with scissors, draw with stencils, lace cards, use a pegboard, finger paint, and draw in sand.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781453120057	Teacher	89	Top right of page, "Handwriting Coach" text, last line	Change "eyes closed." to "eyes closed using skywriting."	Updated text: formation with their eyes closed using skywriting.
Publisher	Editorial Change	9781453120057	Teacher	102	Bottom of page, last line of "Occupational Therapist Tip" text	Change "highlight the baseline to serve as a visual cue." to "highlight the red baseline to serve as a visual cue to stop."	Updated text: line." You might also highlight the red baseline to serve as a visual cue to stop.
Publisher	Editorial Change	9781453120057	Teacher	105	Top right of page, "Handwriting Coach" text	Replace with Handwriting Coach text originally appearing on page 20.	New text: Comparing Letters Write v, V, y, Y, w, W, x, X, k, K, z, and Z on the board. Ask a volunteer to choose two of the letters to use for a comparison. Ask, "How are these letters alike? Different? Which strokes are the same? Which has the most strokes?"
Publisher	New Content	9781453120057	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve <ul style="list-style-type: none"> • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve <ul style="list-style-type: none"> • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke <ul style="list-style-type: none"> • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453120057	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: <ul style="list-style-type: none"> • Practice writing letters, words, and sentences
Publisher	New Content	9781453120057	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull
Publisher	New Content	9781453120057	Teacher	69	Bottom of page, "English Language Learners" text, first bullet point	Change "quart" to "quack"	Updated text: <ul style="list-style-type: none"> • Mime or act out the meanings of quick, quit, and quack.
Publisher	New Content	9781453120057	Teacher	103	Bottom of page, "English Language Learners" text	Replace with new text.	New text: Letter Review Write these state names on the board: New York, Wyoming, Vermont, Nevada. Ask volunteers to underline the letters v, y, w, V, Y, and W in the words.

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
English Language Arts and Reading, Handwriting, Grade 2 <i>Zaner-Bloser Handwriting © 2020 (ISBN 9781453122389)</i>							
Publisher	Editorial Change	9781453120071	Teacher	xxi	Text under "Classroom Resource Kit"	Update text from "Cursive" to "Manuscript/Cursive"	
Publisher	Editorial Change	9781453120071	Teacher	xxi	Top photo above "Alphabet Wall Strip" label	Update photo to the product showing manuscript and cursive alphabet	
Publisher	Editorial Change	9781453120071	Teacher	161	Top right of page, "Handwriting Coach" text, last line	Change "eyes closed." to "eyes closed using skywriting."	Updated text: formation with their eyes closed using skywriting.
Publisher	New Content	9781453120071	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull
Publisher	New Content	9781453120071	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve <ul style="list-style-type: none"> • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve <ul style="list-style-type: none"> • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke <ul style="list-style-type: none"> • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453120071	Teacher	xviii	Middle of page, left side, below the box with text: "Practice beneath models that both left- and right-handed students can easily see"	Add new box with text	New text: Explicit instruction on cursive joinings
Publisher	New Content	9781453120071	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
Publisher	New Content	9781453120002	Student	2	Instruction text, after: "Write the title and the first four lines of the poem."	N/A	Add instruction: "Be sure to start each line of the poem on a new line."
Publisher	New Content	9781453120002	Student	3	Instruction text, after: "Write the title and the first four lines of the poem."	N/A	Add instruction: "Be sure to start each line of the poem on a new line."
Publisher	New Content	9781453120002	Student	38	Instruction text, after: "Write the title and the first four lines of the poem."	N/A	Add instruction: "Be sure to start each line of the poem on a new line."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453120002	Student	39	Instruction text, after: "Write the title and the first four lines of the poem."	N/A	Add instruction: "Be sure to start each line of the poem on a new line."
Publisher	New Content	9781453120002	Student	162	Instruction text, after: "Write the title and the first four lines of the poem."	N/A	Add instruction: "Be sure to start each line of the poem on a new line."
Publisher	New Content	9781453120002	Student	163	Instruction text, after: "Write the title and the first four lines of the poem."	N/A	Add instruction: "Be sure to start each line of the poem on a new line."
Publisher	New Content	9781453120071	Teacher	2	Middle of page, under "2. Practice"	Insert new paragraph under the existing paragraph.	New text: Remind students to start each line of the poem on a new line.
