

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Pearson Education, Inc., publishing as Scott Foresman							
Spanish Language Arts and Reading, Kindergarten							
Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	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 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	9780328992164	Student	Unit 1, page 103	Bottom of page, Instrucciones	"Recuerde a los estudiantes que la <i>u</i> tiene el sonido que se escucha en la primera sílaba de <i>uva</i> , mientras que la <i>m</i> tiene el sonido que se escucha al comienzo de las dos sílabas de <i>mamá</i> . Pídale que encierren en un círculo las palabras que tienen sílabas con <i>u</i> y subrayen las palabras que tienen sílabas con <i>m</i> ."	"Recuerde a los estudiantes que la <i>u</i> tiene el sonido que se escucha en la primera sílaba de <i>uva</i> . Luego, pregúnteles: ¿Reconocen las dos sílabas de la palabra <i>mamá</i> ? ¿Qué sonido tiene la consonante que acompaña a la vocal <i>a</i> ? Pídale después que encierren en un círculo las palabras que tienen sílabas con la vocal <i>u</i> y subrayen las palabras que tienen sílabas con la consonante <i>m</i> . Por último, pídale que lean las oraciones con ayuda de las imágenes."
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	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 y ella</i> son artículos."	"Las palabras <i>un, una, el y 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 <i>ballena</i> debe concordar con un adjetivo femenino, en este caso <i>larga</i> ."
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	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> ."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten							
Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	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 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 201	Top of page, right side, Mi meta de aprendizaje	"apredizaje"	"aprendizaje"
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"
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	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	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	9780328992195	Student	Unit 4, page 124	Top of page, second sentence	"La 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]

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 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 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 T66	Bottom half of page (Spanish column), <b>Desarrollo del lenguaje en español</b> 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	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 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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten							
Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	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 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	Unit 1, page 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.
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	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.
Publisher	Editorial Change	9781418268534	Teacher	Unit 2, page T128	Minilección, first sentence	"responder preguntas"	"responder, o contestar, preguntas"
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.



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten							
Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	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 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	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 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 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten							
Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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)."
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. Pídale 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. Pídale 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, 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 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, pages T309	Left column, Desarrollo del lenguaje en español, Myth text	<b>"El cacuy"</b> 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 "¡iCacuy... 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."	<b>"El pájaro azul y el coyote"</b> 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	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?"
Publisher	Editorial Change	9781418268541	Teacher	Unit 3, page T394	Bottom of page, Habla una experta, 3rd sentence	"resumir"	"sintetizar"
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	<b>"Usar claves de ilustración"</b> 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 wapiti texano. Pídales que miren cada dibujo y comenten qué claves da. Guíelos con preguntas. Por ejemplo, en la p. 2, podría preguntar: ¿Qué está haciendo el wapiti? ¿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."	<b>"Desarrollar el vocabulario"</b> Pida a los estudiantes que dibujen lo que imaginan cuando escuchan la palabra carro. Pídales 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, pídale 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, pídale que escriban oraciones simples sobre la historia de los carros en las que se usen las palabras manivela y motor o las palabras reproductor de CD y radio."
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T52	English column, Spanish Language Development	<b>"Use Picture Clues"</b> 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."	<b>Develop Vocabulary</b> 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,	"la imagen del carro de la p. 38"	"las imágenes de las pp. 33–38"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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	9781418268558	Teacher	Unit 4, page T210	Lección 2, PRACTICAR b-head	"PRACTICAR"	"DEMOSTRAR Y PRACTICAR"
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T192	Spanish column, Desarrollo del lenguaje en español note	<p><b>"Palabras de uso frecuente</b></p> <p>Vuelva a leer con los estudiantes el libro de fonética <i>Animales</i>. 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."</p>	<p><b>"Desarrollar el vocabulario</b></p> <p>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."</p>
Publisher	Editorial Change	9781418268558	Teacher	Unit 4, page T192	Spanish Language Development	<p><b>"High-Frequency Words</b></p> <p>Revisit with students the Decodable Book <i>Animales</i>. Ask them to find the high-frequency words from last week, hecho and ahora. Read aloud the sentences where these two words appear: (See Spanish.) Invite students to use the first sentence to create new sentences with hecho. 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 ahora. 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.)"</p>	<p><b>"Develop Vocabulary</b></p> <p>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.</p> <p>Then ask students to work with a partner to use each vocabulary word in an oral sentence."</p>
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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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.
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	"acento 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"
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	"acento 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	"acento 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.



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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
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 lámpara es la antepenúltima sílaba. Dé vuelta a la tarjeta y señale el acento escrito, o tilde, sobre la letra á. 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>pájaro, 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 lámpara. (See Spanish.) Turn the card over, and point to the written accent above the á. (See Spanish.) Remind students that all esdrújulas have a written accent. Write the following words on the board and have students read them: <i>pájaro, 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 bloque. (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	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).



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Kindergarten							
Texas miVisión Lectura-Print + Online, Grade K (ISBN 9780134920511) and Texas miVisión Lectura- Online, Grade K (ISBN 9780134914947)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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."
Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
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."
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	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, siempre forma 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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	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 <i>c</i> y <i>h</i> 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 <i>c</i> y <i>h</i> 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	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	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	" <del>Usted</del> entramos"	"Usted y <del>mi</del> entramos"
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 T36	Middle of page (Spanish column), end of Lenguaje del género	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>
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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1 Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	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 T168	Bottom of page (Spanish column), Habla una experta note	deleted (repeated) note	<b>"HABLA UNA EXPERTA</b> 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."
Publisher	Editorial Change	9781418268572	Teacher	Unit 1, page T168	Bottom of page (English column), Expert's View note	deleted (repeated) note	<b>"EXPERT'S VIEW</b> 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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1 Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	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 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 T383	Bottom of page, Student Edition 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 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	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	Demostrar 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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	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 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	"Pídales que hagan inferencias en base a los detalles resaltados."	"Pídales 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.
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	9781418268596	Teacher	Unit 3, page T20	Center of the page, bullets.	<ul style="list-style-type: none"> <li>Es posible que haya que planificar con anticipación traer algo.</li> <li>Es posible que haya que planificar con anticipación para llegar a tiempo.</li> </ul>	<ul style="list-style-type: none"> <li>Es posible que se deba planificar con anticipación para traer algo.</li> <li>Es posible que se deba planificar con anticipación para llegar a tiempo.</li> </ul>
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 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 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	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".

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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	"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
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: • lean cada palabra. • deletreen cada una.	Pida a los estudiantes que: • lean cada palabra. • deletreen cada palabra.
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?"
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 /oj por la sílaba /mar, formamos la palabra <i>remar</i> ."
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."



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T318	Center left of the page, Demostrar y practicar, fifth line.	"Pídales que las decodifiquen para identificar los sonidos /k/ y /w/."	"Pídales que las decodifiquen para identificar los sonidos /k/ y /u/."
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"	"Pida a los estudiantes que comenten las palabras poco conocidas que encontraron y las claves del contexto que usaron para determinar"
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T353	Bottom left of the page, Libro de fonético	"Pídales 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."	"Pídales 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 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.
Publisher	Editorial Change	9781418268596	Teacher	Unit 3, page T398	Center of the page, vocabulary box	"xilofón"	"xilófono"
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. Pídales que se escuchen unos a otros para comprobar..."	"Pida a los estudiantes que formen oraciones orales sencillas que incluyan palabras de acción o verbos. Pídales que se escuchen entre sí para comprobar..."
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..."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268602	Teacher	Unit 4, page T334	Center of page, Demostrar y practicar, second paragraph, next	"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?"
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 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 azafrales, los narcisos y las lilas. No sé lo que son, pero cuando pienso sobre mi propia experiencia..."	"En la página 30, leímos sobre los azafrales, los narcisos y las lilas. No sé lo que son, pero cuando pienso en mi propia experiencia..."
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. <i>Continúe con la siguiente imagen para la palabra sentar/sentada.</i> <i>PRACTICAR Guíe a los estudiantes para que, trabajando las sílabas finales de cada palabra base, reemplacen las terminaciones..."</i>	"La nueva palabra, <i>dormido</i> , tiene tres sílabas. <i>Continúe con la siguiente imagen para la palabra sentar/sentada.</i> <i>PRACTICAR Guíe a los estudiantes para que usen las sílabas finales de cada palabra base para reemplazar las terminaciones..."</i>
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 azafrales 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 azafrales 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	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 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..."
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 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, Posible 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"> <li>• Repasar el significado de las palabras.</li> <li>• Dibujar o buscar una imagen que vaya con la palabra ¿De qué manera la imagen los ayuda a recordar el significado de la palabra?</li> <li>• ¿De qué manera esta palabra ayuda a los lectores a comprender el texto?"</li> </ul>	<ul style="list-style-type: none"> <li>• Repasen el significado de las palabras.</li> <li>• Dibujen o busquen una imagen que vaya con la palabra. ¿Cómo los ayuda la imagen a recordar el significado de la palabra?</li> <li>• ¿Cómo los ayuda esta palabra a los lectores a comprender el texto?"</li> </ul>
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"> <li>• ¿Qué detalles pueden encontrar en el texto que les indique alguna señal del invierno?</li> <li>• ¿Qué conclusiones pueden sacar en base a sus conocimientos previos y a lo que han leído?"</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué detalles pueden encontrar en el texto que les indiquen alguna señal del invierno?</li> <li>• ¿Qué conclusiones pueden sacar con base en sus conocimientos previos y a lo que han leído?"</li> </ul>
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..."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 1							
Texas miVisión Lectura-Print + Online, Grade 1 (ISBN 9780134920528) and Texas miVisión Lectura- Online, Grade 1 (ISBN 9780134914954)							
Identified By	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 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"
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."
Spanish Language Arts and Reading, Grade 2							
Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
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."
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	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	9780328992270	Student	Unit 2, page 219	Sentence below "Propósito"	Missing period ".....lugares, sucesos o ideas"	".....lugares, sucesos o ideas."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 2 Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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	"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	"13, 14 21, 23	"13, 15 21, 26
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. Explícale 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. Explícale a un compañero por qué escogiste esos libros y por qué son relevantes."
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 2							
Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 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"
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 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</i> + <i>r</i> + <i>r</i> + <i>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]



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 2							
Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 652	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 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 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.
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 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 T33	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 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	9781418268633	Teacher	Unit 2, page T124	English wrap, above Confirm Predictions	Added heading.	"Close Read"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 2							
Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
Identified By	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 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 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 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 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)."
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 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 2							
Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
Identified By	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 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	"...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"
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	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	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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 2 Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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
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
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 compré 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 communicate 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	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	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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 2 Texas miVisión Lectura-Print + Online, Grade 2 (ISBN 9780134920535) and Texas miVisión Lectura- Online, Grade 2 (ISBN 9780134914961)							
Identified By	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	9781418268664	Teacher	Unit 5, page T74	After DEMOSTRAR Y PRACTICAR, 1st line	"...cómo una aclaración..."	"...cómo pedir una aclaración..."
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"
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 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 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 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"
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 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 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?"



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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
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 159	Corregir el uso de mayúsculas: box, first column, third row	"mayo"	"marzo"
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 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 5, page 437	First sentence	"Havasupai"	"Havasu"
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"
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	"Peronajes"	"Personajes"
Publisher	Editorial Change	9780328992294	Student	Unit 5, page 620	Second box, first and second rows	"Nosotros-Grupo comunitario de jóvenes de Belden. Servicio comunitario de Belden, 2017. www.beldensg.org/nosotros-us."	"Nosotros: Grupo comunitario de jóvenes de Belden. Servicio comunitario de Belden, 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 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 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	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 T157	LIBRO INFORMATIVO heading	"LIBRO INFORMATIVO"	"NARRACIÓN PERSONAL"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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
Publisher	Editorial Change	9781418268671	Teacher	Unit 1, page T218	Mentor STACK, paragraph	"Use the suggested titles to analyze introductions, sequence development, and	"Use the suggested criteria to add to your personal narrative stack: • The start of the personal narrative introduces the person.
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: • 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: • 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 "
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 th 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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.)"
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 • argumento <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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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.
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 T24	Minilesson: 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 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

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 T54	Desarrollar el vocabulario heading	"Desarrollar el vocabulario"	delete "Desarrollar el vocabulario"
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T55	COMPROBACIÓN RÁPIDA, bullets	<p>"• 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.</p> <p>• 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."</p>	<p>"• 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.</p> <p>• Si los estudiantes demuestran que comprenden, amplíe la enseñanza sobre cómo supervisar la comprensión en Grupos pequeños de las pp. T56-T57."</p>
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T55	QUICK CHECK, bullets	<p>"If students struggle, revisit instruction for monitoring comprehension in Small Group Spanish Language Development or Intervention activities on pp. T56–T57.</p> <p>• If students show understanding, extend instruction for monitoring comprehension in Small Group Leveled Readers or Independent Reading activities on pp. T56–T57."</p>	<p>"If students struggle, revisit instruction for monitoring comprehension in Small Group on pp. T56–T57.</p> <p>• If students show understanding, extend instruction for monitoring comprehension in Small Group on pp. T56–T57."</p>
Publisher	Editorial Change	9781418268688	Teacher	Unit 2, page T58	Minilesson: Focus on Strategies, second bullet	<p>"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.</p> <p>• Listen carefully to the speaker, and think about what he or she is trying to communicate."</p>	<p>"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.</p> <p>• Listen actively, or think carefully about important ideas speakers are discussing. Then make comments that are pertinent, or related to the discussion."</p>
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	<p>"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.</p> <p>• Escuchen atentamente al orador y piensen en lo que intenta comunicar."</p>	<p>"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.</p> <p>• Escuchen atentamente y piensen en las ideas importantes que los oradores están comentando. Luego, hagan comentarios pertinentes, relacionados con la conversación."</p>
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."



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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 Gué 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	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 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 T212	Minilesson: Mentor STACK, TEACHING POINT, second row	"informative"	"informational"
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: <ul style="list-style-type: none"> <li>• The start of the personal narrative introduces the person.</li> <li>• A sequence of events show how the person dealt with a problem.</li> <li>• The conclusion includes the resolution of the problem."</li> </ul>
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.
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 práctica"	"Más práctica"
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	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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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 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 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 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 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	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-"
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-"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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	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 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 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.
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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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 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 personal 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 T368	Critical Literacy, Use Source Information, line 1	"Ayudar a los demás"	"Una mano que ayuda."
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	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 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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 T29	Libros Por Nivel, IDENTIFICAR UNA BIOGRAFÍA, 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 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 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"
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	Literacy Activities, bullets	<ul style="list-style-type: none"> <li>• write about their reading in a reading notebook.</li> <li>• read to a partner.</li> <li>• play the myView games.</li> <li>• work on an activity in the Centro de recursos para descargar."</li> </ul>	<ul style="list-style-type: none"> <li>• Write about their reading in a reading notebook.</li> <li>• Read to a partner.</li> <li>• Play the myView games.</li> <li>• Work on an activity in the Centro de recursos para descargar."</li> </ul>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T129	Club del LIBRO, second row and bullets	"para: <ul style="list-style-type: none"> <li>• Hallar ideas para las sesiones semanales del Club del libro</li> <li>• Buscar textos sugeridos para apoyar el tema de la unidad y el género de enfoque</li> <li>• Buscar apoyo para la colaboración en grupos</li> <li>• Facilitar el uso del libro Sonia Sotomayor"</li> </ul>	"para hallar: <ul style="list-style-type: none"> <li>• El resumen del maestro de los capítulos de Sonia Sotomayor.</li> <li>• Temas de conversación para comentar con los estudiantes</li> <li>• Instrucciones de colaboración y comienzos de conversaciones</li> <li>• Sugerencias para incorporar a la tabla de apuntes</li> <li>• Textos alternativos para apoyar el tema de la unidad y el enfoque en el género"</li> </ul>
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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 T164	Teacher-Led Options, Strategy Group, IDENTIFY BIOGRAPHY, fourth row	"El hombre del man"	"George Washington Carver"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T165	BOOK CLUB, bullets	<ul style="list-style-type: none"> <li>• ideas for weekly Book Club sessions.</li> <li>• suggested texts to support the unit theme and Spotlight Genre.</li> <li>• support for groups' collaboration.</li> <li>• facilitating use of the trade book Sonia Sotomayor."</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's summary of chapters in Sonia Sotomayor.</li> <li>• Talking points to share with students.</li> <li>• Collaboration prompts and conversation starters.</li> <li>• Suggestions for incorporating the Discussion Chart.</li> <li>• Alternate texts to support the unit theme and Spotlight Genre."</li> </ul>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T170	First Read , Ask	"Ask"	"Questions"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T183	COMPROBACIÓN RÁPIDA, bullets	<ul style="list-style-type: none"> <li>• Si los estudiantes tienen dificultades, repase la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T192–T193.</li> <li>• Si los estudiantes demuestran que comprenden, amplíe la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T192–T193."</li> </ul>	<ul style="list-style-type: none"> <li>• Si los estudiantes tienen dificultades, repase la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T184–T185.</li> <li>• Si los estudiantes demuestran que comprenden, amplíe la enseñanza para desarrollar el vocabulario en Grupos pequeños de las pp. T184–T185.</li> </ul>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T183	QUICK CHECK, bullets	<ul style="list-style-type: none"> <li>• If students struggle, revisit instruction for developing vocabulary in Small Group on pp. T192–T193.</li> <li>• If students show understanding, extend instruction for developing vocabulary in Small Group on pp. T192-T193.</li> </ul>	<ul style="list-style-type: none"> <li>• If students struggle, revisit instruction for developing vocabulary in Small Group on pp. T184–T185.</li> <li>• If students show understanding, extend instruction for developing vocabulary in Small Group on pp. T184–T185.</li> </ul>
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 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"> <li>• Escojan palabras que coincidan con la actitud que tienen acerca del protagonista.</li> <li>• Asegúrense de que las palabras son adecuadas para el protagonista.</li> <li>• Las palabras que escojan pueden ser positivas, negativas o neutrales."</li> </ul>	<ul style="list-style-type: none"> <li>• Escojan palabras que reflejen sus sentimientos hacia el protagonista.</li> <li>• Asegúrense de que las palabras creen una atmósfera e influyan en los sentimientos de los lectores.</li> <li>• Las palabras que escojan pueden ser positivas, negativas o neutrales. Deben resaltar su propósito."</li> </ul>



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 T204	Write for a Reader , Use Tone and Voice heading	"Write for a Reader, Use Tone and Voice"	delete "and Voice"
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T204	Minilessón, 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 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

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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: <ul style="list-style-type: none"> <li>Hallar ideas para las sesiones semanales del Club del libro.</li> <li>Hallar textos sugeridos para apoyar el tema de la unidad y el género de enfoque.</li> <li>Hallar apoyo para la colaboración de los grupos.</li> <li>Facilitar el uso del libro Sonia Sotomayor: Jueza de la Corte Suprema."</li> </ul>	"para hallar: <ul style="list-style-type: none"> <li>El resumen del maestro de los capítulos de Sonia Sotomayor.</li> <li>Temas de conversación para comentar con los estudiantes</li> <li>Instrucciones de colaboración y comienzos de conversaciones</li> <li>Sugerencias para incorporar a la tabla de apuntes</li> <li>Textos alternativos para apoyar el tema de la unidad y el enfoque en el género"</li> </ul>
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T269	BOOK CLUB, bullets	"• Ideas for weekly Book Club sessions. <ul style="list-style-type: none"> <li>Suggested texts to support the unit theme and Spotlight Genre.</li> <li>Support for groups' collaboration.</li> <li>Facilitating use of the trade book Sonia Sotomayor: Jueza de la Corte Suprema."</li> </ul>	"• Teacher's summary of chapters in Sonia Sotomayor. <ul style="list-style-type: none"> <li>Talking points to share with students.</li> <li>Collaboration prompts and conversation starters.</li> <li>Suggestions for incorporating the Discussion Chart.</li> <li>Alternate texts to support the unit theme and Spotlight Genre."</li> </ul>
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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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	SPANISH LANGUAGE DEVELOPMENT: MINILESSON SUPPORT Week 3: Introduction and Immersion heading	"Week 3: Introduction and Immersion"	"Author's Craft"
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 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."	"Fijese 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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"> <li>• ideas for weekly Book Club sessions.</li> <li>• suggested texts to support the unit theme and Spotlight Genre.</li> <li>• support for groups' collaboration.</li> <li>• facilitating use of the trade book Sonia Sotomayor: <i>Jueza de la Corte Suprema</i>."</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's summary of chapters in Sonia Sotomayor.</li> <li>• Talking points to share with students.</li> <li>• Collaboration prompts and conversation starters.</li> <li>• Suggestions for incorporating the Discussion Chart.</li> <li>• Alternate texts to support the unit theme and Spotlight Genre."</li> </ul>
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 cada oración."</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/llegó el martes. Siempre llevo/llegó temprano a mis clases de baile.&lt;/ital&gt; 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, pídeles 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 4, entire column	<p><b>Spiral Review: Homographs</b> FOCUS ON STRATEGIES Review the strategies from the previous week about identifying homographs. MODEL AND PRACTICE Write the following sentences on the board: Quiero un té. ¿Te gustaría ir al cine? Have the class identify the homograph in the sentences. Have a volunteer say how the homographs are pronounced in each sentence. APPLY Have students work independently to write four sentences that use the homographs té, te, más, mas. Be sure to instruct students to use both meanings. Have students exchange the sentences with a partner and have them read the sentences correctly. Have the partners identify the pronunciation and meaning of the homograph as it is used in each sentence.</p>	<p><b>Spiral Review: Accentuation of Conjugated Verbs</b> FOCUS ON STRATEGIES Review the strategies from the previous week about the accentuation of conjugated verbs. MODEL AND PRACTICE Write the following sentences on the board: <i>La carta llegó/llegó el martes. Siempre llevo/llegó temprano a mis clases de baile.</i> Have students identify the correct verb to use in each sentence, considering the accentuation which defines the appropriate verb form. APPLY Have students work independently to write four sentences that use the verbs <i>soñaran/soñarán</i> and <i>cantaran/cantarán</i>. Then have them exchange these sentences with a partner, read them aloud, and determine whether the verbs are correctly used.</p>