Publisher	New Content	9781453120071	Teacher	2	Top of page, reproduction of student page	Update student page art to show new instruction text: "Be sure to start each line of the poem on a new line."	
Publisher	New Content	9781453120071	Teacher	3	Top of page, reproduction of student page	Update student page art to show new instruction text: "Be sure to start each line of the poem on a new line."	
Publisher	New Content	9781453120071	Teacher	38	Middle of page, under "2. Practice"	Insert new paragraph under the existing paragraph.	New text: Remind students to start each line of the poem on a new line.
Publisher	New Content	9781453120071	Teacher	38	Top of page, reproduction of student page	Update student page art to show new instruction text: "Be sure to start each line of the poem on a new line."	
Publisher	New Content	9781453120071	Teacher	39	Top of page, reproduction of student page	Update student page art to show new instruction text: "Be sure to start each line of the poem on a new line."	
Publisher	New Content	9781453120071	Teacher	162	Middle of page, under "2. Practice"	Insert new paragraph under the existing paragraph.	New text: Remind students to start each line of the poem on a new line.
Publisher	New Content	9781453120071	Teacher	162	Top of page, reproduction of student page	Update student page art to show new instruction text: "Be sure to start each line of the poem on a new line."	
Publisher	New Content	9781453120071	Teacher	163	Top of page, reproduction of student page	Update student page art to show new instruction text: "Be sure to start each line of the poem on a new line."	

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
						English Language Arts and Reading, Handwriting, Grade 3 <i>Zaner-Bloser Handwriting © 2020 (ISBN 9781453122396)</i>	
Publisher	Editorial Change	9781453120088	Teacher	10	Bottom of page, text for "English Language Learners"	Change text to: Vocabulary Building Label the words headline, midline, and baseline on guidelines on the board. Help students remember each by associating the headline with a "head" or the topmost part of a person's body. Help students associate the midline with the "middle," and the baseline with the "base" or bottom.	
Publisher	Editorial Change	9781453120088	Teacher	45	Bottom of page, in the Home Practice section, text on the top reproduced Practice Master page text	Change "jerk" to "jester"; change "jilt" to "jibber"	
Publisher	Editorial Change	9781453120088	Teacher	77	Middle of page, caption under the reproduction of the student page	Delete "Objective: Write nouns using legible cursive handwriting."	
Publisher	Editorial Change	9781453120088	Teacher	94	Bottom of page, text for "English Language Learners"	Change text to: Additional Practice Provide students with several word search puzzles. Have them solve each puzzle to practice letter and word recognition. For additional practice, have students create their own word search puzzles, and remind them to use proper strokes when making their letters.	
Publisher	Editorial Change	9781453120088	Teacher	108	Top left of page, "Handwriting Coach" text, last line	Change "eyes closed." to "eyes closed using skywriting."	Updated text: formation with their eyes closed using skywriting.
Publisher	Editorial Change	9781453120088	Teacher	142	Top left of page, "Handwriting Coach" text	Change text to: Evaluation Encourage students to look through their writing folders or other school papers and select a sample that best showcases their ability to write legibly. Students may change their selections as their handwriting skills improve. If a student needs improvement, reevaluate his or her writing following practice over a period of time. Invite the student to share in the evaluation.	
Publisher	Editorial Change	9781453120088	Teacher	144	Top left of page, "Handwriting Coach" text	Change text to: Joinings Keep a record of joinings students are having problems with. Provide practice with these joinings by assigning writing exercises, such as making word lists and writing tongue twisters. Call students' attention to less common joinings when they occur in daily writing assignments.	
Publisher	Editorial Change	9781453120088	Teacher	150	Top left of page, "Handwriting Coach" text	Change text to: Writing Easily To foster students' ability to write easily, have them take notes or dictation as you read specific information aloud. This might be a set of short sentences containing some of their spelling words or it could be a list of facts or information for a science or social studies lesson. Inform them that you will read each item only once, so they are to listen carefully and write what you say. Then encourage students to evaluate their handwriting.	