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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"> <li>• Tuvo</li> <li>• Hubo</li> <li>• Tubo</li> </ul> <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"> <li>1. ves/vez</li> <li>2. bello/vello</li> <li>3. se/sé</li> <li>4. dé/de</li> </ol> <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	"When the spelling is also the same, they are called homographs."	delete "When the spelling is also the same, they are called homographs."
Publisher	Editorial Change	9781418268701	Teacher	Unit 4, page T346	First column, Lesson 2, MODEL AND PRACTICE	"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."	"MODEL AND PRACTICE Write or display the words sí, si, mí, mi, como, cómo. Have volunteers pair the homophones and tell the different meanings."
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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 comunmente 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."
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 pídale que comenten y comparen las definiciones de cada homógrafo."	"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"



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 3 <i>Texas miVisión Lectura-Print + Online, Grade 3 (ISBN 9780134920542) and Texas miVisión Lectura- Online, Grade 3 (ISBN 9780134914978)</i>							
Identified By	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 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	9781418268718	Teacher	Unit 5, page T13	LECTOESCRITURA BILINGÜE: ESTRATEGIAS DE DESARROLLO Y ENRIQUECIMIENTO	"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. 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."	"<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.   <smaller size, rom>Para hallar estrategias adicionales que apoyen a los estudiantes bilingües, consulte la</rom> <ital>Dual Language Educators' Implementation Guide. "
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T13	BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES	"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. 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."	"<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>   <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.   For additional strategies to support biliterate learners, see the <ital>Dual Language Educators' Implementation Guide. "
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T14	Left side, under WORD WALL	insert icon, red heading and text	"Insert icon and red heading>SUPPORT BILITERATE LEARNERS   <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."
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 routinewith 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 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 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 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 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"
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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. Pídeles que antes lo lean en silencio y subrayen las palabras que no sepan cómo pronunciar. Ayúdelos con la pronunciación de esas palabras. Luego, pídeles 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. Pídeles que antes lo lean en silencio y subrayen las palabras que no sepan cómo pronunciar. Ayúdelos con la pronunciación de esas palabras. Luego, pídeles 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."
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T165	CLUB DEL LIBRO	"Fíjese en las pp. T388–T389 del Club del libro 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 en grupos. • Facilitar el uso del libro Viaje dentro de un tornado."	"Fíjese en el Club del libro, pp. T386-T387, para hallar: • 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: • 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: • 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	"Fíjese en las pp. T388–T389 del Club del libro 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 en grupos. • Facilitar el uso del libro Viaje dentro de un tornado."	"Fíjese en el Club del libro, pp. T386-T387, para hallar: • 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T195	BOOK CLUB	"See Book Club, pp. T388–T389 for: <ul style="list-style-type: none"> <li>Ideas for weekly Book Club sessions.</li> <li>Suggested texts to support the unit theme and Spotlight Genre.</li> <li>Support for groups' collaborations.</li> <li>Facilitating use of the trade book Viaje dentro de un tornado."</li> </ul>	"See Book Club, pp. T386–T387 for: <ul style="list-style-type: none"> <li>teacher's summary of chapters in Viaje dentro de un tornado.</li> <li>talking points to share with students.</li> <li>collaboration prompts and conversation starters.</li> <li>suggestions for incorporating the Discussion Chart.</li> <li>alternate texts to support the unit theme and Spotlight Genre.</li> </ul>
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	Unit 5, page 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.
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 T269	CLUB DEL LIBRO	"Fíjese en las pp. T390–T391 del Club del libro para: <ul style="list-style-type: none"> <li>Ver ideas para las sesiones semanales del Club del libro</li> <li>Encontrar textos sugeridos para apoyar el tema de la unidad y el género de enfoque</li> <li>Hallar apoyo para la colaboración en grupo</li> <li>Facilitar el uso del libro Viaje dentro de un tornado"</li> </ul>	"Fíjese en las pp. T388–T389 del Club del libro para hallar: <ul style="list-style-type: none"> <li>El resumen para el maestro de los capítulos de Viaje dentro de un tornado.</li> <li>Temas de conversación para comentar con los estudiantes.</li> <li>Instrucciones para la colaboración y textos para conversar.</li> <li>Sugerencias para agregar en la tabla de apuntes.</li> <li>Sugerencias de textos que apoyan el tema de la unidad y el enfoque en el género."</li> </ul>
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T269	BOOK CLUB	"See Book Club, pp. T390–T391, for: <ul style="list-style-type: none"> <li>ideas for weekly Book Club sessions.</li> <li>suggested texts to support the unit theme and Spotlight Genre.</li> <li>support for groups' collaboration.</li> <li>facilitating use of the trade book Viaje dentro de un tornado"</li> </ul>	"See Book Club, pp. T388–T389 for: <ul style="list-style-type: none"> <li>teacher's summary of chapters in Viaje dentro de un tornado.</li> <li>talking points to share with students.</li> <li>collaboration prompts and conversation starters.</li> <li>suggestions for incorporating the Discussion Chart.</li> <li>alternate texts to support the unit theme and Spotlight Genre.</li> </ul>
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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T285	SPANISH LANGUAGE DEVELOPMENT: MINILESSON SUPPORT Week 4: Writer’s Craft	"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."	"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 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 T335	CLUB DEL LIBRO	<p>"Fíjese en las pp. T392–T393 del Club del libro para:</p> <ul style="list-style-type: none"> <li>• Ver ideas para las sesiones semanales del Club del libro</li> <li>• Encontrar textos sugeridos para apoyar el tema de la unidad y el género de enfoque</li> <li>• Hallar apoyo para la colaboración en grupo</li> <li>• Facilitar el uso del libro Viaje dentro de un tornado"</li> </ul>	<p>"Fíjese en las pp. T390–T391 del Club del libro para hallar:</p> <ul style="list-style-type: none"> <li>• El resumen para el maestro de los capítulos de Viaje dentro de un tornado.</li> <li>• Temas de conversación para comentar con los estudiantes.</li> <li>• Instrucciones para la colaboración y textos para conversar.</li> <li>• Sugerencias para agregar en la tabla de apuntes.</li> <li>• Sugerencias de textos que apoyan el tema de la unidad y el enfoque en el género.</li> </ul>
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T335	BOOK CLUB	<p>"See Book Club, pp. T392–T393, for:</p> <ul style="list-style-type: none"> <li>• ideas for weekly Book Club sessions.</li> <li>• suggested texts to support the unit theme and Spotlight Genre.</li> <li>• support for groups’ collaboration.</li> <li>• facilitating use of the trade book Viaje dentro de un tornado"</li> </ul>	<p>"See Book Club, pp. T390–T391 for:</p> <ul style="list-style-type: none"> <li>• Teacher’s summary of chapters in Viaje dentro de un tornado.</li> <li>• Talking points to share with students.</li> <li>• Collaboration prompts and conversation starters.</li> <li>• Suggestions for incorporating the Discussion Chart.</li> <li>• Alternate texts to support the unit theme and Spotlight Genre.</li> </ul>
Publisher	Editorial Change	9781418268718	Teacher	Unit 5, page T351	SPANISH LANGUAGE DEVELOPMENT: MINILESSON SUPPORT	<p>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."</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 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 3 <i>Texas miVisión Lectura-Print + Online, Grade 3 (ISBN 9780134920542) and Texas miVisión Lectura- Online, Grade 3 (ISBN 9780134914978)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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!"
Spanish Language Arts and Reading, Grade 4 <i>Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)</i>							
State Review Panel	Editorial Change	9780328992300	Student	Unit 2, Week 5, p. 382		State Review Panel comment: Distinguish in text the meaning of synthesis and summary; most text is about summary	To address review comments: 1) Changed first sentence FROM "Los lectores resumen o combinan información para profundizar su comprensión sobre un tema." TO "Los lectores resumen y combinan, o sintetizan, información para profundizar su comprensión sobre un tema." 2) Changed the heading of the bottom portion of the table FROM "Resumir la información recopilada" TO "Resumir y sintetizar la información recopilada"
State Review Panel	Editorial Change	9781418268725	Teacher	Unit 2, T325	Student Edition reduction, page 382	Student Edition page reduction	To address review comments:  We replaced the Student Edition page reduction with the revised Student Edition page reduction that reflects the edits described in this document.
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	All Units	English SLD, last sentence (footnote) - NEW SENTENCE ADDED	[missing text]	<b>This is a global change in all Units for Spanish Language Development, Minilesson Support pages:</b> "See the online <i>Dual Language Educators' Implementation Guide</i> for additional writing support."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	All Units	Spanish SLD, last sentence (footnote) - NEW SENTENCE ADDED	Resumir la información / First paragraph	<b>This is a global change in all Units for Spanish Language Development, Minilesson Support pages:</b> Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a <i>Dual Language Educators' Implementation Guide</i> .
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	All Units	English SLD, Develop structure	"These Spanish Language Development activities will help students to improve the structure and detail in their writings. Whenever possible, have students with advanced knowledge of Spanish work with students with lower knowledge. Among partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."	<b>This is a global change in all Units for Spanish Language Development, Minilesson Support pages:</b> "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	9780328992300	Student	Unit 1, page 90	Vocabulario en contexto	[missing text]	<b>idéntico</b> que parece ser exactamente igual
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, UP, page T13	Eng wrap, SLD heading	SPANISH LANGUAGE DEVELOPMENT	BILITERACY DEVELOPMENT AND ENRICHMENT STRATEGIES



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4							
Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 1, page T64	Eng wrap, Lesson 1, Model and practice	"To demonstrate that suffixes change the time of a verb and make adjectives, use the example (See Spanish.)"	"To demonstrate that suffixes change the tense of a verb and can form adjectives, use the example (See Spanish.)"
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 1, page T67	Eng wrap, Apply	"Direct students to go back to El canto de las palomas and circle lines in the paragraphs that connect to the graphic features in the story."	"Direct students to go back to El canto de las palomas and underline sentences in the paragraphs that connect to the graphic features in the story."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 2, page T108	Eng wrap, new paragraph between Close Read, Vocabulary in Context and Possible Teaching Point	-	<b>Possible Response:</b> Another meaning of the word aguda is smart, and a central idea of the biography is that Mary is intelligent."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 3, page T194	Eng wrap, Lesson 1, Focus on Strategies, second and third sentences	"The hiatus can be made up of two different strong vowels: <i>a, e, o</i> . The nouns with a hiatus separate strong vowels both in the singular and plural form of the word."	"The hiatus can be made up of two different strong vowels: <i>a, e, o</i> . The strong vowels in a hiatus are separated both in the singular and plural form of words."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 3, page T194	Span, Lección 1, Enfoque en las estrategias	Las vocales fuertes de los hiatos se separan tanto en sustantivos plurales como en sustantivos singulares"	"Las vocales fuertes de los hiatos se separan tanto en palabras en plural como en palabras en singular."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 3, page T201	Eng wrap, Lesson 3, Focus on Strategies	"Remind students that the combination of strong vowels make up a hiatus and how these vowels belong to different syllables."	"Remind students <b>which combinations of strong vowels</b> make up a hiatus and <b>that these vowels belong</b> to different syllables."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 3, page T202	Eng wrap, Lesson 2, Apply, second sentence	"For each sentence or phrase partners should identify the subject, predicate, and if it is a fragment or a complete sentence, and modify each fragment in order to form a complete sentence."	"For each sentence or phrase, partners should identify the subject and predicate, determine whether it is a fragment or a complete sentence, and modify each fragment in order to form a complete sentence."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T245	Eng wrap, Check for Understanding	<orange bold font>"CHECK FOR UNDERSTANDING"	<black bold font>"CHECK FOR UNDERSTANDING" and add missing Student Interactive reproduction for p. 77
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T262	Eng wrap, SLD	"Explain to students that both hiatus and diphthong are a combination of two vowels. Point out that, when there is hiatus, the vowels are pronounced in different syllables. For example, the word <i>país</i> includes the hiatus <i>aí</i> . Write the word and segment it into syllables. Emphasize that the <i>a</i> belongs to the first syllable, and the <i>i</i> to the second. Then, write <i>ciudad</i> and divide it into syllables. Underline the diphthong <i>iu</i> and point out that it is a diphthong, and that therefore the vowels are pronounced in the same syllable. Encourage students to share examples of words with hiatus and diphthong."	"Explain to students that both the hiatus and the diphthong are a combination of two vowels. Point out that, when there is a hiatus, the vowels are pronounced in different syllables. For example, the word <i>país</i> includes the hiatus <i>aí</i> . Write the word and segment it into syllables. Emphasize that the <i>a</i> belongs to the first syllable, and the <i>i</i> to the second. Then, write <i>ciudad</i> and segment it into syllables. Underline <i>iu</i> , point out that it is a diphthong, and explain that therefore the vowels are pronounced in the same syllable. Encourage students to share examples of words with a hiatus or a diphthong."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T262	Eng wrap, Lesson 1, Focus on Strategies, third sentence	"A hiatus is made up of a strong vowel and a weak, tonic vowel. The weak vowel can appear first, followed by a weak, tonic vowel, or it can be the other way around. Separate into syllables: <i>rí-o</i> ."	"A hiatus is made up of a strong vowel and a weak, stressed vowel. The strong vowel can appear first, followed by a weak, stressed vowel, or it can be the other way around. Separate into syllables: <i>rí-o</i> ."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T263	Eng wrap, Lesson 5, Assess Understanding	"To evaluate how well students recognize hiatus, have them divide the following words into syllables, using their knowledge about orthographic patterns and rules. (See Spanish.) Invite students to make a running list of the words with a hiatus they encounter in their reading."	"To evaluate whether students can identify a hiatus, have them divide the following words into syllables, using their knowledge about spelling patterns and rules. (See Spanish.) Invite students to keep a running list of the words with a hiatus that they encounter in their reading."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T270	Eng wrap, subhead, second row	"Fix Malformed Sentences"	"Fix Incorrect Sentence Structure"
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T270	Eng wrap, Lesson 1, Focus on Strategies	"Explain that a complete simple sentence has a noun (a subject) and a verb and expresses a complete idea."	"Explain that a complete simple sentence has a subject and predicate, and that it expresses a complete idea."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T270	Eng wrap, Lesson 2, icon, title, and first sentence of Focus on Strategies	"FLEXIBLE OPTION <icon>; Oral Language: Fix Malformed Sentences ; FOCUS ON STRATEGIES Define a run-on sentence as two or more sentences linked without the proper punctuation or conjunction."	"Delete Flexible Option icon; Oral Language: Fix incorrect sentence structure; FOCUS ON STRATEGIES Define run-on sentences as two or more sentences linked together but lacking either proper punctuation or a conjunction."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4							
Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T271	Eng wrap, Lesson 3, Focus on Strategies	"Identifique a una oración mal formada como una oración que tiene más de una idea completa. Diga que una oración mal formada puede separarse en oraciones distintas."	"Las oraciones que tienen dos o más cláusulas independientes que no están conectadas entre sí y no tienen la puntuación correcta son oraciones mal formadas. Diga que este tipo de oraciones se pueden corregir separándolas en oraciones distintas."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T271	Eng wrap, Lesson 3, Focus on Strategies	"Identify a malformed sentence as having more than one complete idea. Say that a malformed sentence can be broken into two complete simple sentences."	"Sentences with two or more independent clauses that lack connecting words and correct punctuation are called run-on sentences. Explain that run-on sentences can be corrected by separating them into different sentences."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 4, page T271	Eng wrap, Lesson 3, Model and Practice	"Display a malformed sentence. Invite a volunteer to tell how to correct the sentence. (See Spanish.)"	"Display a run-on sentence. Invite a volunteer to explain how to correct the sentence. (See Spanish.)"
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 5, page T332	Eng wrap, SLD, second paragraph	"Ask student pairs to find the definition of a word with the prefix <i>im -</i> , and compare the definition of the word with and without the prefix."	"Ask student pairs to find the definition of a word with the prefix <i>im -</i> , and compare the definition of the word with and without the prefix. <b>You can encourage students to repeat the activity using the prefix <i>in -</i> and identify patterns.</b> "
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 5, page T332	Eng wrap, Lesson 1, Focus on Strategies, third sentence	"For example, when <i>imborrable</i> and <i>incompleto</i> mean that something cannot be erased or that something is not complete."	Delete sentence.
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 3, Model and Practice, first and sentences	" <i>Actuar</i> is a verb that means "to express." <i>Sobreactuar</i> is also a verb and it means "to express in an exaggerated way."	" <i>Actuar</i> is a verb that means "to express <b>onself</b> ." <i>Sobreactuar</i> is also a verb and it means "to express <b>oneself</b> in an exaggerated way."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 4, Spiral Review, title	"Spiral Review: Hiatus with a Strong Vowel and a Weak, Tonic Vowel <i>ía, úa, eí, aí, ío, aú</i> "	"Spiral Review: Hiatus with a Strong Vowel and a Weak, <b>Stressed</b> Vowel <i>ía, úa, eí, aí, ío, and aú</i> "
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 4, Model and Practice	"Call on a student to give an example of a word containing a hiatus made up by a strong vowel and a weak, tonic vowel, like <i>páis</i> or <i>grúa</i> . Comment that to know what a hiatus is will help them separate words into syllables."	"Call on a student to give an example of a word containing a hiatus made up <b>of</b> a strong vowel and a weak, <b>stressed</b> vowel, like <i>páis</i> or <i>grúa</i> . Explain that understanding what a hiatus is will help them be able to separate words into syllables."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 4, Apply, first sentence	"Have each student pick two or three hiatus with a strong vowel and a weak, tonic vowel and make a list of words containing these specific hiatus."	"Have each student pick two or three <b>examples of</b> a hiatus with a strong vowel and a weak, <b>stressed</b> vowel and make a list of words containing these specific hiatus."
Publisher	Editorial Change	978-1-4182-6872-5	Teacher	Unit 1, Week 5, page T333	Eng wrap, Lesson 5, Assess Understanding, second paragraph	"Have students use their knowledge of prefixes to define each word. (Possible definitions: <i>inútil</i> : to be useless; <i>subrayar</i> : to signal something by drawing a line)"	"Have students use their knowledge of prefixes to define each word. (Possible definitions: <i>inútil</i> : to be useless; <i>subrayar</i> : to <b>emphasize</b> something by <b>underlining it</b> .)"
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 2, page T95	Eng wrap, SLD	"To help prepare students for the oral reading of "Polillas a escondidas" read aloud this short summary: In England during the Industrial Revolution, pollution from all of the new factories made the air dark and dirt-colored moths started living longer than light-colored moths because the dark moths blended in with the darker air, and birds could not see them as well. After England's air pollution improved, the light-colored moths became common again."	Delete text and insert "(See Spanish.)"
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 2, page T148	Eng wrap, SLD, second paragraph	"Pair up students and ask them to take turns to break Spelling Words into syllables."	"Pair up students and ask them to take turns dividing spelling words into syllables."
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 2, page T148	Eng wrap, Lesson 2, Model and practice, second sentence	"Point to the diphthongs and segment the words in syllables while reading them aloud."	"Point to the diphthongs and <b>divide</b> the words in syllables while reading them aloud."
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 3, page T186	Eng wrap, Possible Teaching Point, first sentence	"Remind students that simile compares two different things by the words <i>como</i> or <i>parece</i> , and a metaphor compares two different things without using those words."	"Remind students that <b>a simile uses the words <i>como</i> or <i>parece</i> to liken two things, while a metaphor does the same thing without using those words.</b> "
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 3, page T186	Eng wrap, Possible Teaching Point, fourth sentence	"Guide students to notice that the metaphor compares brook with a living thing."	"Guide students to notice that the metaphor compares <b>a</b> brook with a living thing."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4 Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 3, page T206	Eng wrap, Lesson 1, Focus on Strategies, third sentence	"Model how to segment these words into syllables."	"Model how to <b>divide</b> these words into syllables."
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 3, page T206	Eng wrap, Lesson 1, Model and Practice, second sentence	"Then, have them segment each word into syllables, considering the diphthong."	"Then, have them <b>divide</b> each word into syllables, considering the diphthong."
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 3, page T206	Eng wrap, Lesson 2, My Turn, second sentence	"Ask them to identify diphthongs and segment the words into syllables."	"Ask them to identify diphthongs and <b>divide</b> the words into syllables."
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 3, page T214	Eng wrap, Lesson 2, Focus on Strategies, last sentence	"Common nouns can go together with articles that must agree in genre and number, hereas proper nouns can not take articles: (See Spanish.)"	"Common nouns can go together with articles that must agree in gender and number, <b>whereas</b> proper nouns usually do not take articles: (See Spanish.)"
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 3, page T214	Spanish, Lección 2, Enfoque en las estrategias, last sentence	Los sustantivos comunes pueden ir acompañados por artículos, que concuerdan en género y número, mientras que los sustantivos propios no; la maestra, Sra. Alba, unas ciudades, Nueva York.	Los sustantivos comunes pueden ir acompañados por artículos que concuerdan en género y número, mientras que los sustantivos propios no suelen llevar artículo: <i>la maestra, la Sra. Alba, unas ciudades, Nueva York.</i>
Publisher	Editorial Change	978-1-4182-6873-2	Teacher	Unit 2, Week 4, page T272	Eng wrap, SLD, first paragraph, last sentence	"Ask students to discuss what they visualize when they read the sentence and work with them to make them notice that the literary image includes a metaphor, since there is a comparison between the tunnel and a mouth."	"Ask students to discuss what they visualize when they read the sentence and point out that the literary image includes a metaphor, since there is a comparison between the tunnel and a mouth."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 1, page T65	Eng wrap, Lesson 3, Focus on Strategies, first sentence	"Say that a preposition is a word that helps show relationships."	<b>"Explain</b> that a preposition is a word that helps show relationships."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 1, page T65	Eng wrap, Lesson 4, Writing Workshop	"As students begin their drafts during Writing Workshop, remind them to use prepositions and prepositional phrases thoughtfully to show relationships, to tell direction, or to add to a description."	"As students begin their drafts during Writing Workshop, remind them to use prepositions and prepositional phrases thoughtfully to show relationships, to indicate location, or to add to a description."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 1, page T65	Taller de escritura, last sentence	"Tal vez quiera que los estudiantes intercambien sus borradores con un compañero para que <b>lrevisen</b> que las preposiciones se hayan usado en forma apropiada."	Tal vez quiera que los estudiantes intercambien sus borradores con un compañero para que <b>revisen</b> que las preposiciones se hayan usado en forma apropiada.
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 2, page T122	Eng wrap, Lesson 1, Focus on Strategies, second paragraph, first sentence	"Explain that when words are <i>agudas</i> , they have a written accent on the last syllable when it finishes with <i>-n</i> , <i>-s</i> or vowel."	"Explain that when words that are <i>agudas</i> end in <i>-n</i> , <i>-s</i> , or a vowel, they have a written accent on the last syllable."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 2, page T122	Eng wrap, Lesson 1, Focus on Strategies, second paragraph, third sentence	"They have a written accent when they don't finish with <i>-n</i> , <i>-s</i> or vowel."	"They have a written accent on the second-to-last syllable when they don't end with <i>-n</i> , <i>-s</i> , or a vowel."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 2, page T122	Eng wrap, Lesson 1, Model and Practice, third sentence	"Then, as a class, break into syllables the word ( <i>im-pul-si-vo</i> .)"	"Then, as a class, <b>divide it</b> into syllables ( <i>im-pul-si-vo</i> .)"
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 2, page T124	Eng wrap, SLD	"Offer these sentence frames: <i>The author creates a _____ mood. Words such as _____, and _____ add to this mood.</i> "	"Offer these sentence frames <b>to students to complete:</b> (See Spanish.)"
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 2, page T130	Eng wrap, SLD, first sentence	"Students from some language backgrounds may struggle to recognize the plural form of nouns and verbs."	"Students <b>with reduced Spanish-language proficiency</b> may struggle to recognize the plural form of nouns and verbs."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 3, page T198	Eng wrap, SLD, second paragraph, first sentence	"Then ask students to work with a partner and take turns to retell the moment and make an illustration that supports or enriches their partner's story."	"Then, ask students to work with a partner and <b>to</b> take turns <b>retelling</b> the moment. <b>The other partner should draw</b> an illustration that supports or enriches their partner's story."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T280	Eng wrap, SLD, first paragraph, second sentence	"Point out that some words do not carry an orthographic accent and that there are rules about stress to know when to place it."	"Point out that some words do not carry a written accent and that there are rules to know where to place the stress."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4 Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T280	Eng wrap, Lesson 2, Focus on Strategies	"Words with Stress on the third-to-last syllable are called <i>esdrújulas</i> and on the fourth-to-last syllable, <i>sobresdrújulas</i> ."	"Words with the stress on the third-to-last syllable are called <i>esdrújulas</i> and those with the stress on the fourth-to-last syllable are called <i>sobresdrújulas</i> ."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T280	Eng wrap, Lesson 2, Model and Practice, second paragraph	"Ask them to think and write a word with stress on the third-to-last syllable and a word with stress on the fourth-to-last syllable."	"Ask students to think of words with the stress on the third-to-last syllable and words with the stress on the fourth-to-last syllable and write them down."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T282	Eng wrap, SLD, first and second sentences	" <b>The Gerund</b> Say that gerunds are formed by adding the ending <i>-ando</i> to verbs ending in <i>-ar</i> , and <i>-iendo</i> to verbs ended in <i>-er</i> , <i>-ir</i> . Say that progressive tenses are used combined with other tenses to talk about simultaneous events."	"Gerunds Explain that gerunds are formed by adding the ending <i>-ando</i> to verbs ending in <i>-ar</i> , and <i>-iendo</i> to verbs ended in <i>-er</i> , <i>-ir</i> . Tell students that gerunds are used in progressive tenses to describe actions that are in progress."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T282	Spanish, SLD, second sentence	Comente que los tiempos progresivos se usan en combinación con otros tiempos para narrar sucesos simultáneos.	Comente que los gerundios se usan en los tiempos progresivos para describir acciones que están en progreso."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T282	Eng wrap, SLD, Contrastive Analysis	"Use the Word Wall during language connection time or with the bilingual center activities to compare and contrast the Spanish gerund and English Present Participle."	"Use the Word Wall during language connection time or with the bilingual center activities to compare and contrast the Spanish gerund and English present participle."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T282	Eng wrap, Lesson 1, Flexible Option	"OPTION"	"FLEXIBLE OPTION"
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 4, page T282	Eng wrap, Lesson 1, Focus on Strategies, first sentence	"Irregular verbs are different from regular verbs because they change the root when they are conjugated."	"Irregular verbs are different from regular verbs because <b>their root changes</b> when they are conjugated."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T315	Eng wrap, Possible Teaching Point, first sentence	"To help students develop a clear understanding of the poet's use of figurative language, display the following example from lines 57–58: "The song / exploded, a playful storm". Discuss the meaning of the metaphor, and ask how the metaphor helps students understand the sound of the overture."	"To help students develop a clear understanding of the poet's use of figurative language, display the following example from lines 43-44: (See Spanish.). Discuss the meaning of the simile, and ask how it helps students understand the popularity of both Mozart and classical music."
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T315	Spanish, Posible tema de enseñanza, first sentence	Para ayudar a que los estudiantes comprendan claramente el uso del lenguaje figurado del poeta, muestre el ejemplo de los versos 57-58: "La canción / explotó, una alegre tormenta". Comente el significado de la metáfora, y pregunte cómo la metáfora ayuda a los estudiantes a entender el sonido de la obertura. Para más instrucciones sobre las destrezas del autor, consulte las pp. T336-337.	Para ayudar a que los estudiantes comprendan claramente el uso del lenguaje figurado del poeta, muestre el ejemplo de los versos 43-44: "¡Si tocaba Mozart, iban multitudes como a los conciertos de un rock star!" Comente el sentido del símil, y pregunte cómo ayuda a los estudiantes a entender la popularidad tanto de Mozart como de la música clásica.
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T315	Spanish, Fluidez	Explique que la fluidez no se trata de leer con velocidad. Por el contrario, se trata de leer con expresión para comunicar un significado. Haga que los estudiantes lean en voz alta los versos 45-52 a un compañero. Anímelos a usar prosodia para que sus compañeros comprendan el sentimiento que expresan <b>las palabras</b> .	Explique que la fluidez no se trata de leer con velocidad. Por el contrario, se trata de leer <b>con un ritmo adecuado</b> . <b>Los lectores pueden hacer pausas para asegurarse de pronunciar con precisión las palabras poco conocidas</b> . Haga que los estudiantes lean en voz alta los versos 45-52 a un compañero. Anímelos a <b>leer con expresión</b> para que sus compañeros comprendan el sentimiento que expresan <b>las palabras</b> .
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T315	English, Fluency	Explain that fluency is not about reading for speed. Rather, readers should read expressively to communicate meaning. Have students read aloud lines 45-52 to a partner. Encourage them to use prosody so their partner understands the feeling of the words.	Explain that fluency is not about reading for speed. Rather, readers should read <b>at an appropriate rate</b> . <b>To ensure accuracy, readers can pause to sound out unfamiliar words</b> . Have students read aloud lines 45-52 to a partner. Encourage them to <b>read expressively</b> so their partner understands the feeling of the words.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4 Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T334	Eng wrap, Lesson 1, Focus on Strategies, first, second and third sentences	"When two strong vowels ( <i>a, e, o</i> ) get together or a strong vowel gets together with a weak stressed vowel ( <i>i, ú</i> ), we get a hiatus. That means the syllable breaks. A hiatus is created. If there is an <i>h</i> in between, the same happens since the <i>h</i> is silent."	"When two strong vowels ( <i>a, e, o</i> ) are combined or a strong vowel is combined with a weak stressed vowel ( <i>i, ú</i> ), a hiatus is formed and each vowel belongs to a different syllable. If there is an <i>h</i> between the vowels, the same happens since the <i>h</i> is silent. In the case of a diphthong, if there is an <i>h</i> between the vowels, it does not affect the diphthong because it is silent.
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T334	Spanish, Lección 1, Enfoque en las estrategias, first and last sentence	Cuando se juntan dos vocales fuertes ( <i>a, e, o</i> ) o una vocal fuerte con una débil tónica ( <i>i, ú</i> ), se produce el hiato, es decir, se rompe la sílaba con las vocales juntas o el diptongo. Si hay una <i>h</i> en el medio ocurre lo mismo, ya que no se la tiene en cuenta porque es muda.	Cuando se juntan dos vocales fuertes ( <i>a, e, o</i> ) o una vocal fuerte con una débil tónica ( <i>i, ú</i> ), se produce el hiato, y cada vocal pertenece a una sílaba diferente. Si hay una <i>h</i> en el medio ocurre lo mismo, ya que es muda. En el caso del diptongo, si hay una <i>h</i> entre las vocales, tampoco afecta el diptongo porque es muda.
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T334	Eng wrap, Lesson 2, head	<b>"Apply Hiatus and diphthongs with intercalated h "</b>	<b>"Hiatuses and Diphthongs with h "</b>
Publisher	Editorial Change	978-1-4182-6874-9	Teacher	Unit 3, Week 5, page T341	Eng wrap, Lesson 3, head	"More Practice"	<b>"More Practice: Write Words with Hiatuses and Diphthongs with h "</b>
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 1, page T66	Lesson 1, FOCUS ON STRATEGIES, sixth, seventh and last sentence	" <i>Auto</i> - means "by itself" and <i>bio</i> -, "life". <i>Autobiografía</i> then means "the life of a person written by himself or herself". Knowing Greek and Latin roots will allow to easily determine the meanings of unfamiliar words."	" <i>Auto</i> - means "by itself" and <i>bio</i> - means "life." <i>Autobiografía</i> then means "the life of a person written by himself or herself." Knowing Greek and Latin roots will help you easily determine the meanings of unfamiliar words."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 1, page T67	Lesson 4, Spiral Review title	<b>"Spiral Review: Hiatus and diphthongs with intercalated h"</b>	<b>"Spiral Review: Hiatuses and Diphthongs with h "</b>
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 1, page T67	Lesson 4, MODEL AND PRACTICE, first and second sentences	"Call on a student to give an example of hiatus or diphthongs with intercalated <i>h</i> . If necessary, allow them to see the vocabulary words from the previous week."	"Call on a student to give an example of a hiatus or diphthong with <i>h</i> . If needed, allow them to see the vocabulary words from the previous week."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 2, page T136	SLD, first and second paragraph	<b>"Exaggeration</b> Tell students that to help recognize this type of figurative language, i.e., exaggeration, they will practise creating exaggerations with a game.  Have students work in groups of three. Each student will say an exaggerated sentence about him/herself. The next student should exaggerate even more the exaggeration. Offer the following sentence frames to help students with their exaggerations. (See Spanish.)"	<b>"Exaggeration</b> Tell students that to help recognize this type of figurative language, i.e., exaggeration, they will practice creating exaggerations with a game.  Have students work in groups of three. Each student will say an exaggerated sentence about him/herself. The next student should exaggerate even more. Offer the following sentence frames to help students with their exaggerations. (See Spanish.)"
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 2, page T147	Spanish SLD, last sentece (footnote) - NEW SENTENCE ADDED		Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a <i>Dual Language Educators' Implementation Guide</i> .



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4 Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 2, page T147	English SLD Develop Elements	These Spanish Language Development activities will help students to improve the structures and details in their writings. Every time possible, have students with advanced knowledge of Spanish to work with students with lower knowledge. Among the partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. 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	978-1-4182-6875-6	Teacher	Unit 4, Week 3, page T162	SLD, last paragraph (single sentence) - NEW PARAGRAPH ADDED		"Then, have students think how would they organize the setting if they had to perform the play."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 4, page T266	Minilesson, MODEL AND PRACTICE, second sentence	"(See Spanish.)"	"(See Spanish.) Help students use this strategy to take notes on what Emma's father says, feels, and does after the dugout fails to fill with water in "El secreto del calendario indígena.""
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 4, page T266	Minilesson, MODEL AND PRACTICE, second sentence	Ayude a los estudiantes a usar esta estrategia para tomar notas sobre lo que el padre de Emma dice, siente y hace cuando el pozo no se llena de agua en "El secreto del calendario indígena".	[change to black font] Ayude a los estudiantes a usar esta estrategia para tomar notas sobre lo que el padre de Emma dice, siente y hace cuando el pozo no se llena de agua en "El secreto del calendario indígena".
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 4, Week 5, page T353	Lesson 3, FOCUS ON STRATEGIES, first sentence	"Explain that the superlative degree of adjective helps you compare many things."	"Explain that the superlative form of an adjective helps you compare many things."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T177	Possible Teaching Point	Word Study   Acute Accent Use the Acute Accent lesson on p. T202 in the Reading-Writing Bridge to teach students how they can determine the meaning of a word based on the accent mark. Have students identify homophones on p. 517 and explain how the meaning would change if the word had an accent mark.	Word Study   Diacritical Accent Use the Diacritical Accent lesson on p. T202 in the Reading-Writing Workshop Bridge to teach students how they can determine the meaning of a word based on the accent mark.
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T179	Close Read, Vocabulary in Context	Vocabulary in Context Have students reread the last two sentences in <b>paragraph 32</b> to scan for context clues to understand the word <i>aportan</i> . <b>See student page for possible responses.</b> Ask: (See Spanish.) Possible response: <i>Aportar recursos</i> is to gather items or services together to help a group. The text is about working together with friends and neighbors to achieve something you couldn't do alone.	Vocabulary in Context Have students reread <b>paragraph 31</b> to scan for context clues to understand the word <i>sitios</i> . <b>See student page for possible responses.</b> Ask: (See Spanish.) Possible response: <b>The word <i>sitio</i> names a place. I can use the word to name an Internet website, an archaeological or historical site, or many other places.</b>
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T179	Lectura atenta, Vocabulario en contexto	Pida a los estudiantes que vuelvan a leer las dos últimas oraciones del párrafo 32 para buscar las claves del contexto que los ayudan a comprender la palabra <i>aportan</i> . Fíjese en la página del estudiante para hallar respuestas posibles. Pregunte: ¿Qué significa <i>aportar recursos</i> ? Respuesta posible: <i>Aportar recursos</i> significa brindar objetos o servicios a otras personas. El texto se trata de trabajar en conjunto con amigos y vecinos para lograr algo que de manera individual no se podría lograr.	Pida a los estudiantes que vuelvan a leer el párrafo 31 para buscar las claves del contexto que los ayudan a comprender la palabra <i>sitios</i> . Fíjese en la página del estudiante para hallar respuestas posibles. Pregunte: ¿Qué otros significados de <i>sitios</i> conocen? Respuesta posible: Un <i>sitio</i> es un lugar. La palabra <i>sitio</i> se puede usar para nombrar un sitio de Internet, un sitio histórico o turístico, un sitio arqueológico o cualquier otro lugar.