Publisher	New Content	9781453120088	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453120088	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453120088	Teacher	xviii	Middle of page, left side, above the box with text: "Access to Animated Letter Models and how-to videos"	Add new box with text	New text: Explicit instruction on cursive joinings
Publisher	New Content	9781453120088	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
English Language Arts and Reading, Handwriting, Grade 4 <i>Zaner-Bloser Handwriting © 2020 (ISBN 9781453122402)</i>							
Publisher	Editorial Change	9781453120095	Teacher	83	Top right of page, "Handwriting Coach" text, last line	Change "eyes closed." to "eyes closed using skywriting."	Updated text: Information with their eyes closed using skywriting.
Publisher	New Content	9781453120095	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull
Publisher	New Content	9781453120095	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453120095	Teacher	xviii	Middle of page, left side, below the box with text: "Letter models with arrows to show stroke descriptions"	Add new box with text	New text: Explicit instruction on cursive joinings
Publisher	New Content	9781453120095	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
English Language Arts and Reading, Handwriting, Grade 5 <i>Zaner-Bloser Handwriting © 2020 (ISBN 9781453122419)</i>							
Publisher	New Content	9781453120101	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull
Publisher	New Content	9781453120101	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453120101	Teacher	xviii	Bottom left of page, under the caption "Grade 5 Student Edition pages"	Add new box with text	New text: Explicit instruction on cursive joinings
Publisher	New Content	9781453120101	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
English Language Arts and Reading, Handwriting, Kindergarten <i>Zaner-Bloser La escritura © 2020 (ISBN 9781453122426)</i>							
Publisher	Editorial Change	9781453121214	Teacher	xx	Top of page, bullet points under "Teacher Edition"	Update current bullet point text: * Research-based instruction * Simple, three-step lessons	Replace with new text: * Research-based instruction * Translated stroke descriptions * Translated student self-evaluation questions * Reproduced pages of the complete Student Edition
Publisher	New Content	9781453121214	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453121214	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453121214	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, words, and sentences
Publisher	New Content	9781453121214	Teacher	77, 78, 79, 80	Whole page	Replace blank pages	Replace blank pages with lined pages titled: Notas del maestro
English Language Arts and Reading, Handwriting, Grade 1 Zaner-Bloser <i>La escritura</i> © 2020 (ISBN 9781453122433)							
Publisher	Editorial Change	9781453121221	Teacher	xx	Top of page, bullet points under "Teacher Edition"	Update current bullet point text: * Research-based instruction * Simple, three-step lessons	Replace with new text: * Research-based instruction * Translated stroke descriptions * Translated student self-evaluation questions * Reproduced pages of the complete Student Edition
Publisher	New Content	9781453121221	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull
Publisher	New Content	9781453121221	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453121221	Teacher	xviii	Middle of page, reproduction of Student Edition page 82	Update reproduction to show updated TEKS language at bottom of the page.	Corrected text: Escribir palabras, oraciones y respuestas legibles dejando espacios apropiados entre palabras.
Publisher	New Content	9781453121221	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
Publisher	New Content	9781453121221	Teacher	75, 76, 77, 78, 79, 80	Whole page	Replace blank pages	Replace blank pages with lined pages titled: Notas del maestro
English Language Arts and Reading, Handwriting, Grade 2 <i>Zaner-Bloser La escritura © 2020 (ISBN 9781453122440)</i>							
Publisher	Editorial Change	9781453121245	Teacher	xxi	Text under "Classroom Resource Kit"	Update text from "Cursive" to "Manuscript/Cursive"	
Publisher	Editorial Change	9781453121245	Teacher	xxi	Top photo above "Alphabet Wall Strip" label	Update photo to the product showing manuscript and cursive alphabet	
Publisher	New Content	9781453121177	Student	2	Instruction text, after: ""Escribe el título y las primeras cuatro estrofas del poema en tu mejor letra cursiva."	N/A	Add instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."
Publisher	New Content	9781453121177	Student	3	Instruction text, after: ""Escribe el título y las primeras cuatro estrofas del poema en tu mejor letra cursiva."	N/A	Add instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."
Publisher	New Content	9781453121177	Student	44	Instruction text, after: ""Escribe el título y las primeras cuatro estrofas del poema en tu mejor letra cursiva."	N/A	Add instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."
Publisher	New Content	9781453121177	Student	45	Instruction text, after: ""Escribe el título y las primeras cuatro estrofas del poema en tu mejor letra cursiva."	N/A	Add instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."