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4 Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T202	Heading	Word Study Acute Accent	Word Study <b>Diacritical</b> Accent
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T202	SLD, first paragraph	"Use <b>Accute Accent</b> Remind students that there are words that share their spelling but have different meanings. Those words are called homophones. Sometimes, they can be differentiated by the use of acute accents."	"Use <b>Diacritical Accent</b> Remind students that there are words that <b>have the same</b> spelling but have different meanings. Those words are called homophones. Sometimes, they can be differentiated by the use of <b>written</b> accents."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T202	SLD, last sentence	Then, ask them to explain the differences between the words with and without an acute accent.	Then, ask them to explain the differences between the words with and without a <b>written</b> accent.
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T202	Lesson 1	<b>Teach Acute Accent</b> <b>FOCUS ON STRATEGIES</b> There are words that have the same spelling, but when they carry a graphic accent, their meaning changes. <b>MODEL AND PRACTICE</b> Write the following words and have students form their homophones: (See Spanish.) Then have students differentiate and explain the definitios for both words, taking into account the <b>acute accent</b> .	<b>Teach Diacritical Accent</b> <b>FOCUS ON STRATEGIES</b> There are words that have the same spelling, but when they carry a <b>written</b> accent, their meaning changes. <b>MODEL AND PRACTICE</b> Write the following words and have students form their homophones: (See Spanish.) Then have students differentiate and explain the <b>definitions</b> for both words, taking into account the <b>diacritical</b> accent.
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T202	Lesson 2	<b>Apply Acute Accent</b> <b>APPLY</b> My TURN Guide students to complete the activity on p. 530 of the <i>Libro interactivo del estudiante</i> .	<b>Apply Diacritical Accent</b> <b>APPLY</b> My TURN <b>Ask</b> students to complete the activity on p. 530 of the <i>Libro interactivo del estudiante</i> .
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T203	Lesson 3	<b>FOCUS ON STRATEGIES</b> Remind students that the accent that tells two homophones apart is called acute accent. <b>MODEL AND PRACTICE</b> Write the adverbs <i>cuando, como, donde, quien, que</i> . Then write a declarative sentence using one of them and a question or an exclamation with the same adverb. Show that in interrogative and exclamative sentences, the adverb carries an acute accent. Explain that the same applies to all interrogative adverbs. Have students pair up to write sets of two sentences with the rest of the adverbs. <b>APPLY</b> Have students complete Word Study p. 179 from the <i>Centro de recursos para descargar</i> .	<b>FOCUS ON STRATEGIES</b> Remind students that the accent that tells two homophones apart is called <b>diacritical</b> accent. <b>MODEL AND PRACTICE</b> Write the adverbs <i>cuando, como, donde, quien, and que</i> . Then write a declarative sentence using one of <b>these words</b> and a question or an exclamation with the same adverb. Show that in interrogative and exclamative sentences, the adverb carries <b>a written</b> accent. Explain that the same applies to all interrogative adverbs. Have students pair up to write sets of two sentences <b>using</b> the rest of the adverbs. <b>APPLY</b> Have students complete <b>the</b> Word Study <b>activity on</b> p. 179 from the <i>Centro de recursos para descargar</i> .
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	Unit 5, W3, page T203	Lesson 5	To assess students' understanding of words with acute accents, have students think if the following words have homophones that carry an acute accent. If so, ask them to explain the meaning of the new word.	To assess students' understanding of words with <b>diacritical accent</b> have students <b>consider whether</b> the following words have homophones that carry <b>a written</b> accent. If so, ask them to explain the meaning of the new word.
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T296	Meta de aprendizaje	"Puedo aprender más sobre textos informativos si explico, si explico sus elementos"	<b>Revised to fix duplicated text.</b> "Puedo aprender más sobre textos informativos si explico <del>si explico</del> sus elementos."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T301	Book Club	"See Book Club, p. T390–T391, for: • teacher's summary of chapters in <i>Un río de piedras de lava rojas y calientes</i> ."	<b>Revised to fix typo and list the new title of the trade book that will replace the previous text due to Permissions issues.</b> "See Book Club, <b>pp.</b> T390–T391, for: • teacher's summary of chapters in <i>Los fósiles y las rocas</i> ."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T301	Club del libro	"Fíjese en el Club del libro, p. T390–T391, para: • hallar un resumen para el maestro de los capítulos de <i>Un río de piedras de lava rojas y calientes</i> ."	<b>Revised to fix typo and list the new title of the trade book that will replace the previous text due to Permissions issues.</b> "Fíjese en el Club del libro, <b>pp.</b> T390–T391, para: • hallar un resumen para el maestro de los capítulos de <i>Los fósiles y las rocas</i> ."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4 Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T335	Book Club	"• teacher's summary of chapters in <i>Un río de piedras de lava rojas y calientes</i> ."	<b>Revised to list the new title of the trade book that will replace the previous text due to Permissions issues.</b> "• teacher's summary of chapters in <i>Los fósiles y las rocas</i> ."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T335	Club del libro	"• Un resumen para el maestro de los capítulos de <i>Un río de piedras de lava rojas y calientes</i> ."	<b>Revised to list the new title of the trade book that will replace the previous text due to Permissions issues.</b> "• Un resumen para el maestro de los capítulos de <i>Los fósiles y las rocas</i> ."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T337	Apply	"Have students follow the same strategy as they complete the activity on p. 601."	<b>Revised to include a missing subhead.</b> "<purple font>My TURN</purple font> Have students follow the same strategy as they complete the activity on p. 601."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T337	Aplicar	"Pida a los estudiantes que sigan la misma estrategia para completar la actividad de la p. 601. Recuérdeles que usarán estas palabras de vocabulario académico durante toda la unidad."	<b>Revised to include a missing subhead.</b> " <b>Mi turno</b> Pida a los estudiantes que sigan la misma estrategia para completar la actividad de la p. 601. Recuérdeles que usarán estas palabras de vocabulario académico durante toda la unidad."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T341	Top blue band	"TODA LA CLASE"	<b>Revised to delete a head erroneously placed on page.</b> Delete "TODA LA CLASE."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T341	Apply	"Direct students to go back to <i>Un paraíso a la basura</i> and annotate where the author is being informative and where the author expresses a feeling or opinion and tell whether the author uses features such as literal language for that purpose."	<b>Revised to include a missing subhead.</b> "<purple font>My TURN</purple font> Direct students to go back to <i>Un paraíso a la basura</i> and annotate where the author is being informative and where the author expresses a feeling or opinion and tell whether the author uses features such as literal language for that purpose."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T341	Aplicar	"Pida a los estudiantes que vuelvan a leer <i>Un paraíso a la basura</i> y anoten las partes en que la autora informa, y las partes en que expresa un sentimiento o una opinión, y que indiquen si usa elementos tales como el lenguaje literal para lograr el propósito. Luego, pídeles que completen la actividad de la p. 603."	<b>Revised to include a missing subhead.</b> " <b>Mi turno</b> Pida a los estudiantes que vuelvan a leer <i>Un paraíso a la basura</i> y anoten las partes en que la autora informa, y las partes en que expresa un sentimiento o una opinión, y que indiquen si usa elementos tales como el lenguaje literal para lograr el propósito. Luego, pídeles que completen la actividad de la p. 603."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T343	Top blue band	"TODA LA CLASE"	<b>Revised to delete a head erroneously placed on page.</b> Delete "TODA LA CLASE."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T343	Apply	"Have students refer to the texts for examples of language that helps an author convey a message."	<b>Revised to include a missing subhead.</b> "<purple font>My TURN</purple font> Have students refer to the texts for examples of language that helps an author convey a message."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T343	Aplicar	"Pida a los estudiantes que consulten los textos para hallar ejemplos de lenguaje que ayude a un autor a comunicar un mensaje. Luego, guíelos para que completen la actividad de la p. 604 del Libro interactivo del estudiante."	" <b>Mi turno</b> Pida a los estudiantes que consulten los textos para hallar ejemplos de lenguaje que ayude a un autor a comunicar un mensaje. Luego, guíelos para que completen la actividad de la p. 604 del Libro interactivo del estudiante."
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T356	English Title of last feature	"Share Back"	<b>Revised to fix wrong head.</b> "Assessment"
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T356	Spanish Title of last feature and icon	"Escritura independiente"/ "Textos mentores" icon	<b>Revised to fix wrong head and icon.</b> "Evaluación"
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T359	Title of feature	"Misión ESTUDIOS SOCIALES"	<b>Revised to fix wrong feature head.</b> "tú Ingeniero"
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W5, T359	Title of feature	"Quest SOCIAL STUDIES"	<b>Revised to fix wrong feature head.</b> "uEngineer It!"
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W6, T366	Title and background of sidebar feature	"Fuente primaria: Ciencias"	<b>Revised to fix wrong title and treatment.</b> "Fuente primaria"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 4 <i>Texas miVisión Lectura-Print + Online, Grade 4 (ISBN 9780134920559) and Texas miVisión Lectura- Online, Grade 4 (ISBN 9780134914985)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W6, T372	Title of feature	"Primary Sources"	Revised to fix wrong title. "Primary Source: SOCIAL STUDIES"
Publisher	Editorial Change	978-1-4182-6875-6	Teacher	U5, W6, T372	Title of feature	"Fuentes primarias: CIENCIAS"	Revised to fix wrong title. "Fuentes primarias: ESTUDIOS SOCIALES"
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>							
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 1, T46	SLD, second paragraph	"Write them on the board and ask students to explain the details in their own words, saying whether these help to answer the question of why the immigration system of "paper son" started. Remind students to answer by giving full sentences. Explain that they can use the words in the question to answer."	Edit to correct misspelled word: "Write them on the board and ask students to explain the details in their own words, saying whether these help to answer the question of why the <b>immigration</b> system of "paper son" started. Remind students to answer by giving full sentences. Explain that they can use the words in the question <b>in their answer</b> ."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 1, T54	SLD, paragraph	"Read a different paragraph from the text and ask students if they have or know someone who has had a similar experience."	Edit to correct grammatical error: "Read a different paragraph from the text and ask students if they have had or know someone who has had a similar experience."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 1, T60	SLD, first paragraph	"Explain that the root geo means "Tierra"; so geología is the "study of the Earth"."	Edit to correct incorrect punctuation of quotation marks with semicolon and period: "Explain that the root geo means "Tierra"; so geología is the "study of the Earth." <b>"</b>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 1, T66	SLD, second paragraph	"Guide students to make them understand that the rest of the words are made up of a root and a suffix. Define the roots as needed."	"Guide students to understand that the rest of the words are made up of a root and a suffix. Define the roots as needed."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 1, T66	Lesson 2, MODEL AND PRACTICE, second paragraph	"Guide students to add a suffix and decide whether they need to add a suffix and decide whether they need to change the spelling of the word."	"Guide students to add a suffix and decide whether <b>they</b> need to change the spelling of the word."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 1, T68	Lesson 2, FOCUS ON STRATEGIES	"Tell students that a fragment does not have a verb or the verb is not inflected."	"Tell students that a fragment does not have a verb or the verb is not conjugated."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T102	SLD, first paragraph	"Tell students that some expressions, like fixed expressions, sometimes do not have a literal meaning. Point out that the last sentence in the box is a fixed expression."	Change incorrect translation of "frases hechas" from "fixed" to "coined": "Tell students that some expressions, like fixed expressions, sometimes do not have a literal meaning. Point out that the last sentence in the <b>text</b> is a fixed expression."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T111	SLD, first and second paragraph	"Remind students that some expressions, like fixed expressions, do not have a literal meaning. Say: (See Spanish.) Ask student if they know the meaning of this expression. If nobody does, say that if someone is the "alma de la fiesta.", that person is livening it up and makes it more fun.  Encourage students to think of other expressions that include the word "alma," such as "dar el alma" or "no tener alma" and to say what they think they mean."	"Remind students that some expressions, like fixed expressions, do not have a literal meaning. Say: (See Spanish.) Ask students if they know the meaning of this expression. If nobody does, say that if someone is the " <b>alma de la fiesta</b> ," that person is livening it up and makes it more fun.  Encourage students to think of other expressions that include the word "alma," such as "dar el alma" or "no tener alma" <b>and say</b> what they think they mean."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T114	SLD, first, second and third paragraphs	"Tell students that a way of understanding vocabulary words from an informational text is to see how they are related. Tell them that they can use visual and contextual support to deepen vocabulary understanding.  Assign a vocabulary word to each student and ask them to pair up with a partner that has another word. Have pairs discuss how words are related. Then form new pairs and repeat the activity.  Finally, ask students to write sentences that explain the connection between the six vocabulary words based on what they discussed with their partners."	"Tell students that <b>one</b> way of understanding vocabulary words from an informational text is to see how they are related. Tell them that they can use visual and contextual support to deepen vocabulary understanding.  Assign a vocabulary word to each student and ask them to pair up with a partner that has another word. Have pairs discuss how words are related. Then <b>have students</b> form new pairs and repeat the activity.  Finally, ask students to write sentences that explain the connection <b>among</b> the six vocabulary words based on what they discussed with their partners."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T116	SLD, head, first paragraph	<p><b>"Make Questions for Clarification</b> Have students work in pairs. Ask them to look at the text features and to take turns to ask and answer questions to clarify what might be confusing regarding text features and the information they include.</p> <p>Remind students to use the names of each text feature in their questions and answers. Say that considering the name of the feature can help them understand the function it has. For example, an <i>apartado</i> is something that is separated from the main text, because the word <i>apartado</i> is related to <i>apartar</i>. The word <i>encabezado</i> is related to <i>cabeza</i>. Guide students into inferring that a heading is at the top of a text, just as the head is in the top of the body. "</p>	<p>Edit to correct incorrect translation of "Hacer" from "Make" to "Ask" and of "para hacer y responder" from "to ask and answer" to "asking and answering."</p> <p><b>"Ask Questions for Clarification</b> Have students work in pairs. Ask them to look at the text features and take turns asking and answering questions to clarify what might be confusing regarding text features and the information they include.</p> <p>Remind students to use the names of each text feature in their questions and answers. Say that considering the name of the feature can help them understand the function it has. For example, an <i>apartado</i> is something that is separated from the main text, because the word <i>apartado</i> is related to <i>apartar</i>. The word <i>encabezado</i> is related to <i>cabeza</i>. Guide students into inferring that a heading is at the top of a text, just as the head is at the top of the body. "</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T120	SLD, second paragraph	<p>"Tell students that a chart can be useful to record inferences made when they read a text and study its features.</p> <p>Have students pair up to create a three-columned chart with the headings <i>Lo que sé</i>, <i>Evidencia del texto</i>, <i>Inferencia</i>. Ask them to choose one of the boxes from <i>Vida en la Tierra y más allá</i>, and look for a part that seems confusing or of which they would like to know more. Then ask them to combine what they know about the topic and what the text says to make an inference to support understanding. Ask them to record their work on their chart."</p>	<p><del>"Tell students that a chart can be useful to record the inferences they make when they read a text and study its features."</del></p> <p>Edit to correct misspelled word and replace incorrect translation of "sobre":</p> <p>Have students pair up to create a three-column chart with the headings <i>Lo que sé</i>, <i>Evidencia del texto</i>, <i>Inferencia</i>. Ask them to choose one of the boxes from <i>Vida en la Tierra y más allá</i>, and look for a part that seems confusing or about which they would like to know more. Then ask them to combine what they know about the topic and what the text says to make an inference to support understanding. Ask them to record their work on their chart."</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T126	SLD, first and second paragraph	<p>"Divide students into three teams. Assign Chris McKay's journey to Antarctica to one team, the Atacama desert journey to another team and the journeys in the infographic on pp. 46-47.</p> <p>Have teams make a list with the features of each assigned journey. Then, ask them to take turns to read one feature aloud. The other teams will say if it is similar or different from the feature they recorded."</p>	<p>"Divide students into three teams. Assign Chris McKay's journey to Antarctica to one team, the Atacama desert journey to another team and the journeys in the infographic on pp. 46-47 to the final team.</p> <p>Have teams make a list with the features of the journey assigned to them. Then, ask them to take turns to read one feature aloud. The other teams will say if it is similar to or different from the feature they noted down."</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T130	SLD, last sentence in first paragraph	<p><del>"Tell students that knowing Greek roots can help them find the meaning of words. Write <i>biología</i> on the board and circle the root.</del></p> <p>Explain that <i>bio</i> means "life". Guide students to understand that <i>biología</i> is the "study of life, or living beings". "</p>	<p><del>"Tell students that knowing Greek roots can help them find the meaning of words. Write <i>biología</i> on the board and circle the root.</del></p> <p>Edit to correct incorrect use of quotation marks with periods:</p> <p>Explain that <i>bio</i> means "life." Guide students to understand that <i>biología</i> is the "study of life, or living beings."</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 2, T143	DEVELOP SENSORY DETAILS, first paragraph	<p>"Have students create index cards each listing a sensory detail to use in their narratives."</p>	<p>"Have students create index cards with a sensory detail on each one to use in their narratives."</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 3, T174	SLD, first paragraph	<p>"Direct students' attention to the vocabulary word <i>brazas</i> on paragraph 31. Ask students what word it reminds them of (<i>brazos</i>). Explain that, in the past, body parts were used for measuring things. A <i>braza</i> was the distance between a person's thumbs with extended arms."</p>	<p>"Direct students' attention to the vocabulary word <i>brazas</i> on paragraph 31. Ask students what word it reminds them of (<i>brazos</i>). Explain that, in the past, body parts were used for measuring things. A <i>braza</i> was the distance between a person's thumbs when he or she extended both arms to the sides."</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 3, T182	SLD, first paragraph	<p>"Tell students that some expressions are not intended to convey literal meaning, but have its roots in phrases used with its literal meaning in certain contexts."</p>	<p>"Tell students that some expressions are not intended to convey literal meaning, but have their roots in phrases that were originally used with a literal meaning in a specific context."</p>

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 3, T208	Lesson 2, MODEL AND PRACTICE	"Write or display the words <i>aire</i> , <i>aceite</i> , <i>buey</i> and <i>poema</i> . Say each one aloud and point out the difference. Have students segment words into syllables and then combine them to establish if they form a formal or an accentuated hiatus, diphthong or triphthong."	"Write or display the words <i>aire</i> , <i>aceite</i> , <i>buey</i> , and <i>poema</i> . Say each one aloud and point out the differences. Have students segment words into syllables and then combine them to establish whether they make up a formal or an accentuated hiatus, diphthong, or triphthong."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T227	SLD, first paragraph	"Read aloud the definition and examples with each visual element in the infographic. Tell students to listen closely as you read about different elements of poetry. Explain that sound devices, such as rhyme or onomatopoeia, are used by poets to create an atmosphere of game and musicality."	"Read aloud the definition and examples of each visual element in the infographic. Tell students to listen closely as you read about different elements of poetry. Explain that sound devices, such as rhyme or onomatopoeia, are used by poets to create an atmosphere of playfulness and musicality."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T237	CONTRASTIVE ANALYSIS	"Use the word wall during Language Connection or in the bilingual center activities to compare and contrast nouns and adjectives, masculine and feminine gender in Spanish, and indicate gender-neuter English words"	"Use the word wall during Language Connection or in the bilingual center activities to compare and contrast nouns and adjectives, masculine and feminine gender in Spanish, and indicate gender-neuter English words."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T240	PTP, paragraph	"Tell students that writers use figurative language aiming to give words a different meaning. Explain that the metaphor is a comparison between two different words or phrases, and that words such as <i>como</i> or <i>igual a</i> are not used for comparison. Ask students to mark a metaphor in the poem " <i>Mi corazón ya es remanso</i> ", in the second verse of stanza 2) and to identify the meaning of the metaphor (the poet feels very peaceful while he walks)."	<b>Revised to fix incorrect use of an article and to correct the number of the stanza.</b> "Tell students that writers use figurative language to give words a different meaning. Explain that the metaphor is a comparison between two different words or phrases without using words such as <i>como</i> or <i>igual a</i> to make the comparison. Ask students to mark a metaphor in the poem " <i>Mi corazón ya es remanso</i> ", in the second verse of stanza 2 and to identify the meaning of the metaphor (the poet feels very peaceful while he walks)."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T240	Posible tema de enseñanza, last sentence	"Pídales que marquen una metáfora en el poema (" <i>Mi corazón ya es remanso</i> ") en el segundo verso de la estrofa 2) y que e identifiquen el significado de la metáfora (el poeta siente mucha paz mientras camina)."	<b>Revised to fix error in the number of the stanza and to fix typo.</b> "Pídales que marquen una metáfora en el poema (" <i>Mi corazón ya es remanso</i> ", en el segundo verso de la estrofa 4) y que identifiquen el significado de la metáfora (el poeta siente mucha paz mientras camina)."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T241	CLOSE READ, Visualize, Possible Response	"Verses help me visualize the feelings of the poet while he walks, I can create a mental image of the footsteps and the nostalgic leaving."	"Verses help me visualize the feelings of the poet while he walks, I can create a mental image of his footsteps on the path and his nostalgic departure."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T256	SLD, fourth paragraphs	"Ask students to review the text they have highlighted in a section of the text. Then ask them to use the sentence frame to describe what they see: (See Spanish.)  Ask students to review the text they have highlighted in a section of the text. Then ask them to share a verbal description of what they visualize."	"Ask students to review the text they have highlighted. Then ask them to use the sentence frame to describe what they see: (See Spanish.)  Ask students to review the text they have highlighted. Then ask them to share a verbal description of what they visualize."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T262	SLD, first paragraph	"Have students with different language proficiency get together to motivate each other to model each word pronunciation."	"Have students with different language proficiency get together to motivate each other to model the correct pronunciation of each word."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T266	SLD, paragraph	"To aid responses to the activity about the author's specific purposes to use certain imagery, offer the following sentence frames."	<b>Change incorrect translation of "para usar" from "to use" to "for using":</b> "To aid responses to the activity about the author's specific purposes for using certain imagery, offer the following sentence frames."
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 4, T271	Lesson 4, FOCUS ON STRATEGIES	"Review hiatuses, diphthongs and triphthongs, reminding students students of the spelling rules to form them using open and closed vowels, and separating the words in syllables."	"Review hiatuses, diphthongs and triphthongs, reminding students of the rules for building them, using strong and weak vowels and separating the words into syllables."



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 5, T296	SLD, first, second, third and fourth paragraph	<p>"Tell students that informational texts are non fiction texts, and explain that this means they tell real events. The text includes facts and details about real people, places or events.</p> <p>Use a T-chart to make a list of types of structure on one side. Distribute paper strips with words or transition phrases. Have students place the transition words next to the text structure that is the best fit. Echo read the T-chart.</p> <p>Have students pair up to identify the transition words or phrases as they preview <i>Travesías pintorescas</i> . Ask them to make a list of the transition words or phrases they find.</p> <p>Then, have them discuss what text structure best fit for them."</p>	<p>"Tell students that informational texts are <b>non-fiction</b> texts, and explain that this means they tell real events. The text includes facts and details about real people, places or events.</p> <p>Use a T-chart to make a list of types of structure on one side. Distribute <b>strips of</b> paper with words or transition phrases. Have students place the transition words next to the text structure that is the best fit. Echo read the T-chart.</p> <p>Have students pair up to identify the transition words or phrases as they preview <i>Travesías pintorescas</i> . Ask them to make a list of the transition words or phrases they find.</p> <p>Then, have them discuss which text structure best <b>fits these transitions.</b>"</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 5, T301	PTP, paragraph	<p>"Use the Academic Vocabulary lesson on pp. T330–331 in the Reading-Writing Bridge to underscore that the way a word functions in a sentence determines its part of speech. Direct students to reread paragraph 5. Point out the words <i>pinturas</i> and <i>pintar</i> . Explain that the first is a noun because it names objects. The second is a verb because it tells an action. Have students identify more nouns and verbs in the text."</p>	<p>"Use the Academic Vocabulary lesson on pp. T330–331 in the Reading-Writing Bridge to <b>emphasize</b> that the way a word functions in a sentence determines its part of speech. Direct students to reread paragraph 5. Point out the words <i>pinturas</i> and <i>pintar</i> . Explain that the first is a noun because it names objects. The second is a verb because it tells an action. Have students identify more nouns and verbs in the text."</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 5, T351	PERSONAL NARRATIVE, <b>first paragraph, second sentence</b>	<p><del>"Provide students the assessment prompt below. The prompt may be displayed for students to respond to paper it may be printed from PearsonRealize.com."</del></p>	<p><del>"Provide students the assessment prompt below. The prompt may be displayed for students to respond to paper or it may be printed from PearsonRealize.com."</del></p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, Week 6, T359	SLD, third paragraph	<p>Help students read the article. Have students use sentence starters to review the content. [in black font] (See Spanish.) Have students remember to self-correct as they respond, such as rereading their writing for mistakes."</p>	<p><b>Edit to correct error in citation referring to color of type:</b> Help students read the article. Have students use sentence starters to review the content. [in blue font] (See Spanish.) Have students remember to self-correct as they respond, such as rereading their writing for mistakes."</p>
Publisher	Editorial Change	978-1-4182-6877-0	Teacher	Unit 1, UP, T378	TEACHER'S SUMMARY	<p>"The story "<i>Ernest Shackleton y la Antártida</i> " describes the journey of Ernest Shackleton, who never completed his mission to reach the South Pole, but that had an extraordinary voyage and was considered a hero."</p>	<p>"The story "<i>Ernest Shackleton y la Antártida</i> " describes the journey of Ernest Shackleton. <b>Although he</b> never completed his mission to reach the South Pole, <b>he</b> had an extraordinary voyage and was considered a hero."</p>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 1, T47	SLD, first and second paragraph	<p>"Explain that Spanish, like many languages, has special words to refer to animals and, in the cases in which there isn't a specific word, they are simply called crías, as in <b>paragraph 20</b>.</p> <p>Ask students to identify the terms for the young of these find the specific terms for the babies of these animals, using online resources if needed: <i>perro (cachorro)</i> , <i>vaca (ternero)</i> , <i>ballena (ballenato)</i> , <i>caballo (potro o potrillo)</i> , <i>oso (osezno)</i> ."</p>	<p>"Explain that Spanish, like many languages, has special words to refer to <b>animals' young and, in those cases</b> there isn't a specific word, they are simply called crías, as in <b>paragraph 20</b>.</p> <p>Ask students <b>to work in pairs</b> to identify the terms for the young of <b>specific animals</b>, using online resources if needed: <b>[in blue font](See Spanish.)"</b></p>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 1, T68	SLD, second paragraph	<p>"Ask a volunteer to give an oral description of a room. Ask the rest of the class to draw their classmate as he or she describes a room. Then have students compare their drawings, discussing whether the drawings would help someone understand the oral description the student gave."</p>	<p>"Ask a volunteer to give an oral description of a room. Ask the rest of the class to draw <b>a picture of the as their classmate describes it. Then</b>, have students compare their drawings, discussing whether the drawings would help someone understand the oral description <b>by their classmate.</b>"</p>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 2, T136	SLD, paragraph	<p>"Tell students that words with diphthongs and hiatus have more advanced ortographic patterns. Identifying them can help them write and pronounce them better. Display the words <i>causa</i> y <i>aéreo</i> . Ask students to decodify them aloud."</p>	<p><b>EDIT MADE TO CORRECT MISSPELLINGS AND MISSING ANTECEDENTS AND OTHER INCORRECT SENTENCE STRUCTURES.</b></p> <p>"Tell students that words with diphthongs and hiatuses have more advanced spelling patterns. Identifying these patterns can help students write and pronounce the words better. Display the words <i>causa</i> and <i>aéreo</i> . Ask students to decode them aloud."</p>



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 2, T140	SLD, first and second paragraph	"Have students consider how to make their purposes clear in their writing.  Give students a worksheet with sentences that inform and sentences that persuade. Have them underline one and circle the other. Then have them write one of each type of sentence."	"Have students <b>think about</b> how to make their <b>purpose</b> clear in their writing.  Give students a worksheet with <b>informative and persuasive sentences</b> . Have them <b>underline the informative ones, and circle the persuasive ones</b> . Then, have them write one of each type of sentence."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 2, T142	Lesson 1, FOCUS ON STRATEGIES, first and second paragraphs	"Use the Spelling Sentences from Day 5 to assess students' understanding of words with diphthongs and hiatus.  For students who can easily identify diphthongs and hiatus, include the following Challenge Words with the spelling list."	"Use the Spelling Sentences from Day 5 to assess students' understanding of words with diphthongs and <b>hiatuses</b> .  For students who can easily identify diphthongs and <b>hiatuses</b> , include the following Challenge Words with the spelling list."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 2, T142	Lesson 2, FOCUS ON STRATEGIES	"It is important to demonstrate and apply the phonetic knowledge by using orthographic rules to combine and segment syllables. We have a diphthong when two vowels are combined, one weak and another strong or when we have two weak vowels in the same syllable. If a weak vowel has an accent, we get an accented hiatus. When you segment a word in syllables, those vowels will be in different syllables. We have a simple hiatus when there are two strong vowels that belong to different syllables."	"It is important to demonstrate and apply the phonetic knowledge by using orthographic rules to combine and segment syllables. We have a diphthong when two vowels are combined, one weak and another <b>strong</b> , or when we have two weak vowels in the same syllable. If a weak vowel has an accent, we get <b>an</b> accented hiatus. When you segment a word in syllables, those vowels will be in different syllables. We have a simple hiatus when there are two strong vowels that belong to different syllables."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 2, T142	Lesson 2, MODEL AND PRACTICE	"To demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules, like diphthongs and hiatus. Write: <i>continúa</i> and <i>continua</i> , <i>gradúan</i> and <i>graduan</i> . Read them out loud and separate them into syllables. Ask students to blend syllables, repeat the words and comment why, though the spelling is the same, they are pronounced differently. Then, dictate: <i>sonríe</i> , <i>sonrió</i> and <i>sonríendome</i> , and ask to check the spelling by whisper reading the words to decode them. Verify the student's work."	"Demonstrate and apply spelling knowledge <b>about spelling by writing</b> words with more advanced orthographic patterns and rules, like diphthongs and <b>hiatuses</b> . Write: <i>continúa</i> and <i>continua</i> , <i>gradúan</i> and <i>graduan</i> . Read them out loud and separate them into syllables. Ask students to blend syllables, repeat the words, and comment why, though the spelling is the same, they are pronounced differently. Then, dictate: <i>sonríe</i> , <i>sonrió</i> , and <i>sonríendome</i> , and ask them to check the spelling by whisper reading the words to decode them. <b>Check the students'</b> work."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 3, T162	SLD, first and third paragraph	"To help prepare students for the oral reading of "Una cámara estenopeica," read aloud this short summary:  Ask the students if they are familiar with the term "pinhole camera". Ask for volunteers to tell the others what it looks like and to what it is used for. If they do not know, give them a brief description."	"To help prepare students for the oral reading of " <b>Una cámara estenopeica</b> ," read aloud this short summary:  Ask the students if they are familiar with the term " <b>cámara estenopeica</b> ." Ask for volunteers to tell the others what <b>one</b> looks like and to <b>what is</b> used for. If they do not know, give them a brief description."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 3, T175	PTP, paragraph	"Use the Word Study lesson on pp. T206–T207 to teach words with stress on the last syllable. Identify words with stress on the last syllable in paragraph 12 of <i>El hacha</i> ( <i>duró</i> , <i>más</i> , <i>consideró</i> , <i>rincón</i> , <i>analizó</i> , <i>aprendió</i> , <i>compasión</i> , <i>sí</i> , <i>sentó</i> , <i>terminó</i> , <i>aún</i> , <i>autocompasión</i> ). Tell students that all of them have something in common: they are pronounced with greater force on the last syllable, and they finish with <i>n</i> , <i>s</i> , or a vowel. Explain that words which are pronounced with greater force on the last syllable are words with stress on the last syllable, and if they finish with <i>n</i> , <i>s</i> , or a vowel, they carry written accent in Spanish."	"Use the Word Study lesson on pp. T206–T207 to teach words with stress on the last syllable. Identify words with stress on the last syllable in paragraph 12 of " <b>El hacha</b> " ( <i>duró</i> , <i>más</i> , <i>consideró</i> , <i>rincón</i> , <i>analizó</i> , <i>aprendió</i> , <i>compasión</i> , <i>sí</i> , <i>sentó</i> , <i>terminó</i> , <i>aún</i> , <i>autocompasión</i> ). Tell students that all of them have something in common: they are pronounced with greater force on the last syllable, and they finish with <i>n</i> , <i>s</i> , or a vowel. Explain that <b>words pronounced</b> with greater force on the last syllable are words with stress on the last syllable, and if they finish with <i>n</i> , <i>s</i> , or a vowel, they carry a written accent in Spanish."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 3, T206	Lesson 1, FOCUS ON STRATEGIES	"Demonstrate and apply spelling knowledge by spelling palabras agudas with a prosodic or orthographic accent. Acute words carry their accent on the last syllable. The accent may be present, and be called a graphic accent, or not. Acute words only have a graphic accent when they end in <i>n</i> , <i>s</i> or a vowel. Verbs in the simple past, the first (yo) and the third person singular (él/ella) are words stressed in the last syllable. Write <i>canté</i> y <i>cantó</i> . Verbs in the future are all words stressed in the last syllable, except for nosotros. Conjugate the verb <i>cantar</i> ."	"Demonstrate and apply spelling knowledge by correctly spelling words with stress on the last syllable, with or without a written (graphic) accent. Words that are stressed on the last syllable are called <i>agudas</i> and only have a written accent when they end in <i>n</i> , <i>s</i> or a vowel. Verbs in the simple past, the first person singular ( <i>yo</i> ), and the third person singular ( <i>él/ella</i> ) are words stressed on the last syllable. Write <i>canté</i> and <i>cantó</i> . Verbs in the future tense are all stressed on the last syllable, except for <i>nosotros</i> . Conjugate the verb <i>cantar</i> ."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 3, T207	Lesson 5, Assess understanding	"To assess students' understanding of accents on acute words, have students listen to you read aloud and write down each of the following words on a two-column chart: one of them with the words that have a graphic accent, and the other with the ones that do not. Say the words: (See Spanish.). When students are finished, have volunteers discuss their answers."	"To assess students' understanding of accents on <b>words with stress on the last syllable</b> , have students listen to you read <b>the following words</b> aloud and write down each of the following words on a two-column chart: <b>one with</b> the words that have a graphic accent, and the other with the ones that do not. Say the words: (See Spanish.). When students are finished, have volunteers discuss their answers."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 3, T212	Lesson 1, Assess prior knowledge, second paragraph	"For students who understand how to use graphic accents when spelling acute words, include the following Challenge Words with the spelling list."	"For students who understand how to use graphic accents when spelling words <b>with stress on the last syllable</b> , include the following Challenge Words with the spelling list."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 3, T212	Lesson 2, FOCUS ON STRATEGIES	"Explain that acute words carry a graphic accent on their last syllable. When they end in <i>n</i> , <i>s</i> or a vowel they have a graphic accent. If they end in another letter, they do not. Say the following words aloud: <i>correr</i> , <i>hotel</i> , and <i>café</i> . Have students identify the accentuated syllable, write the words correctly, and explain why some of these words have a written accent."	"Explain that <b>words with stress on the last syllable</b> carry a graphic accent on their last <b>syllable when they end in <i>n</i>, <i>s</i> or a vowel</b> . If they end in another letter, they do not. Say the following words aloud: <i>correr</i> , <i>hotel</i> , and <i>café</i> . Have students identify the accentuated syllable, <b>spell</b> the words correctly, and explain why some of these words have a written accent."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 3, T213	Lesson 3, FOCUS ON STRATEGIES	"Remind students that verbs in the infinitive are always acute words but, since they do not end in <i>n</i> , <i>s</i> , or a <b>vowel</b> , they do not have an accent."	"Remind students that verbs in the infinitive are always <b>words with stress on the last syllable</b> but, since they do not end in <i>n</i> , <i>s</i> , or a <b>vowel</b> , they do not have a graphic accent."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T272	SLD, last paragraph	"Say the word <i>reptiles</i> . Ask students to repeat it and to clap on the syllable which has the stress. Repeat with the words <i>imagen</i> and <i>túnel</i> . Explain that these words have the stress on the next-to-last syllable and that is why they are called graves <i>llanas</i> in Spanish."	"Say the word <i>reptiles</i> . Ask students to repeat it and to clap on the <b>stressed syllable</b> . Repeat with the words <i>imagen</i> and <i>túnel</i> . Explain that <b>the stress is</b> on the next-to-last syllable <b>in these words, which</b> is why they are called graves <i>llanas</i> in Spanish."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T273	Lesson 3, MODEL AND PRACTICE	"Say these words aloud: (See Spanish.) Have students identify the stressed syllable in each word. Then ask them to indicate where a hiatus is formed, thus, having a written accent."	"Say these words aloud: (See Spanish.) Have students identify the stressed syllable in each word. <b>Then</b> , ask them to indicate where a hiatus is formed, thus, having a written accent."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T273	Lesson 4, Spiral Review title	<b>"Spiral Review: Stress on Acute Words"</b>	<b>"Spiral Review: Stress on Words with the Stress on the Last Syllable"</b>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T273	Lesson 4, FOCUS ON STRATEGIES	"Remind students that acute words are stressed on the last syllable."	"Remind students <b>about words with stress</b> on the last syllable."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T273	Lesson 4, MODEL AND PRACTICE	"Call on a volunteer to write an acute word with a written accent and one without it, and to underline the stressed syllable in each word. Remind students that acute words have a written accent when they end in <i>n</i> , <i>s</i> or <b>vowel</b> . Monosyllabic words have no written accent, except when we must distinguish two that are spelled the same but differ in meaning (for example, <i>te/té</i> ). In this case, the written accent is called <i>diacrítica</i> ."	"Call on a volunteer to write <b>a word with the stress on the last syllable</b> with a written accent and one without it, and to underline the stressed syllable in each word. Remind students that <b>words with the stress on the last syllable</b> have a written accent when they end in <i>n</i> , <i>s</i> or a <b>vowel</b> . Monosyllabic words have no written accent, except when we must distinguish two that are spelled the same but differ in meaning (for example, <i>te/té</i> ). In this case, the written accent is called <i>diacrítica</i> ."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T273	Lesson 4, APPLY	"Have students pair up or work independently to list examples of acute words with and without a written accent. Then allow students to share and compare their word lists with others."	"Have students pair up or work independently to list examples of <b>words with the stress on the last syllable</b> with and without a written accent. <b>Then</b> , allow students to share and compare their word lists with others."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T279	Lesson 4, Spiral Review title	<b>"Spiral Review: Stress on Acute Words"</b>	<b>"Spiral Review: Stress on Words with the Stress on the Last Syllable"</b>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T279	Lesson 4, FOCUS ON STRATEGIES	"Review the spelling rules about accents and stressed on the last syllable on pp. T212–T213."	"Review the spelling rules about accents <b>on words with the stress</b> on the last syllable on pp. T212–T213."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T279	Lesson 4, MODEL AND PRACTICE	"Display this misspelled sentence: <i>La maestra de cantó de Ana canto en el recital de la escuela</i> . Then read it aloud, but placing the stress correctly on the words <i>canto</i> , <i>cantó</i> . Call on a volunteer to correct the spelling mistakes. Point out that <i>cantó</i> and <i>canto</i> have different meanings, so it is important to know how they are spelled, one of them being stressed on the next-to-last syllable ( <i>canto</i> ) and the other, acute ( <i>cantó</i> )."	"Display this misspelled sentence: <i>La maestra de cantó de Ana canto en el recital de la escuela</i> . <b>Then</b> , read it aloud, but placing the stress correctly on the words <i>canto</i> , <i>cantó</i> . Call on a volunteer to correct the spelling mistakes. Point out that <i>cantó</i> and <i>canto</i> have different meanings, so it is important to know how they are spelled, one of them being stressed on the next-to-last syllable ( <i>canto</i> ) and the other, <b>on the last syllable (cantó)</b> ."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T280	Lesson 2, MODEL AND PRACTICE, second paragraph	"Point out the changes in the auxiliary verb, while the participle remains unchanged. Explain the same for the other grammatical persons."	"Point out the changes in the auxiliary verb <i>haber</i> , while the participle remains unchanged. Explain the same for the other grammatical persons."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 4, T287	Share Back	"Ask several volunteers to share from their drafts examples of perfect verbs and their relative tenses."	"Ask several volunteers to share from their drafts examples of perfect verbs and their relative tenses. <b>Encourage them to discuss sample sentences where different verb tenses are appropriately used.</b> "
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 5, T309	PTP, paragraph	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to point out that the word <i>caza</i> can be a verb or an adjective. Tell students that they can change a word part to create a related word. (See Spanish example.) Review the parts of speech you used."	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to point out that the word <i>caza</i> can be a verb or an <b>noun</b> . Tell students that they can change a word part to create a related word. (See Spanish example.) Review the parts of speech you used."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 5, T317	PTP, paragraph	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to work on the word <i>liberar</i> . Explain that, as for many words, when you change a word part, you can get a different one but still related, although in a different part of speech. For example, <i>liberar</i> is a verb, <i>liberados</i> is an adjective and <i>liberación</i> is a noun. Review the parts of speech you used."	"Use the Academic Vocabulary lesson on pp. T338–T339 in the Reading-Writing Workshop Bridge to work on <b>parts of speech using</b> the word <i>liberar</i> . Explain that, as is the case for many words, when you change a <b>part of the words</b> , you can get a different but still related <b>word</b> , although <b>from</b> a different part of speech. For example, <i>liberar</i> is a verb, <i>liberados</i> is an <b>adjective</b> , and <i>liberación</i> is a noun. Review the parts of speech you used."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 5, T340	Title	<b>"Words with Stress on the Third-to-Last and Fourth-to-Last Syllable"</b>	<b>Edit to correct misspelled word:</b> <b>"Words with Stress on the Third-to-Last and Fourth-to-Last Syllable"</b>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 5, T340	Lesson 1, Title	<b>"Words with Stress on the Third-to-Last and Fourth-to-Last Syllable"</b>	<b>Edit to correct misspelled word:</b> <b>"Words with Stress on the Third-to-Last and Fourth-to-Last Syllable"</b>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 5, T340	Lesson 2, Title	<b>"Words with Stress on the Third-to-Last and Fourth-to-Last Syllable"</b>	<b>Edit to correct misspelled word:</b> <b>"Words with Stress on the Third-to-Last and Fourth-to-Last Syllable"</b>
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 5, T341	Lesson 4, APPLY	"Ask students to pair up. Have them work together to create a list of words stressed on the next-to-last syllable. Then invite students to share the words and their stress with the class."	"Ask students to pair up. Have them work together to create a list of words stressed on the next-to-last syllable. <b>Then</b> , invite students to share the words and <b>to discuss the stress of each work</b> with the class."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 5, T353	EDIT FOR CAPITALIZATION, whole section	"Display and discuss examples of correct capitalization to help students understand how and why to use it in informational articles. Have students view examples from the stack and then make a capitalization T-chart poster to hang for everyone in the class to use, as needed.  Have student pairs find examples of capitalization from the stack. Have them use markers to write the examples in the T-chart poster for classroom use.  Have partners exchange drafts and revise for capitalization using the T-chart as a guide. Tell them that check for correct capitalization for addresses, personal titles, organizations, and abbreviations and acronyms."	"Display and discuss examples of correct capitalization to help students understand how and why to use it in informational articles. Have students view examples from the <b>stack</b> . <b>Then ask them to make a T-chart with examples of how to use capitalization to hang in the classroom for everyone</b> to use, as needed.  Have student pairs find examples of capitalization from the stack. Have them use markers to write the examples <b>on</b> the T-chart <b>poster, which will be used as a reference by all of the class</b> .  Have partners exchange drafts and revise for capitalization using the T-chart as a guide. Tell them <b>to</b> check for correct capitalization of addresses, personal titles, organizations, and abbreviations and acronyms."
Publisher	Editorial Change	978-1-4182-6878-7	Teacher	Unit 2, Week 6, T363	SLD, Compare and Discuss, head and second paragraph	<b>"Compare and Discussing"</b>  Ask students with different levels of Spanish to work in pairs. Ask pairs to think about the texts in the unit and take turns to discuss the similarities and differences. Then ask them to connect the texts from the unit with other texts they have read on their own. Give them time to make relevant connections. You can guide them individually with questions like: <i>¿Leíste algún otro texto sobre los animales o la vida en la naturaleza? ¿Cómo se relaciona con los textos de la unidad?"</i>	<b>"Compare and Discuss"</b>  Ask students with different levels of Spanish <b>proficiency</b> to work in pairs. Ask pairs to think about the texts in the <b>unit, and to take turns discussing</b> the similarities and differences. <b>Then</b> , ask them to connect the texts from the unit with other texts they have read on their own. Give them time to make relevant connections. You can guide them individually with questions like: <b>[in blue font] (See Spanish.)"</b>

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 1, T43	PTP, paragraph	"Remind students that a simile states a comparison between two unlike things but they share some characteristic. The comparison is established by the words <i>como</i> , <i>al igual que</i> o <i>tal (es) como</i> ."	"Remind students that a simile <b>is</b> a comparison between two <b>things that</b> share some <b>characteristics</b> . The comparison is established by the words <i>como</i> , <i>al igual que</i> o <i>tal (es) como</i> ."
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 3, T195	Conferring, SYNTHESIZE INFORMATION, single sentence	"Ask students to look back at their T-charts to share how synthesizing information helped them better understand the texts."	<b>Revised text to fix an incorrect translation.</b> "Ask students to <b>use two or more independent reading texts</b> to share how synthesizing information helped them better understand the texts."
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 3, T195	Conferenciar, title	"RESUMIR LA INFORMACIÓN"	<b>Revised incorrect title.</b> "SINETIZAR LA INFORMACIÓN"
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 3, T195	Libros por nivel, title	"RESUMIR LA INFORMACIÓN"	<b>Revised incorrect title.</b> "SINETIZAR LA INFORMACIÓN"
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 4, T236	Preview Vocabulary, first bullet	<p>• Introduce the vocabulary words on p. 130 of the <i>Libro interactivo del estudiante</i> and define them as needed.</p> <p><b>maguey:</b> an agave plant from Mexico  <b>requinto:</b> a small guitar with just four strings  <b>sopetón:</b> sudden blow  <b>amapola:</b> a plant with long stem  <b>sarape:</b> a wool or cotton blanket with a pattern of strips in lively colors"</p>	<p>• Introduce the vocabulary words on p. 130 of the <i>Libro interactivo del estudiante</i> and define them as needed.</p> <p><b>maguey:</b> an agave plant from Mexico  <b>requinto:</b> a small guitar with just four strings  <b>sopetón:</b> a sudden blow  <b>amapola:</b> a <b>flower</b> with long <b>thin</b> stem  <b>sarape:</b> a wool or cotton blanket with a <b>stripped pattern</b> in lively colors"</p>
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 4, T242	Close Read, Visualize, whole section	<p>"Have students scan the poem on <b>p. 136</b> and highlight words naming things which could be present in a field. Then have them explain what mental images those words create and how they allow them to deepen understanding.</p> <p><b>Possible Response:</b> I imagine extensive fields covered with green grass; a peaceful setting only interrupted by the sound of tractors; a mixture of colors and scents offered by <b>grapes, cotton plants, plums, and pumpkins.</b>"</p>	<p>"Have students scan the poem on <b>p. 136</b> and highlight words which could be <b>found in the countryside</b>. Then have them explain what mental images those words create and how <b>it increases their knowledge of the text</b>.</p> <p><b>Possible Response:</b> I imagine <b>large</b> fields covered with green grass; a peaceful setting only interrupted by the sound of tractors; a mixture of colors and scents offered by <b>grapes, cotton plants, plums, and pumpkins.</b>"</p>
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 4, T242	CROSS-CURRICULAR PERSPECTIVES, single paragraph, second, third and fourth sentences	"The Hispanics who live in these places, which used to belong to Mexico (Arizona, Nuevo México, California, Utah, Nevada and some parts of Colorado and Wyoming), are called <i>chicanos</i> . The mix between American and Mexican culture in the region has resulted in what is known as <i>Chicano culture</i> , which is reflected on literature, music and other arts. The author of the poems from this collection, Juan Felipe Herrera, is from <i>Chicano</i> origin."	"The Hispanics who live in these places, which used to belong to Mexico (Arizona, Nuevo México, California, Utah, Nevada and some parts of Colorado and Wyoming) are called <i>chicanos</i> . The mix between American and Mexican culture in the region has resulted in what is known as <i>Chicano culture</i> , <b>it</b> is reflected <b>in</b> literature, music and other arts. The author of <b>this collection of poems</b> , Juan Felipe Herrera, is <b>of</b> <i>Chicano</i> origin."
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 4, T274	Reading.Writing Workshop Bridge, single paragraph	"While conferring with students, refer back to the Bridge minilessons on <b>mood</b> and <b>indefinite and reflexive pronouns</b> ."	"While conferring with students, refer back to the Bridge minilessons on <b>mood</b> and <b>indefinite, reflexive and prepositional</b> ."
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 4, T274	Puente entre los talleres de lectura y escritura, single paragraph	"Mientras conferencia con los estudiantes, haga referencia a las minilecciones sobre <b>la atmósfera y los pronombres indefinidos y reflexivos</b> del Puente."	<b>Revised to complete the sentence with all the pronouns covered.</b> "Mientras conferencia con los estudiantes, haga referencia a las minilecciones sobre <b>la atmósfera y los pronombres indefinidos, reflexivos y preposicionales</b> del Puente."
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 5, T328	SLD, first parargaph	"Tell students that knowledge of words with Arabic origins can help them recognize them."	"Tell students that <b>knowing the characteristics</b> of words with Arabic origins can help them <b>identify these words</b> ."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 5, T341	Dual Language notice	"Have students make a list of the opinion essay topics they wrote about during the week and tell a partner why they chose them and which was their favorite topic. Challenge students to think of two or three different items or ideas they want to add to their opinion essays in the future and to share those ideas with a neighbor before writing them down."	"Have students make a list of the opinion essay topics they wrote about during the week and tell a partner why they chose them and which was their favorite topic. <b>Revised to replace the last sentence with the correct boilerplate content.</b> See the online <i>Dual Language Educators' Implementation Guide</i> for additional writing support."
Publisher	Editorial Change	978-1-4182-6879-4	Teacher	Unit 3, Week 5, T341	Dual Language notice	"Anime a los estudiantes a pensar en dos o tres temas o ideas diferentes que quieran añadir a sus ensayos de opinión en el futuro y a compartir esas ideas con un compañero antes de anotarlas."	<b>Revised to replace the last sentence with the correct boilerplate content.</b> "Puede hallar estrategias adicionales que apoyen a los estudiantes bilingües conectándose en línea a <i>Dual Language Educators' Implementation Guide</i> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, UP, page T15	SLD, the first and the second paragraph	"Write on the blackboard the academic vocabulary word <i>noble</i> followed by <i>pueblo</i> , <i>blanco</i> and <i>niebla</i> . Ask students if these words are written with <i>b</i> or <i>v</i> . Circle the letters <i>bl</i> in each word. Ask them what they notice about the <i>b</i> in those cases (it is followed by <i>l</i> ). Explain to the students that these words contain the consonant groups <i>bl</i> and <i>br</i> and that they are always written with <i>b</i> . Then, ask them to mention words of the group <i>br</i> (Possible responses: <i>cabra</i> , <i>abrir</i> , <i>Brasil</i> )."  "Use the academic vocabulary Ask pair of students with different levels of command of the language to read out loud the oral vocabulary routine. Then, display sentences frames that work for the answers of "Ask," for example, <i>Una limitación al visitar un museo es _____</i> ."	"Write on the <b>board</b> the academic vocabulary word <i>noble</i> followed by <i>pueblo</i> , <i>blanco</i> and <i>niebla</i> . Ask students if these words are written with <i>b</i> or <i>v</i> . Circle the letters <i>bl</i> in each word. Ask them what they notice about the <i>b</i> in those cases (it is followed by <i>l</i> ). Explain to the students that these words contain the consonant groups <i>bl</i> and <i>br</i> and that they are always written with <i>b</i> . Then ask them to <b>think of words with br</b> (Possible responses: <i>cabra</i> , <i>abrir</i> , <i>Brasil</i> )."  "Use the academic vocabulary Ask <b>pairs</b> of students with different <b>language levels</b> to read out loud the oral vocabulary routine. Then display sentences frames that work for the answers of " <b>Preguntar</b> " questions for example, <i>Una limitación al visitar un museo es _____</i> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 1, page T36	SLD, the first and the second paragraph	"Explain that the characters speak in a dialect of English that uses nonstandard vocabulary, grammar, and pronunciations."  "Have students work in pairs to rewrite paragraphs 18–21 in standard English with no dialect variations in such a way that the whole text follows the spelling and grammatical rules."	"Explain that the characters speak in a <b>Spanish dialect</b> that uses nonstandard vocabulary, grammar, and <b>pronunciation</b> ."  "Have students work in pairs <b>and</b> rewrite paragraphs 18–21 in standard <b>Spanish</b> with no dialect variations <b>following</b> spelling and grammatical rules."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 1, page T38	Possible Teaching Point	" <b>Varieties of Spanish</b> Remind students that varieties of Spanish are forms of a language spoken in a particular area or by a particular group of people that often include special vocabulary and nonstandard grammar and pronunciations. Then discuss examples of varieties of Spanish in paragraphs 43 and 45, such as <i>usté</i> , instead of <i>usted</i> ."	" <b>Spanish dialects</b> Remind students that <b>Spanish dialects</b> are forms of a language spoken in a particular area or by a particular group of people often <b>including</b> special vocabulary and nonstandard grammar and pronunciation. Then discuss examples of <b>Spanish dialect</b> in paragraphs 43 and 45, such as <i>usté</i> , instead of <i>usted</i> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 1, page T62	LESSON 1, MODEL AND PRACTICE, the first <del>and the second</del> paragraph	"To demonstrate how recognizing these prefixes help students figure out the meanings of words that contain them, say, uttering the word with its prefix clearly:"  "Ask them which part is the prefix ( <i>com-</i> ) and which one is the base word ( <i>prometer</i> ). Guide students to explain how knowing that <i>com-</i> means "with" or "together" helps them understand the meaning of <i>comprometer</i> (to promise something as a group). Ask some volunteers to give oral examples or sentences including the words <i>comprometer</i> ."	<b>Edit to correct incorrect subject-verb agreement and to correct grammatical error created by omitted word:</b> "To demonstrate how recognizing these prefixes helps students figure out the meanings of words that contain them, say the word with its prefix clearly:"  "Ask them which part is the prefix ( <i>com-</i> ) and which <b>is</b> the base word ( <i>prometer</i> ). <del>Explain to students</del> how knowing that <i>com-</i> means "with" or "together" helps them understand the meaning of <i>comprometer</i> (to promise something as a group). Ask some volunteers to give oral examples or sentences <b>using the word <i>comprometer</i></b> ."