Publisher	New Content	9781453121177	Student	180	Instruction text, after: ""Escribe el título y las primeras cuatro estrofas del poema en tu mejor letra cursiva."	N/A	Add instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."
Publisher	New Content	9781453121177	Student	181	Instruction text, after: ""Escribe el título y las primeras cuatro estrofas del poema en tu mejor letra cursiva."	N/A	Add instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."
Publisher	New Content	9781453121245	Teacher	2	Top of page, reproduced Student Pages 2 and 3	Update Student Pages to show new instruction	New instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."
Publisher	New Content	9781453121245	Teacher	23	Top of page, reproduced Student Pages 44 and 45	Update Student Pages to show new instruction	New instruction: "Asegúrate de empezar cada verso del poema en un renglón nuevo."

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453121245	Teacher	95, 96	Whole page	Replace blank pages	Replace blank pages with lined pages titled: Notas del maestro
English Language Arts and Reading, Handwriting, Grade 3 <i>Zaner-Bloser La escritura © 2020 (ISBN 9781453122396)</i>							
Publisher	Editorial Change	9781453120088	Teacher	10	Bottom of page, text for "English Language Learners"	Change text to: Vocabulary Building Label the words headline, midline, and baseline on guidelines on the board. Help students remember each by associating the headline with a "head" or the topmost part of a person's body. Help students associate the midline with the "middle," and the baseline with the "base" or bottom.	
Publisher	Editorial Change	9781453120088	Teacher	45	Bottom of page, in the Home Practice section, text on the top reproduced Practice Master page text	Change "jerk" to "jester"; change "jilt" to "jibber"	
Publisher	Editorial Change	9781453120088	Teacher	77	Middle of page, caption under the reproduction of the student page	Delete "Objective: Write nouns using legible cursive handwriting."	
Publisher	Editorial Change	9781453120088	Teacher	94	Bottom of page, text for "English Language Learners"	Change text to: Additional Practice Provide students with several word search puzzles. Have them solve each puzzle to practice letter and word recognition. For additional practice, have students create their own word search puzzles, and remind them to use proper strokes when making their letters.	
Publisher	Editorial Change	9781453120088	Teacher	108	Top left of page, "Handwriting Coach" text, last line	Change "eyes closed." to "eyes closed using skywriting."	Updated text: formation with their eyes closed using skywriting.
Publisher	Editorial Change	9781453120088	Teacher	142	Top left of page, "Handwriting Coach" text	Change text to: Evaluation Encourage students to look through their writing folders or other school papers and select a sample that best showcases their ability to write legibly. Students may change their selections as their handwriting skills improve. If a student needs improvement, reevaluate his or her writing following practice over a period of time. Invite the student to share in the evaluation.	
Publisher	Editorial Change	9781453120088	Teacher	144	Top left of page, "Handwriting Coach" text	Change text to: Joinings Keep a record of joinings students are having problems with. Provide practice with these joinings by assigning writing exercises, such as making word lists and writing tongue twisters. Call students' attention to less common joinings when they occur in daily writing assignments.	
Publisher	Editorial Change	9781453120088	Teacher	150	Top left of page, "Handwriting Coach" text	Change text to: Writing Easily To foster students' ability to write easily, have them take notes or dictation as you read specific information aloud. This might be a set of short sentences containing some of their spelling words or it could be a list of facts or information for a science or social studies lesson. Inform them that you will read each item only once, so they are to listen carefully and write what you say. Then encourage students to evaluate their handwriting.	
Publisher	New Content	9781453120088	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
Publisher	New Content	9781453120088	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453120088	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453120088	Teacher	xviii	Middle of page, left side, above the box with text: "Access to Animated Letter Models and how-to videos"	Add new box with text	New text: Explicit instruction on cursive joinings
English Language Arts and Reading, Handwriting, Grade 4 Zaner-Bloser <i>La escritura</i> © 2020 (ISBN 9781453122402)							
Publisher	Editorial Change	9781453120095	Teacher	83	Top right of page, "Handwriting Coach" text, last line	Change "eyes closed." to "eyes closed using skywriting."	Updated text: Information with their eyes closed using skywriting.