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 1, page T68	SLD	" <b>Spelling Word Parts</b> Tell students that sounding out word parts <i>con-</i> , <i>com-</i> , <i>pro-</i> y <i>epi-</i> will help them spell words that contain those word parts. Ask them to read aloud the vocabulary words before and after writing them."	" <b>Spelling Parts of Words</b> Tell students that sounding out <b>prefixes</b> <i>con-</i> , <i>com-</i> , <i>pro-</i> y <i>epi-</i> will help them spell words that contain <b>them</b> . Ask them to read aloud the vocabulary words before and after writing them <b>down</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 1, page T70	SLD, the second paragraph	"Explain that many adjectives answer the question: <i>what is it like?</i> about the noun they modify. Say: (See Spanish.) Explain that green is an adjective. Have student pairs create their own <i>What kind?</i> questions and answers to identify adjectives."	"Explain that many adjectives answer the question: <i>¿Cómo es?</i> about the noun they modify. Say: (See Spanish.) Explain that green is an adjective. Have student pairs create their own <i>¿Cómo es?</i> questions and answers to identify adjectives."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 1, page T75	SLD, Week 1: Introduce and Immerse	"These Spanish Language Development activities will help students to improve the structures and details in their writings. Every time possible, have students with advanced knowledge of Spanish to work with students with lower knowledge. Among the partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."	"These <b>targeted language development</b> activities will help students improve <b>both</b> the structure <b>as well as the level of detail in their writing</b> . <b>Whenever</b> possible, have students <b>of mixed language-proficiency work in pairs</b> . <b>Partners can serve as language models for each other as they work together to orally express</b> their thoughts and develop their <b>writing</b> . The activities suggested below <b>progress from simple to linguistically more demanding tasks</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T99	CROSS-CURRICULAR PERSPECTIVES, paragraph	"According to some historians, there was a particular event which started the Mexican War of Independence: the Cry of Dolores. It consisted of a cry made by priest Miguel Hidalgo y Costilla, with Ignacio Allende and Juan Aldama, to his congregation to ask them to raise their weapons against New Spain in the morning of September 16th, 1810. That is why he rang the bells of the church in Dolores. Hildago delivered a harangue to <b>motivate them to fight</b> ."	"According to some historians, there was a particular event which started the Mexican War of Independence: the Cry of Dolores. It consisted of a cry made by <b>the Priest</b> Miguel Hidalgo y Costilla, with Ignacio Allende and Juan Aldama, to his congregation <b>asking</b> them to raise their weapons against New Spain <b>on</b> the morning of September 16th, 1810. That is why he rang the bells of the church in Dolores. Hildago delivered a <b>declaration motivating</b> them to fight."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T100	Monitor Comprehension, Possible Response, paragraph	"Ana lived with a couple related to her father, the Vicarios, and their daughter, Leona. She considered them family. But then, Mr. and Mrs. Vicario die and Leona inherits all they own, which was a lot; therefore, they were considered to be a part of the high society. Uncle Agustín was the lawyer of the king and queen of Spain, and that is the main reason why he didn't support the independence of New Spain from the Crown."	"Ana lived with a couple <b>who was</b> related to her father, the Vicarios, and their daughter Leona. She considered them family. But then, Mr. and Mrs. Vicario <b>died</b> and Leona <b>inherited</b> all <b>their wealth</b> , which was a lot; therefore, they were considered <b>a</b> part of high society. Uncle Agustín was the <b>King and Queen of Spain's lawyer</b> and that is the main reason why he didn't support the independence of New Spain from the Crown."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T102	Infer Multiple Themes, the last sentence	"They will probably think that the participation of the young women in the cause is determinant and admirable."	"They will probably think that the participation of young women in the cause is <b>fundamental</b> and admirable."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T102	CROSS-CURRICULAR PERSPECTIVES, the second sentence	"Mothers, daughters and wives abandoned their role limited to the household to take care of the wounded, act as spies, provide food for the camps and some even <b>participated in the armed battle</b> ."	"Mothers, daughters <b>and</b> wives abandoned their role limited to the household to take care of the wounded, act as spies, provide food for the camps and some even <b>participated in battle</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T103	Possible Teaching Point, the last sentence	"(Synonyms include <i>receptor</i> , <i>punto de llegada</i> , <i>meta</i> , <i>objetivo</i> ; antonyms include <i>confident</i> , <i>certain</i> , <i>origen</i> , <i>emisor</i> , <i>punto de salida</i> .)"	"(Synonyms include <i>receptor</i> , <i>punto de llegada</i> , <i>meta</i> , <i>objetivo</i> ; antonyms include <i>origen</i> , <i>emisor</i> , <i>punto de salida</i> .)"
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T106	SLD, paragraph	"Point out to the students that for a fiction to be historical, the authors should always make reference to historical places, facts or characters. If the readers do not have the previous knowledge to understand what the author is referring to, they can investigate in order to verify if the information is real. Have students investigate if an orphanage called <i>Colegio de Belén de las Mochas</i> actually existed (or exists) and ask them to share the information they found."	"Point out to students that for fiction to be historical, the authors <b>have to</b> make reference to historical places, facts or characters. If the readers do not have previous knowledge to understand what the author is referring to, they can investigate in order to verify if the information is real. Have students investigate if an orphanage called <i>Colegio de Belén de las Mochas</i> actually existed (or exists) and ask them to share the information they <b>find</b> ."



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T112	CROSS-CURRICULAR PERSPECTIVES, the first paragraph	"María de la Soledad Leona Camila Vicario Fernández de San Salvador, known simply as Leona, dies in August 1842 at 53. Before turning 50, she wrote in her will that she was healthy, but that her body "felt the long battle, the hunger, the fatigue and the misery it had felt during all those years at war." She is still the only woman in Mexico to have been offered a state funeral, a ceremony only offered to important national figures, attended by the highest authorities of the State. Leona Vicario is a national hero and she received the highest honors, she was declared "Benemérita y Dulcísima Madre de la Patria ." In Mexico, there are many statues of her and many schools, hospitals, libraries, towns and streets named after her."	"María de la Soledad Leona Camila Vicario Fernández de San Salvador, known simply as Leona, dies in August 1842 at 53. Before turning 50, she wrote in her will that she was healthy, but that her body "resentia la larga lucha, el hambre, el cansancio y la desdicha que había padecido durante los años de guerra" . She is still the only woman in Mexico to have been offered a state funeral, a ceremony only offered to important national figures attended by the highest authorities of the State. Leona Vicario is a national hero and she received the highest honors, she was declared "Benemérita y Dulcísima Madre de la Patria ." In Mexico, there are many statues of her and many schools, hospitals, libraries, towns and streets are named after her."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T114	SLD, the last sentence	"If necessary, model how to incorporate one of the vocabulary words, such as: <i>Ana and Leona were determined to participate and cooperate with the insurgents.</i> "	"If necessary, model how to incorporate one of the vocabulary words, such as: " <i>Ana y Leona estaban decididas a participar y colaborar con los &lt;u&gt;insurgentes.&lt;/u&gt;</i> " "
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T116	SLD, the second paragraph	"Ask volunteers to mimic with their bodies (they can ask a partner for help or use elements of the classroom) the words of the vocabulary <i>titiritando, insurgentes</i> and <i>reconocido</i> , and their partners have to guess which is the word that is being represented."	"Ask volunteers to mimic with their bodies (they can ask a partner for help or use elements in the classroom) the <b>vocabulary words</b> <i>titiritando, insurgentes</i> and <i>reconocido</i> , and their partners have to guess <b>what word</b> is being represented."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T120	SLD, the second paragraph	"Have students compare the fight against slavery on <i>Salvemos al Sr. John Holton</i> and the fight for independence on <i>La libertad según Ana Pérez</i> . Guide them with the following questions: How do both fights coincide? What other themes emerge from the main theme? What feelings arose in the town with the loss of rights? Ask why they think both authors chose to focus on young people. Ask to what theme their similarities point."	"Have students compare the fight against slavery <b>in</b> <i>Salvemos al Sr. John Holton</i> and the fight for independence <b>in</b> <i>La libertad según Ana Pérez</i> . Guide them with the following questions: How do both fights coincide? What other themes emerge from the main theme? What feelings arose in the town with the loss of rights?"
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T128	SLD, the last two sentences	"Then, ask students to share, in groups, the meaning of the verses and how they are related to the texts they have read this week. Offer every necessary help to understand <b>new words or confuse verses.</b> "	"Then ask students to share in groups the meaning of the verses and how they are related to the texts they have read this week. Offer every <b>help necessary</b> to understand <b>new words or confusing verses.</b> "
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T130	SLD, paragraph	"Encourage students to practice using synonyms to describe what they mean when they aren't sure of the English word. Have student pairs use synonyms to describe the Academic Vocabulary words <i>resist</i> and <i>grace</i> . Remind students to use synonyms that are the same part of speech."	"Encourage students to practice using synonyms to describe what they mean when they <b>are unsure of the meaning of a word.</b> Have <b>pairs of students</b> use synonyms to describe the Academic Vocabulary words <i>resistir</i> and <i>gracia</i> . Remind students to use synonyms that are the same part of speech."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T133	LESSON 4, FOCUS ON STRATEGIES, paragraph	"Review the strategies on pp. T62–T63 about using the word parts <i>con-</i> , <i>com-</i> , <i>pro-</i> , <i>epi-</i> to determine a word's meaning."	"Review the strategies on pp. T62–T63 about using the <b>prefixes</b> <i>con-</i> , <i>com-</i> , <i>pro-</i> , <i>epi-</i> to determine a word's meaning."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T133	LESSON 4, MODEL AND PRACTICE, paragraph	"Ask a volunteer to define the word part <i>pro-</i> . Remind students how knowing that <i>pro-</i> sometimes means "forward" or "before" can help them decode words that contain this word part, such as <i>proseguir</i> ."	"Ask a volunteer to define the <b>prefix</b> <i>pro-</i> . Remind students how knowing that <i>pro-</i> sometimes means "forward" or "before" can help them decode words that contain this <b>prefix</b> , such as <i>proseguir</i> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T139	LESSON 3, FOCUS ON STRATEGIES, paragraph	"Stress that the prefix <i>super-</i> , written without an accent mark and united to the root without a hyphen, shouldn't be confused with the word <i>súper</i> (with an accent mark), which is a type of fuel, the short form of <i>supermercado</i> or something which is "very good or superior"."	"Stress that the prefix <i>super-</i> , written without <b>a written accent</b> and united to the root without a hyphen, shouldn't be confused with the word <i>súper</i> (with <b>a written accent</b> ), which is a type of fuel, the short form of <i>supermercado</i> or something which is "very good or superior"."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T140	LESSON 1, APPLY, the last sentence	"Remind them to pay attention to agreement and that demonymic adjectives in Spanish don't begin with a capital letter."	"Remind them to pay attention to agreement and that demonymic adjectives in Spanish <b>begin with a lower case letter.</b> "

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T145	SLD, Week 2: Develop Elements	"These Spanish Language Development activities will help students improve the structures and details in their writings. Whenever possible, have students with advanced level of Spanish work with students that have a lower level. Among partners, advanced students can be models to follow for their partners in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."	"These <b>targeted language development</b> activities will help students improve <b>both</b> the structure <b>as well as the level of detail</b> in their <b>writing</b> . Whenever possible, have students <b>of mixed language-proficiency work in pairs</b> . <b>Partners can serve as language models for each other as they work together to orally express</b> their thoughts and develop their <b>writing</b> . The activities suggested below <b>progress from simple to linguistically more demanding tasks</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 2, page T145	SLD, the last sentence	"• Have students write a paragraph about the conflict in his or her story and have a partner edit their draft to make sure that verb tenses make sense."	"• Have students write a paragraph about the conflict in his or her story and have a partner edit their draft to make sure that verb tenses make sense. <b>See the online Dual Language Educators' Implementation Guide for additional writing support.</b> "
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 3, page T157	SLD	"Have students reread the phrases of the cryptogram and identify the capital letters. Ask them why they think that the words Constitution and Bill of Rights take capital letters (they are proper names, related to a constitution and a specific bill). Then ask: (See Spanish.) (Yes, because it is a proper name.) Have students identify the word Americans and ask them if this word should take, in Spanish, capital letter. (No.) Remind students that nationalities do not take capital letters in Spanish."	"Have students reread the phrases of the cryptogram and identify the capital letters. Ask them why they think the words <b>Constitución</b> and <b>Declaración de Derechos</b> have capital letters (they are proper names, related to a constitution and a specific bill). Then, ask: (See Spanish.) (Yes, because it is a proper name.) Have students identify the word <b>estadounidenses</b> and ask them if this word <b>in Spanish has a</b> capital letter. (No.) Remind students that nationalities do not <b>have</b> capital letters in Spanish."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 3, page T184	SLD	"After the develop vocabulary activity on p. 184, form pairs of students with mixed language-dominance. Ask them to make sentences about the Constitution including the previously identified words. Then, ask them to take turns to read the sentences. Encourage the native Spanish speakers to show correct pronunciation and prosody in order to help develop their partner's fluency in Spanish."	"After the develop vocabulary activity on p. 184, form <b>students into pairs</b> with mixed language- <b>levels</b> . Ask them to make sentences about the Constitution including the <b>words previously identified</b> . Then ask them to take turns to read the sentences. Encourage the native Spanish speakers to <b>model</b> correct pronunciation and prosody in order to help develop their partner's fluency in Spanish."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 3, page T192	SLD, the first and the second paragraph	" <b>Pairs of bilingual students</b> During the Fluency activity on P. T192, have pairs of students with mixed language-dominance take turns to read the passages. Then have each one choose a section of the Bill of Rights, summarize the section orally with their own words and share it with their partners. Encourage Spanish speakers to show correct pronunciation and prosody when reading in order to help develop their partner's fluency in Spanish."  " <b>Bilingual groups</b> During Conferring activity on p. T193, form groups of students with mixed language-dominance. Have them take turns to paraphrase the answers of their partners to the questions you asked when conferring."	" <b>Pairs of bilingual students</b> During the Fluency activity on p. T192, have pairs of students with mixed language- <b>levels</b> take turns to read the passages. Then have each one choose a section of the Bill of Rights, summarize the section orally with their own words and share it with their partners. Encourage Spanish speakers to <b>model</b> correct pronunciation and prosody when reading in order to help develop their partner's fluency in Spanish."  " <b>Bilingual groups</b> During Conferring activity on p. T193, form <b>students into groups</b> with mixed language- <b>levels</b> . Have them take turns to paraphrase <b>their partners' answers</b> to the questions you asked when conferring."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 3, page T196	SLD, the first and the second paragraph	" <b>Pairs of bilingual students</b> In order to encourage students to make conversation, have pairs of bilingual students complete together, at least one, literacy activity on p. 197. Have them of students ask and answer questions about what they have learned along the week and what they would like to learn."  " <b>Bilingual groups</b> During Confering activity on p. T197, make groups of students with mixed language-dominance. Have them take turns to paraphrase the answers of their partners to the questions you asked in the Confering activity."	" <b>Pairs of bilingual students</b> In order to encourage students to <b>talk to each other</b> , have pairs of bilingual students complete together at least one literacy activity on p. 197. Have them <b>ask</b> and answer questions about what they have learned <b>in</b> the week and what they would like to learn."  " <b>Bilingual groups</b> During <b>Conferring</b> activity on p. T197, <b>form</b> groups of students with mixed language- <b>levels</b> . Have them take turns to paraphrase <b>their partners' answers</b> to the questions you asked in the Confering activity."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 4, page T256	SLD	"Organize lessons with the students through step by step questions. Ask: (See Spanish.) Go on until the students clearly observe how a fact can trigger the following."	"Organize lessons with the students <b>using</b> step by step questions. Ask: (See Spanish.) <b>Continue</b> until the students clearly observe how <b>an event</b> can trigger the following."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 4, page T270	SLD, the first sentence	"Explain that knowing what a word part means can help students determine its meaning."	"Explain that knowing <b>the root of a word</b> can help students determine its meaning."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 4, page T272	SLD	"Have groups compare the illustrations on pp. 325 and 330. Ask: (See Spanish.) Work with students to point out differences between each illustration that create contrasting moods. For each illustration, have students complete the sentence frame <i>This image makes me feel _____</i> ."	"Have groups compare the illustrations on pp. 325 and 330. Ask: (See Spanish.) Work with students to point out <b>the differences in</b> each illustration that create contrasting moods. For each illustration, have students complete the sentence frame <i>Esta imagen me hace sentir _____</i> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 4, page T277	LESSON 4, APPLY, the last sentence	"Then have partners think of one new word that uses each word part."	"Then have partners think of one new word that uses each <b>prefix</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T306	SLD, the first, <del>the second, and the third</del> paragraph	"Explain to students that <i>Ezekiel Johnson va al Oeste</i> is a and Vocabulary novel. Mention that the word <i>gráfica</i> relates to pictures, and a novel is a long story."  "Uncover the words and have volunteers read them with expression."  "Have students work with a partner to write down the names of the articles of clothing they see. Encourage students from different places to tell the regional names for each piece of clothing:"	"Explain to students that <i>Ezekiel Johnson va al Oeste</i> is a <b>graphic</b> novel. <b>Point out</b> that the word <i>gráfica</i> relates to pictures, and a novel is a long story."  "Uncover the words and have volunteers read them <b>expressively</b> ."  "Have students work with a partner <b>and</b> write down the names of the articles of clothing they see. Encourage students from different places to <b>say</b> the regional names for each piece of clothing:"
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T323	Possible Teaching Point, the first sentence	"Use the Latin Roots lesson on pp. T346–T347 in the Reading-Writing Bridge to teach students that Latin roots are the basis for many words in English."	"Use the Latin Roots lesson on pp. T346–T347 in the Reading-Writing Bridge to teach students that Latin roots are the basis for many words in <b>Spanish</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T330	SLD, the second, the third, the fourth, and the fifth paragraph	"Have students echo read each sentence with you."  "Have pairs of students with mixed language-dominance pick a vocabulary word and use it to retell the portion of <i>Ezekiel Johnson va al Oeste</i> where it is used."  "Then, have them pick a vocabulary word and explain why the author chose to use it."  "Finally, have the pairs of students with mixed language-dominance pick a vocabulary word and research its origins and meanings."	"Have students <b>read</b> each sentence with you."  "Have pairs of students with mixed language- <b>levels</b> pick a vocabulary word and use it to retell the portion of <i>Ezekiel Johnson va al Oeste</i> where it <b>appears</b> ."  "Then have them pick a vocabulary word and explain why the author <b>used</b> it."  "Finally, have pairs of students with mixed language- <b>levels</b> pick a vocabulary word and research its origins and meanings."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T334	SLD, the first, the second, the forth, and the fifth paragraph	"With this in mind, they can always seek support from their peers and teachers."  "Have pairs of students with mixed language-dominance to carefully examine the illustrations and point out something they do not know a word for or which is difficult to write or pronounce. Ask volunteers to share these doubts with the with class and have students who know the words explain them to the class."  "Then ask for students to volunteer answers."  "Ask them if knowing more about the topic helps them better understand the author's purpose."	"With this in mind, they can always <b>get</b> support from their peers and teachers."  "Have pairs of students with mixed language- <b>levels</b> <b>carefully</b> examine the illustrations and point out something they do not know, a <b>word</b> which is difficult to write or pronounce. Ask volunteers to share these doubts <b>with</b> the class and have students who know the words explain <b>them</b> ."  "Then ask students to <b>answer the questions</b> ."  "Ask them if knowing more about the topic helps them <b>to</b> better understand the author's purpose."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T338	SLD	"Under the first part, write and read aloud a text clue, such as Amos's dialogue, "Estoy seguro de que terminas volviendo." Ask: (See Spanish.) Under the second part, write and read aloud, "¿Un sueño? No duermo lo suficiente para tener un sueño.""  Then have pairs of students with mixed language-dominance and ask them to use the same equation model in a three column chart. Have them write down three inferences they have made while reading in the third column and then fill the two first columns with the evidence that supports those inferences. Have the pairs exchange their charts to prove if the evidence they wrote supports the inferences they made."	"Under the first part, write and read aloud a text clue, such as Amos's dialogue, " <b>Estoy seguro de que terminas volviendo</b> ." Ask: (See Spanish.) Under the second part, write and read aloud, " <b>¿Un sueño? No duermo lo suficiente para tener un sueño.</b> " "  Then <b>put students in pairs</b> with mixed language- <b>levels</b> and ask them to use the same equation model in a three column chart. Have them write down three inferences they made while reading in the third column and then fill the two first columns with the evidence that supports those inferences. Have the pairs exchange their charts to <b>see</b> if the evidence they wrote <b>down</b> supports the inferences they made."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T344	SLD, the first and the last sentence	"Have pairs of students with mixed language dominance and ask them to make a three column chart entitled <i>sustantivo, adjetivo, verbo</i> ."  "Ask the pairs to exchange their charts to see if their partners happen to know another type of words."	"Put students in pairs with mixed language levels and ask them to make a three column chart entitled <i>sustantivo, adjetivo, verbo</i> ."  "Ask the pairs to exchange their charts to see if their partners happen to know other words."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T346	LESSON 1, FOCUS ON STRATEGIES, the first, the third, and the fifth sentence	"Many words in English are based on Latin roots.  The root <i>scrib</i> means "write" and can be seen in many words, including <i>describir, escritor, escritorio, or escriba</i> .  For example, <i>describir</i> means "to tell of or give an account of."	"Many words in Spanish are based on Latin roots.  The root <i>scrib</i> means " <i>escribir</i> " and can be seen in many words, including <i>describir, escritor, escritorio, or escriba</i> .  For example, <i>describir</i> means " <i>decir o contar algo</i> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T346	LESSON 1, MODEL AND PRACTICE, the first and the second paragraph	"The root <i>rupt</i> means "burst." <i>Ruptura</i> means "to break or burst suddenly."  "The Latin root <i>audi</i> means "hear."	"The root <i>rupt</i> means " <i>romper</i> " . <i>Ruptura</i> means " <i>algo que se rompe o estalla súbitamente</i> ." .  "The Latin root <i>audi</i> means " <i>oír</i> " ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T347	LESSON 3, MODEL AND PRACTICE, the first sentence	"Knowing that <i>audi</i> means "hear" helps us understand that words with this Latin root relate to hearing."	"Knowing that <i>audi</i> means " <i>oír</i> " helps us understand that words with this Latin root relate to hearing."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T347	LESSON 4, MODEL AND PRACTICE, the first and the second sentence	"Call on students to define the words <i>biografía</i> and <i>teléfono</i> using Greek roots. If needed, write or display the roots <i>grafo, micro, tele</i> and <i>scopio</i> and discuss the definitions (write, small, far and instrument to see.)"	"Ask students to define the words <i>biografía</i> and <i>teléfono</i> using Greek roots. If needed, write or display the roots <i>grafo, micro, tele</i> and <i>scopio</i> and discuss the definitions ( <i>escribir, pequeño, lejos</i> and <i>instrumento para ver</i> .)"
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T354	LESSON 1, MODEL AND PRACTICE, the second paragraph	"Have partners form a phrase for their correlative conjunctions. Then, discuss all student phrases as a class."	"Have partners form a sentence for their correlative conjunctions. Then discuss all the students' sentences as a class."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T359	SLD, Week 5: Publish, Celebrate, and Assess	"These Spanish Language Development activities will help students to improve the structures and details in their writings. Every time possible, have students with advanced knowledge of Spanish to work with students with lower knowledge. Among the partners, the advanced students can be models to follow for the partners they work with, in order to express aloud their thoughts and develop their writings. The activities suggested below increase the linguistic difficulty as they go on."	"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 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	978-1-4182-6880-0	Teacher	Unit 4, Week 5, page T359	SLD, the last sentence	"Finally, have each pair make a list with all the answers they wrote and have volunteers read them aloud."	"Finally, have each pair make a list with all the answers they wrote and have volunteers read them aloud. <i>See the online Dual Language Educators' Implementation Guide for additional writing support.</i> "
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 6, page T369	SLD, the first, the second, and the third paragraph	"Explain that one way to strengthen understanding of texts is to compare and discuss them." "Form pairs of students with mixed language-dominance levels. Encourage Spanish learners to repeat each question after you and then have pairs confirm understanding together before elaborating the answer together."  "Develop oral fluency After students have finished answering all the questions,"	"Explain that one way to strengthen the understanding of texts is to compare and discuss them." "Form students into pairs with mixed language-levels. Encourage Spanish learners to repeat each question after you and have them confirm understanding together before answering."  "Develop oral fluency After students have finished answering all the questions,"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 6, page T373	SLD, the second and the third paragraph	"Have groups of students with mixed language-dominance and help them read the article. Work with the groups to identify the author's central idea and support.  Provide frame sentences to help them, "  "Have students name word with the same or similar meaning.  Remind students that the words with the same or similar meaning but different spelling are called synonyms.  Have students name synonyms of the adjective central."	"Put students into groups with mixed language-levels and help them read the article. Work with the groups to identify the author's central idea and <b>supporting details</b> .  <b>Provide</b> frame sentences to help them,"  "Have students <b>say words</b> with the same or similar meaning.  Remind students that the words with the same or similar meaning but different spelling are called <b>synonyms</b> .  Have students name <b>synonyms</b> of the adjective <b>central</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 6, page T383	SLD, the first, the second, and the last sentence	"To give support on the revising and editing process, have pairs of students to read their drafts or the model of the student that contains mistakes.  ask them to stop reading and help them elaborate their own revision,  Students should elaborate the answer together and share it aloud.	"To give support on the <b>reviewing</b> and editing process, have pairs of students read their drafts or a <b>Student Model that has</b> mistakes.  ask them to stop reading and help them <b>to work on</b> their own revision,  Students should <b>work on</b> the answer together and <b>say it out loud</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 6, page T390	TEACHER'S SUMMARY, "Las uvas" (I), the first and the fourth sentence	"Six years later, in the Rancho de las Rosas, we see Esperanza; her father, the owner of the ranch; her mother, Ramona; and the domestic service celebrating the beginning of the harvest. It is 1930, ten years after the end of the revolution in Mexico."	"Six years later, in the Rancho de las Rosas, we see Esperanza, her father, the owner of the ranch, her mother, Ramona, and the domestic service celebrating the beginning of the harvest. It is 1930, ten years after the end of the <b>Mexican Revolution</b> ."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 6, page T392	TEACHER'S SUMMARY, "Las papayas", the fourth sentence, and the last sentence	"Uncle Luis and Uncle Marco and uncle Luis are going to "take care of the family affairs".  Miguel tells Esperanza that, if her uncle gets the ranch, they will go to the United States to work."	"Uncle Luis and Uncle Marco are going to "take care of the family affairs."  Miguel tells Esperanza that if her uncle gets the ranch, they will go to the United States to work."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 6, page T396	TEACHER'S SUMMARY, "Las ciruelas" and "Las papas", the third, and the penultimate sentence	"The babies care a lot for her.  Esperanza decides to stay strong for his mother."	"The babies <b>like her a lot</b> .  Esperanza decides to stay strong for <b>her</b> mother."
Publisher	Editorial Change	978-1-4182-6880-0	Teacher	Unit 4, Week 6, page T396	TEACHER'S SUMMARY, "Los aguacates" and "Los espárragos", the second sentence	"She heals with avocado her hands hands she hurt while working."	"She heals <b>her hands she hurt while working with avocados</b> ."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 1, page T29	BOOK CLUB, 4th bullet	"• facilitating use of the trade book Into the <i>El abecé visual de mares, océanos, lagos y ríos</i> ."	"• facilitating use of the trade book <i>El suelo y el clima</i> ."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 1, page T47	Possible Teaching Point, 3rd, 4th sentences	"(They illustrate rock changes by showing places that have undergone them.) Discuss why the author included the insets, eliciting that, in addition to providing evidence of rock changes, they make the text more visually appealing."	"(They illustrate rock changes by showing <b>the places where that has happened</b> .) Discuss why the author included the insets, <b>explaining</b> that in addition to providing evidence of rock changes, they make the text more visually appealing."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 1, page T70	LESSON 1, MODEL AND PRACTICE, 2nd paragraph, 2nd sentence	"Explain that, in this case, the words are spelt in the same way, but the letter <i>h</i> shows the difference between them."	<b>Revise text to fix unclear translation:</b> "Explain that, in this case, the words are <b>spelled</b> the same way, but the letter <i>h</i> <b>is</b> the difference between them."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 1, page T76	LESSON 2, FOCUS ON STRATEGIES	"Explain to students that they shouldn't confuse the meaning of words that sound similar or are spelt similarly."	<b>Revise to correct misspelled word:</b> "Explain to students that they shouldn't confuse the meaning of words that sound similar or are <b>spelled</b> similarly."



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 1, page T77	LESSON 3, FOCUS ON STRATEGIES	"Remind students that some words are confusing because they sound the same or similar, but they are spelt differently and have different meanings."	"Remind students that some words are confusing because they sound the same or similar, but they are <b>spelled</b> differently and have different meanings."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 2, page T108	Possible Teaching Point	"Use the Word Study lesson on pp. T138–T139 in the Reading-Writing Workshop Bridge to teach students how they can use their knowledge of how letters sound in Spanish to spell words with difficult spellings. Point out the words <i>húmedo</i> and <i>comienza</i> on the <i>Libro interactivo del estudiante</i> p. 476. Say the words aloud and have students listen to compare the way they sound with the way they are spelled ( <i>húmedo</i> begins with <i>h</i> , but <i>h</i> is not pronounced in Spanish when it is the first letter in a word; <i>comienza</i> has the syllable <i>za</i> , but in Latin American Spanish <i>za</i> sounds exactly like <i>sa</i> ). Have students look for other words with difficult spellings on this page and discuss the difficulties in their spellings."	"Use the Word Study lesson on pp. T138–T139 in the Reading-Writing Workshop Bridge to teach students how <b>to</b> use their knowledge of <b>letter sounds</b> in Spanish to spell words with difficult spellings. Point out the words <i>húmedo</i> and <i>comienza</i> on <b>p. 476 in the Libro interactivo del estudiante</b> . Say the words aloud and have students listen to compare the way they sound with the way they are spelled ( <i>húmedo</i> begins with <i>h</i> , but <i>h</i> is <b>silent</b> in Spanish when it is the first letter in a word; <i>comienza</i> has the syllable <i>za</i> , but in Latin American Spanish <i>za</i> sounds exactly like <i>sa</i> ). Have students look for other words with difficult spellings on this page and discuss the difficulties in their spellings."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 2, page T132	SLD, 2nd sentence	"Tell them to select a visual and describe the information it provides, how it relates to the text, and why it is an important detail."	"Tell them to select a visual <b>element</b> and describe the information it provides, how it relates to the text, and why it is an important detail."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 3, page T166	SLD 1	"Point out that the base word of <i>Riachuelo</i> is <i>riacho</i> , which, in turn, derives from <i>rio</i> . Offer several base words, and work with students to explore changes in meaning and punctuation when they add affixes. Read each base word and each new word. Have students practice speaking each word."	"Point out that the base word of <i>Riachuelo</i> is <i>riacho</i> , <b>which comes</b> from <i>rio</i> . Offer several base words, and work with students to explore changes in meaning and <b>accentuation</b> when they add affixes. Read each <b>new word and have students practice their pronunciation</b> ."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 3, page T187	Close Read, last paragraph	"The water drop feels upset from being in the pipelines and excited to get back into the sea and be clean and clear again."	"The water drop feels upset from being in the pipelines and excited to get back into the sea and be clean and <b>transparent</b> again."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 3, page T220	Instrucciones para la conferencia, 3rd title	"Develop Poetry With Punctuation"	"Develop Poetry <b>with</b> Punctuation"
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 3, page T220	Instrucciones para la conferencia, 5th title	"Planifica tu poema   Plan Your Poem"	" <b>Corregir para obtener significados precisos   Rewrite for Precise Meaning</b> "
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 4, page T244	Possible Teaching Point, third sentence	"Point to the word <i>Departamento</i> , on top of the page, and <i>millones</i> , in the <b>silhouette</b> map."	"Point to the word <i>Departamento</i> , on top of the page, and <i>millones</i> , <b>on</b> the map."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 5, page T307	Possible Teaching Point, first sentence	"Explain students that there are suffixes to express smaller or more intense levels of the word of which they are part."	"Explain <b>to students</b> that there are suffixes to express smaller or more intense levels of the word of which they are part."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 5, page T307	Possible Teaching Point, last sentence	"Clarify that the use of this type of suffix is a characteristic of colloquial registration, so for formal texts, especially written, it is advisable to avoid their use."	"Clarify that the use of this type of suffix is a characteristic of colloquial <b>language</b> , so for formal texts, especially written, it is advisable to avoid their use."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 5, page T314	Possible Teaching Point, second sentence	"Direct students to reread paragraphs 23–25, and call their attention to the words <i>protegidos</i> , <i>protegió</i> , <i>protegen</i> , and <i>protegida</i> as examples of words that have the same root but are used as different parts of speech."	"Direct students to reread paragraphs 23–25, and call their attention to the words <i>protegidos</i> , <i>protegió</i> , <i>protegen</i> , and <i>protegida</i> as examples of words that have the same root but are used <b>differently inside a sentence, since they belong to different parts of speech</b> ."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 5, page T342	SLD, first sentence	"Have students <b>work with a partner to</b> consider all of the first-person pronouns."	"Have students consider all of the first-person pronouns."
Publisher	Editorial Change	978-1-418-26881-7	Teacher	Unit 5, Week 5, page T344	Lesson 2, Focus on Strategies, first and second sentence	"Explain that diminutive suffixes express a smaller size or intensity. On the other hand, augmentative suffixes express a bigger size or intensity."	"Explain that diminutive suffixes express a smaller size or <b>intensity and</b> augmentative suffixes express a bigger size or intensity."
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"
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 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"



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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 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"> <li>• Tiene un enunciado de "enganche", interesante y atractivo, que hace que los lectores quieran seguir leyendo</li> <li>• Establece la situación o el problema que pone los sucesos en marcha</li> <li>• Presenta al narrador y las otras personas importantes que participan en la experiencia.</li> </ul> En una narración personal, el narrador es el escritor	<ul style="list-style-type: none"> <li>• Tiene un enunciado de "enganche", interesante y atractivo, que hace que los lectores quieran seguir leyendo.</li> <li>• Establece la situación o el problema que pone los sucesos en marcha.</li> <li>• Presenta al narrador y a las otras personas importantes que participan en la experiencia. En una narración personal, el narrador es el escritor.</li> </ul>
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 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 289	LOS ELEMENTOS VISUALES Y DE MULTIMEDIA DEBEN red checkmarks	Three red checkmarks annos are on	Turn off anno layer
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."
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."
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 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 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	Unit 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 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	"reflexivos"	"reflexivos"
Publisher	Editorial Change	9780328992331	Student	Unit 3, page 152	Title: Revisar la claridad	"la claridad"	"para combinar ideas y mejorar la claridad"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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 inferi"
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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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>							
Identified By	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 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"
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	"describir"	"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	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 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 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

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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	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 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."
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 aire, poema, boina, leal and Paraguay."	"Write on the board the words aire, poema, boina, leal and Paraguay."
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 aire, poema, boina, leal y Paraguay."	"Escriba en el pizarrón las palabras aire, poema, boina, leal y Paraguay."
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T202	Lección 2: second paragraph, third row	"dividir"	"separar, o segmentar,"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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. "
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T230	After Minilección	Insert text after minilesson	FLUIDEZ 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. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Cuando lean con exactitud, lean cada palabra de forma completa y correcta, sin agregar otras palabras.</li> <li>• Cuando lean con la velocidad apropiada, lean a un ritmo natural, ni muy lento ni muy rápido. Lean para que sus oyentes puedan entenderlos.</li> </ul> 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.



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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"
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 T278	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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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>							
Identified By	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 T292	OPCIÓN FLEXIBLE CARTELES DE REFERENCIA, second and third bullets	<ul style="list-style-type: none"> <li>• Pida a los estudiantes que sugieran encabezados y gráficos.</li> <li>• Pida que los estudiantes agreguen títulos específicos a medida que lean nuevos textos."</li> </ul>	<ul style="list-style-type: none"> <li>• Pida a los estudiantes que sugieran encabezados y gráficas.</li> <li>• Pídale que agreguen títulos específicos a medida que lean nuevos textos."</li> </ul>
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"> <li>• Pensar</li> <li>• Identificar</li> <li>• Determinar</li> </ul>	<ul style="list-style-type: none"> <li>• Piensen</li> <li>• Identifiquen</li> <li>• Determinen</li> </ul>
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:"
Publisher	Editorial Change	9781418268770	Teacher	Unit 1, page T318	DESARROLLO DEL LENGUAJE EN ESPAÑOL, second paragraph, last row	"y o"	"O"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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 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 –an 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"> <li>• ¿Qué ofrecen los trenes que los aviones no?</li> <li>• ¿Qué hace que los trenes sean una forma de viaje más amigable con el medio ambiente?</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué ofrecen los trenes que los aviones no ofrecen?</li> <li>• ¿Qué hace que los trenes sean una forma de viaje menos dañina para el medio ambiente?</li> </ul>
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"
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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	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	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.
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 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
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 <i>El científico 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 <i>El científico están en el laboratorio</i> , there is an agreement mistake. The correct sentence could be <i>El científico está en el laboratorio</i> , or <i>Los científicos están en el laboratorio</i> . 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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 <italics>Dual-language Educators' Implementation Guide.
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.
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T90	Expert's View, bottom of left column	" 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."	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	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 T150	Independent Writing, Mentor STACK image	"Mentor STACK"	Delete "Mentor STACK"
Publisher	Editorial Change	9781418268787	Teacher	Unit 2, page T150	Escritura independiente, Textos Mentores image	"Textos Mentores"	Delete "Textos Mentores"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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	Posible 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, pídale 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, pídale 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."
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 sobresdrújulas"



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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	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 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	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 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5							
Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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	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 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	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 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"
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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.
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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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 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 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 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	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 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	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>
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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

Spanish Language Arts and Reading, Grade 5 Texas miVisión Lectura-Print + Online, Grade 5 (ISBN 9780134920566) and Texas miVisión Lectura- Online, Grade 5 (ISBN 9780134915005)							
Identified By	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 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 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, <b>Escoger un libro</b> 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, <b>Escoger un libro</b> 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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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>							
Identified By	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	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.