Publisher	New Content	9781453120095	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull
Publisher	New Content	9781453120095	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	New Content	9781453120095	Teacher	xviii	Middle of page, left side, below the box with text: "Letter models with arrows to show stroke descriptions"	Add new box with text	New text: Explicit instruction on cursive joinings
Publisher	New Content	9781453120095	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
English Language Arts and Reading, Handwriting, Grade 5 <i>Zaner-Bloser La escritura © 2020 (ISBN 9781453122419)</i>							
Publisher	New Content	9781453120101	Teacher	xiii	Bottom of page, under "American Handwriting--Our Visible Heritage of Language" section	Add art of the author's signature	Michael Sull
Publisher	New Content	9781453120101	Teacher	xvi	Bottom of page, under "Cursive Groupings" section	Add new "Joinings Groupings" section	Insert text: Joinings Groupings The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups. Undercurve • Undercurve-to-Undercurve • Undercurve-to-Downcurve • Undercurve-to-Overcurve Overcurve • Overcurve-to-Undercurve • Overcurve-to-Downcurve • Overcurve-to-Overcurve Checkstroke • Checkstroke-to-Undercurve • Checkstroke-to-Downcurve • Checkstroke-to-Overcurve
Publisher	New Content	9781453120101	Teacher	xviii	Bottom left of page, under the caption "Grade 5 Student Edition pages"	Add new box with text	New text: Explicit instruction on cursive joinings
Publisher	New Content	9781453120101	Teacher	xx	Bottom of page, in the Practice Master's section	Add new text to become the second bullet point	New text: • Practice writing letters, cursive joinings, words, and sentences
English Language Arts and Reading, Spelling, Grade 2 <i>Spelling Connections (ISBN 9781453122495)</i>							
Publisher	Editorial Change	9781453120392	Teacher	ii	folio in lower left corner of page	Folio ii	Delete folio ii.
English Language Arts and Reading, Spelling, Grade 3 <i>Spelling Connections (ISBN 9781453122501)</i>							
Publisher	Editorial Change	9781453120408	Teacher	113	top right of page under "Student Objectives"	Text being changed: "by proofreading a story beginning"	Replacement text: "by proofreading a story"
Publisher	Editorial Change	9781453120408	Teacher	113	middle of page, paragraph in blue box	Anno circles need to be added to show what the correct answers are in the new text being inserted on the Student Edition page.	Place anno circles around "ror" and "Befor" in new text being inserted on the Student Edition page.
Publisher	Editorial Change	9781453120408	Teacher	113	anno text on bottom half of SE repro	Text being changed: "he saw a woman running. She tripped and tore her sleeve, and a cat's collar fell out of her pocket. Before she got away in a car, Pedro wrote down her license plate number"	Replacement text: "he heard sirens and the roar of a fire engine. Before he knew it, a cat darted across the street toward him. It was the missing cat!"

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Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781453120347	Student	113	top half of page, story text in blue box	Text being changed: "he saw a woman running. She tripped and tor her sleeve, and a cat's collar fell out of her pocket. Befor she got away in a car, Pedro wrote down her license plate number"	Replacement text: "he heard sirens and the ror of a fire engine. Befor he knew it, a cat darted across the street toward him. It was the missing cat!"
English Language Arts and Reading, Spelling, Grade 5 <i>Spelling Connections</i> (ISBN 9781453122525)							
Publisher	Editorial Change	9781453120361	Student	78	middle of page, left column, heading Greek and Latin Roots	Color and font of heading "Greek and Latin Roots" need to be updated to match the heading "Word Clues" above on the same page.	Update color and font of heading "Greek and Latin Roots" to match the heading "Word Clues" above it.
Publisher	Editorial Change	9781453120361	Student	111	bottom half of page, right column, heading Use the Dictionary	"Use the Dictionary" heading is the wrong color.	Change the color of the "Use the Dictionary" heading to red.
Publisher	Editorial Change	9781453120361	Student	201	middle of page, right column, heading Word Meanings	Color and font of heading "Word Meanings" need to be updated to match the heading "Word Structure" above on the same page.	Update color and font of heading "Word Meanings" to match the heading "Word Structure" above it.
Publisher	New Content	9781453120361	Student	242	middle of page, right column, after entry for "girth"	Entry for "given" needs to be added.	Text being added: "giv•en /giv' ən/ v. past participle of give."