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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 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	"...kat (Polish)."	"...Katze (German)."
Publisher	Editorial Change	9780328990665	Teacher	Unit 1, page T198	Minilessson, 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	Minilessson, 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	Minilessson, 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	9780328990672	Teacher	Unit 2, page T52	Right-hand column, top box, Intervention Activity, main heading	"MY CAT"	"MY CAT, NIP"
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	Minilessson, FOCUS, last line	"...ends with the sounds /an/."	"...ends with the sounds /a/ /n/."
Publisher	Editorial Change	9780328990672	Teacher	Unit 2, page T140	Minilessson, MODEL AND PRACTICE, line 4	"Emphasize <i>rock</i> in the following sentences:"	"Emphasize <i>rock</i> in the following sentence:"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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	9780328990672	Teacher	Unit 2, page T278	Minilesson, FOCUS ON STRATEIGIES, bulleted items	<ul style="list-style-type: none"> <li>• Remind students that a noun names a person, place, thing, or idea. Give an example of something in the room.</li> <li>• 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.</li> <li>• Give them an example of a noun by naming something in the room."</li> </ul>	<ul style="list-style-type: none"> <li>• Tell students that some word parts appear at the beginning of a word.</li> <li>• These word parts, called prefixes, change the meaning of that word.</li> <li>• The word part <i>un-</i> means 'not.' The word part <i>pre-</i> means 'before.' The word part <i>re-</i> means 'again.'"</li> </ul>
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	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 T20	Explore the Infographic, paragraph 2, sentence 4	"Then turn..."	"Then turn their ..."
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."
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	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 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?" <ul style="list-style-type: none"> <li>• adventure</li> <li>• pretend</li> <li>• explorer</li> <li>• castle"</li> </ul>	"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?" <ul style="list-style-type: none"> <li>• choose</li> <li>• meaning</li> <li>• explain</li> <li>• character"</li> </ul>
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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	9780328990689	Teacher	Unit 3, page T300	Minilessons, 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	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 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 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	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> . <b>STUDENT INTERACTIVE, p. 221</b> "	"...activity on p. 124 in the <i>Student Interactive</i> . <b>STUDENT INTERACTIVE, p. 124</b> "
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	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 T34	Left-hand column, ELL Language Transfer paragraph, end of sentence	"...discuss the elements of narrative nonfiction."	"...discuss the elements of informational text."
Publisher	Editorial Change	9780328990702	Teacher	Unit 5, page T164	Left-hand column, ELL Language Transfer, bulleted items	<ul style="list-style-type: none"> <li>• new : <i>nuevo</i></li> <li>• storm : <i>tormenta</i></li> <li>• covers : <i>cubiertas</i></li> <li>• finally : <i>finalmente</i></li> </ul>	<ul style="list-style-type: none"> <li>• new : <i>nuevo</i></li> <li>• finally : <i>finalmente</i></li> </ul>
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, 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 T346	Minilessons, MODEL AND PRACTICE, 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</i> , <i>sad</i> , <i>bake</i> , <i>late</i> , <i>show</i> , <i>the</i> , <i>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</i> , <i>sad</i> , <i>bake</i> , <i>late</i> , <i>trap</i> , <i>plug</i> , <i>grab</i> )."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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	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."
English Language Arts and Reading, Grade 2							
Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
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	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	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?"
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 326	Middle of page, boldfaced heading	"Make Comments that Support Your Ideas"	"Make Comments That Support Your Ideas"
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 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	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	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 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	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	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 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 T38	First section of Preview Vocabulary at top of page	Deleted word and definition	Deleted: "streetlamp: a light on a street or sidewalk"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 2							
Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
Identified By	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 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"
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	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	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 T157	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	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	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"> <li>• region : <i>región</i></li> <li>• different : <i>diferente</i></li> </ul>	<ul style="list-style-type: none"> <li>• evidence : <i>evidencia</i></li> <li>• similar : <i>similar</i></li> </ul>
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	9780328990771	Teacher	Unit 2, page T108	Left-hand column, ELL Language Transfer, bulleted items	Deleted text	Deleted "pattern : <i>patron</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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 2							
Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
Identified By	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 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 Minilessons, 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 no accident. I know what these words mean. No accident 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	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	9780328990771	Teacher	Unit 2, page T340	Minilessons, 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 / <i>ō</i> /. Have partners work together to make words that have / <i>ō</i> / 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 / <i>ō</i> /. Have partners work together to make words that have / <i>ō</i> / spelled <i>o, oa, ow</i> . Possible responses are shown below. "
Publisher	Editorial Change	9780328990771	Teacher	Unit 2, page T340	Minilessons, 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	Minilessons, APPLY	"Have partners work with the letter tiles to form words with / <i>ō</i> / spelled <i>o, oa, and 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 / <i>ō</i> / spelled <i>o, oa, and 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	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	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 T24	Left-hand column, below OBJECTIVES	Added reproductions	Added reproductions of Sound-Spelling Cards 70, 71, 78, 79, 81



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 2							
Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
Identified By	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 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 Vocabulary 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."
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	9780328990788	Teacher	Unit 3, page T127	Below student book reproduction, Foundational Skills Extension box, first 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	9780328990788	Teacher	Unit 3, page T140	ELL box, bottom of page	"ELL Language Development"	"ELL Targeted Support"
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: " <b>RETELL</b> 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 2 Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
Identified By	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 T187	FORMATIVE ASSESSMENT OPTIONS, Apply, Option 1, first sentence	"...realistic fiction."	"...folktales"
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 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	9780328990788	Teacher	Unit 3, page T321	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	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	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 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 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	9780328990795	Teacher	Unit 4, page T85	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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 2 Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
Identified By	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 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	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 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	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 T192	Left-hand column, bottom, ELL Language Transfer bulleted items	<ul style="list-style-type: none"> <li>• realistic : <i>realista</i></li> <li>• fiction : <i>ficcion</i></li> <li>• setting : <i>escenario</i></li> <li>• characters : <i>personaje</i></li> <li>• theme : <i>tema</i> "</li> </ul>	<ul style="list-style-type: none"> <li>• fiction : <i>ficción</i></li> <li>• theme : <i>tema</i> "</li> </ul>
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 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	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 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	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.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 2 Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
Identified By	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 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 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 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"
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	" <b>Read <i>The Changing River</i></b> <b>REREAD AND FOCUS ON COMPREHENSION</b> Reread the story aloud with"	" <b>Reread <i>The Changing River</i></b> <b>FOCUS ON COMPREHENSION</b> 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	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: " <b>TEKS 2.4.i</b> Use the appropriate fluency (rate, accuracy, and prosody) when reading grade-level text."
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	"vulcán"	"volcán"
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	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..."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 2							
Texas myView Literacy-Print + Online, Grade 2 (ISBN 9780134919928) and Texas myView Literacy-Online, Grade 2 (ISBN 9780134906362)							
Identified By	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 T340	Minilessons, 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"
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	Minilessons, MODEL AND PRACTICE, bulleted items	<ul style="list-style-type: none"> <li>• <i>She</i> is the subject of the first sentence, so the pronoun <i>she</i> is called a subject pronoun.</li> <li>• <i>I, you, he, she, it, we,</i> and <i>they</i> are also subject pronouns.</li> <li>• <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.</li> <li>• <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.</li> <li>• <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>."</li> </ul>	<ul style="list-style-type: none"> <li>• <i>She</i> is the subject of the first sentence, so the pronoun <i>she</i> is called a subjective pronoun.</li> <li>• <i>I, you, he, she, it, we,</i> and <i>they</i> are also subjective pronouns.</li> <li>• <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.</li> <li>• <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.</li> <li>• <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,</i> and <i>yourselves</i>."</li> </ul>
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."
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)							
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 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 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 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 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 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 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> ."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 3, page 158	Chart, middle of page, third column	"Past Forms with <i>has, have</i> (has, have) begun (has, have) done (has, have) found (has, have) gone (has, have) taken"	"Past Forms with <i>had, has, 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 4, page 214	Video box, lower left corner, video title	"Unit 4 Video"	"Changing Communities"
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 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 T38	Left-hand column below First Read box	Added Close Read note	Inserted Close Read box: "Close Read Analyze Plot and Setting Ask students to scan paragraphs 13–15 and underline details that suggest Grandma could be in danger again. See student page for possible responses. Ask: How would you compare Grandma’s encounter with the black bear to the one she had with the fox? 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!” DOK 2 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"



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 OBJECTIVES 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 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	9780328990818	Teacher	Unit 1, page T100	Minilesson, 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"> <li>• character: <i>carácter</i></li> <li>• problem: <i>problema</i></li> <li>• theme: <i>tema</i></li> <li>• solution: <i>solución</i></li> </ul>	<ul style="list-style-type: none"> <li>• problem: <i>problema</i></li> <li>• theme: <i>tema</i></li> <li>• solution: <i>solución</i></li> </ul>
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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 T168	Minilesson box, MODEL AND PRACTICE	"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. Talk about familiar traditional tales. Discuss the characters, settings, and plots in the tales, and whether the stories seem realistic."	"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. Talk about familiar fictional stories. Discuss the characters, settings, and plots in the stories, and whether the stories seem realistic."
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"
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	"... <i>The Golden Flower: A Taino Myth.</i> "	"... <i>The Beaded Necklace.</i> "
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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 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
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>oa</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	9780328990825	Teacher	Unit 2, page T28	Intervention Activity box, header	"READING INFORMATIONAL TEXT"	"IDENTIFY INFORMATIONAL TEXT"
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)"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T43	Possible Teaching Point box, below student edition reproduction	"Monitoring Comprehension   Reading On  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."	"Monitoring Comprehension   Asking Questions  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."
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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T129	Book Club box, bulleted list	<ul style="list-style-type: none"> <li>ideas for weekly Book Club sessions.</li> <li>suggested texts to support the unit theme and Spotlight Genre.</li> <li>support for groups' collaboration.</li> <li>facilitating use of the trade book <i>Wetlands</i>.</li> </ul>	<ul style="list-style-type: none"> <li>teacher's summary of chapters in <i>Wetlands</i>.</li> <li>talking points to share with students.</li> <li>collaboration prompts and conversation starters.</li> <li>suggestions for incorporating the Discussion Chart.</li> <li>alternate texts to support the unit theme and Spotlight Genre.</li> </ul>
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	"SYTHESIZE INFORMATION"	"SYNTHESIZE INFORMATION"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T196	Minilesson 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"> <li>Read the first example. Then say: <i>I see the academic vocabulary word <b>associate</b> in the sentence, so I will underline it. Now I will look for clues that will help me understand the meaning of <b>associate</b>. The second sentence says that the smell of cookies and her grandma's house were related in her mind. The word <b>related</b> clues the meaning of the word <b>associate</b>. When you associate two things, you relate or connect them in some way.</i></li> <li>Have a volunteer use a print or online dictionary to confirm the meaning of the word <b>associate</b>.</li> </ul>	<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"> <li>Read the first sentence in the first item. Then say: <i>I see the academic vocabulary word <b>prefer</b> in the sentence, so I will underline it. Now I will look for clues that will help me understand the meaning of <b>prefer</b>. Read the second sentence. The second sentence says that they like it better because of the newest and best playground equipment. The words <b>like it better</b> are a clue to the meaning of the word <b>prefer</b>. 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></li> <li>Have a volunteer use a print or online dictionary to confirm the meaning of the word <b>prefer</b>.</li> </ul>
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T226	Minilesson, 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 T368	Left-hand column, Primary Sources below OBJECTIVES	"SOCIAL STUDIES"	"SCIENCE"
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 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 Student Interactive."
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 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 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"
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	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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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."
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 4 LESSON 1 READING WORKSHOP"	"WEEK 4 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 myFocus Intervention Teacher's Guide, 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> "



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T348	Top of page, headers	"Spell Homophones"	"Spelling Spell Homophones"
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	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	9780328941704	Student	Unit 1, page 200	My Turn, first line	"Fill in the blanks with a <i>ou</i> , <i>ow</i> , <i>oi</i> , or <i>oy</i> diphthong"	"Fill in the blanks with an <i>ou</i> , <i>ow</i> , <i>oi</i> , or <i>oy</i> diphthong"
Publisher	Editorial Change	9780328990818	Teacher	Unit 1, page T316	Strategy Group column, ELL Targeted Support note (all 3 paragraphs)	" <b>ELL Targeted Support</b> Remind students that myths are stories that usually have gods or other fantastic characters with godlike powers. Use a character web to list the traits of the main character in <i>The Golden Flower: A Taino Myth</i> . Talk about whether the character is a type usually found in origin myths. BEGINNING Use character descriptions from <i>The Golden Flower: A Taino Myth</i> to complete the sentences. Reread together. The main character is _____. The character wants _____. The story describes the character as _____. INTERMEDIATE Ask students to look for descriptive language in the story that tells about the main character. Have the students share with the group how their findings help them visualize the character. ADVANCED/ADVANCED HIGH"	" <b>ELL Targeted Support</b> Remind students that myths are stories that usually have gods or other fantastic characters with godlike powers. Display and read aloud the anchor chart on <i>Student Interactive</i> p. 177. Reread "The Beaded Necklace" and use a character web to list the traits of Artemis. Talk about whether the character is a type usually found in origin myths. BEGINNING Reread "The Beaded Necklace" with students. Then instruct them to use the character descriptions to complete the following sentences: The main character is _____. The character wants _____. INTERMEDIATE Ask students to look for descriptive language in "The Beaded Necklace" that tells about Artemis. Have the students share with the group. ADVANCED/ADVANCED HIGH"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

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)							
Identified By	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 T352	Lesson 2, Student Edition page 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	9780328990825	Teacher	Unit 2, page T12	Bottom of page, Student Edition page reduction, page 228	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T28	Strategy Group column, ELL Targeted Support note, paragraphs 2 and 3	"Show <i>Patterns in Nature</i> , and ask what students know about patterns. Explain that the title of the book is a clue for the topic. Read the second paragraph aloud. Show the fourth page of the text and ask students to tell about the pattern in the photo. Guide students to fill in the blanks aloud: The topic for this text is _____. The main idea is that there are many _____ found in _____. BEGINNING/INTERMEDIATE After previewing the text, guide students to identify the topic, main idea, and supporting details for <i>Patterns in Nature</i> using a main idea graphic organizer. ADVANCED/ADVANCED HIGH"	"Reread "Dance of the Bees," and ask students what they learned from the text. In pairs, have students discuss their responses to the following questions: What did you already know? What surprised you? What do you think was the most important idea? Why? Then, as a class, guide students to orally fill in the blanks: The topic of this text is _____. The main idea is _____. BEGINNING/INTERMEDIATE Have pairs reread "Dance of the Bees." Then tell them to use a graphic organizer to identify the topic, main idea, and supporting details. If necessary, draw a model graphic organizer on the board. ADVANCED/ADVANCED HIGH"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T188	Bottom of page, ELL Targeted Support note (all 3 paragraphs)	" <b>ELL Targeted Support Text to Self</b> Tell students that good readers use their prior knowledge to help them understand what they read. Model for students how personal experience can help them better synthesize information when reading. Use the text and illustration on p. 315. After looking at the illustration and corresponding text, ask students questions such as: <b>Have you ever been on a boat or raft in the water? Did this experience help you understand what happened to the wolves?</b> BEGINNING/INTERMEDIATE After looking at the illustration and corresponding text, ask students to write complete sentences in response to the sentences: <b>The illustration and words remind me of _____. Thinking about that helps me better understand that the wolves _____.</b> ADVANCED/ADVANCED HIGH"	" <b>ELL Targeted Support Monitor Understanding</b> Tell students that good readers use their prior knowledge to help them understand what they read. Model by using the text and illustration on p. 315. After looking at the illustration and corresponding text, ask: <b>Have you ever been on a boat? Does that help you understand what happened to the wolves?</b> BEGINNING/INTERMEDIATE After looking at the illustration and corresponding text, ask students to write complete sentences in response to the sentences: The illustration and words remind me of _____. Thinking about that helps me better understand that the wolves _____. ADVANCED/ADVANCED HIGH"
Publisher	Editorial Change	9780328990825	Teacher	Unit 2, page T204	Side column, Objectives, first line	"Decode compound words,"	"Spell compound words,"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T12	Bottom of page, Student Edition page reductions, pages 10–11	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions to reflect editorial change.
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T170	Strategy Group column, ELL Targeted Support note, third paragraph	Delete text	Deleted text: "Discuss the texts <i>Little House on the Prairie</i> and <i>By the Shores of Silver Lake</i> . Ask students: <b>Who is Laura? Who are Ma and Pa? Where does the story take place? What is the problem? What is a theme of the story?</b> Discuss students' responses as a group. ADVANCED"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T170	Strategy Group column, ELL Targeted Support note, fourth paragraph, second line	"plot, and theme of <i>Little House on the Prairie</i> and <i>By the Shores of Silver Lake</i> . ADVANCED HIGH"	"plot, and theme of the read-aloud "Everyday Superheroes." ADVANCED/ADVANCED HIGH"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T212	Lesson 1, bottom of column, Challenge Words	"expectation distinct progress"	"plentiful billowy fierceness"
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T271	Bottom of page, Student Edition page reduction, page 153	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990832	Teacher	Unit 3, page T345	Lesson 4, middle of column, Student Edition page reduction, page 190	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 3 <i>Texas myView Literacy-Print + Online, Grade 3 (ISBN 9780134919935) and Texas myView Literacy-Online, Grade 3 (ISBN 9780134906379)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T54	Strategy Group column, ELL Targeted Support note, entire text	<p><b>"ELL Targeted Support</b> Guide students to use words about text structures. Prepare ten cards of text structures and descriptions of each: Cause and Effect: Something happens, and because of that, something else happens. Compare and Contrast: Something is like this, while something else is like that. Problem and Solution: Here is a problem, and here is how it is solved. Description: These facts and details tell what something is like. Time Order (Sequence): Something happens, and something happens next, and something happens next. Work with students to match each text structure with its description. BEGINNING/INTERMEDIATE Have partners match each text structure with its description, then compare and contrast each text structure. ADVANCED/ADVANCED HIGH"</p>	<p><b>"ELL Targeted Support</b> Display a list of common text structures and a list of actions representing those structures. Cause and Effect: Shaking a can and opening it Compare and Contrast: Choosing between two items on a shelf Problem and Solution: Having trouble opening a jar Description: Painting Time Order (Sequence): Making a sandwich Have small groups of students pantomime the actions and match them to the text structure they represent. BEGINNING/INTERMEDIATE Have students pantomime the actions and then create their own scenarios to pantomime. ADVANCED/ADVANCED HIGH"</p>
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T102	Bottom of page, Possible Teaching Point, fifth line	"blend together. <i>dr.</i> Ask students to apply the same strategy to read aloud"	"blend together. Ask students to apply the same strategy to read aloud"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T164	Strategy Group column, Read a Biography, last line	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990849	Teacher	Unit 4, page T164	Strategy Group column, ELL Targeted Support, third paragraph, third line	"Working for Peanuts"	"George Washington Carver"
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T12	Bottom of page, Student Edition page reduction, page 424	Student Edition page reduction	Replaced Student Edition page reduction with revised Student Edition page reduction to reflect editorial change.
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T322	Bottom of page, ELL Targeted Support note (all 3 paragraphs)	<p><b>"ELL Targeted Support Vocabulary</b> Display the words in the Word Bank. Have students say the words, and discuss meanings with students. On the board, write simple cloze sentences and have students complete them, such as: <i>A person dressed to go to a wedding looks ____</i>. BEGINNING/INTERMEDIATE Have partners discuss or find the word meanings and work together to use the words in sentences that explain the meanings. Have them use the words in sentences to describe characters in <i>Aesop's Fox</i>. ADVANCED/ADVANCED HIGH"</p>	<p><b>"ELL Targeted Support Vocabulary</b> Provide context to help students respond to questions about the vocabulary. Say: <i>People wear suits and nice clothes to special events. How do they look? They look ____</i>. BEGINNING/INTERMEDIATE Ask: <i>What type of clothes do people wear to a special event? The circus is a nice spectacle. What is another example of a spectacle?</i> ADVANCED/ADVANCED HIGH"</p>
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T326	Bottom of page, ELL Targeted Support note (both paragraphs)	<p><b>"ELL Targeted Support Responding to Questions</b> Tell students that responding to questions that others ask them or that they ask themselves will help them understand the text and its theme. Have students suggest some questions they could ask a partner or themselves about Fox, Rooster, and the lesson Fox learns. Might Rooster have learned a different lesson? INTERMEDIATE/ADVANCED"</p>	<p><b>"ELL Targeted Support Responding to Questions</b> Help students demonstrate comprehension through creating and responding to questions about the text. Have students reread sections of the text and write down three questions they could ask a partner or themselves about Fox, Rooster, and the lesson Fox learns. Pair students up and have them answer the questions their partner created. INTERMEDIATE"</p>
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T373	Bottom of page, Student Edition page reductions, pages 624–625	Student Edition page reductions	Replaced Student Edition page reductions with revised Student Edition page reductions to reflect editorial change.
Publisher	Editorial Change	9780328990856	Teacher	Unit 5, page T374	Side column, Primary Source box	"SOCIAL STUDIES"	"SCIENCE"
English Language Arts and Reading, Grade 4 <i>Texas myView Literacy-Print + Online, Grade 4 (ISBN 9780134919959) and Texas myView Literacy-Online, Grade 4 (ISBN 9780134906386)</i>							
Publisher	Editorial Change	9780328941728	Student	Unit 1, page 8	Video box, lower left corner, video title	"Unit 1 Video"	"Getting to School"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 4 Texas myView Literacy-Print + Online, Grade 4 (ISBN 9780134919959) and Texas myView Literacy-Online, Grade 4 (ISBN 9780134906386)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 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	<a href="https://www.2.usgs.gov/faq/categories/9819/2689">https://www.2.usgs.gov/faq/categories/9819/2689</a>	"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	" <b>EVIDENCE</b> Ideas that support your claim are evidence."	" <b>EVIDENCE</b> Information that supports your claim is evidence."
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T12	Second paragraph, line 2	"Unit 1 Video"	"Going to School"
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 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 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	" <b>WEEKLY QUESTION</b> 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	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 T122	Upper left-hand corner in green banner, line 1	"Week 1"	"Week 2"
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 e, changing y to i, and doubling final consonants."	"Spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 4 Texas myView Literacy-Print + Online, Grade 4 (ISBN 9780134919959) and Texas myView Literacy-Online, Grade 4 (ISBN 9780134906386)							
Identified By	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 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 -ity."
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	" <b>Words for Compare and Contrast</b> 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> ."	" <b>Share Information</b> 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	" <b>Use the Shared Read</b> "
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	" <b>Complete Sentences</b> "	"Complete Sentences"
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T270	Lesson 2, top	" <b>Oral Language: Fix Run-on Sentences</b> "	FLEXIBLE OPTION icon and arrow added; " <b>Oral Language: Fix Run-On Sentences</b> "
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
Publisher	Editorial Change	9780328990863	Teacher	Unit 1, page T344	Header above Minilesson	"Identify Author's Purpose"	"Develop Author's Purpose"
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 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 T351	Lesson 4, first paragraph, after APPLY header	My TURN icon	Added My TURN icon

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 4 Texas myView Literacy-Print + Online, Grade 4 (ISBN 9780134919959) and Texas myView Literacy-Online, Grade 4 (ISBN 9780134906386)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 T53	FORMATIVE ASSESSMENT OPTIONS, Apply, Option 1	"Use the Shared Read"	Changed header to My Turn icon
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> ."
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"



**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 4 Texas myView Literacy-Print + Online, Grade 4 (ISBN 9780134919959) and Texas myView Literacy-Online, Grade 4 (ISBN 9780134906386)							
Identified By	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 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"
Publisher	Editorial Change	9780328990894	Teacher	Unit 4, page T321	Right-hand column, below the First Read box	Close Read box added	"Close Read 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. 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	9780328990900	Teacher	Unit 5, page T12	Second paragraph, line 2	"Unit 5 Video"	"Our Planet"
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 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 in 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 and 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 in 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 and 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."
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

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 4 <i>Texas myView Literacy-Print + Online, Grade 4 (ISBN 9780134919959) and Texas myView Literacy-Online, Grade 4 (ISBN 9780134906386)</i>							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 T372	Left-hand column, Primary Source header	"SOCIAL STUDIES"	"SCIENCE"
English Language Arts and Reading, Grade 5 <i>Texas myView Literacy-Print + Online, Grade 5 (ISBN 9780134919966) and Texas myView Literacy-Online, Grade 5 (ISBN 9780134906393)</i>							
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."
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 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 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 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 T128	Below ELL Language Transfer	Second <i>Cognates</i>	Second <i>Cognates</i> deleted
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 a 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 5							
Texas myView Literacy-Print + Online, Grade 5 (ISBN 9780134919966) and Texas myView Literacy-Online, Grade 5 (ISBN 9780134906393)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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 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	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	<ul style="list-style-type: none"> <li>• talk</li> <li>• talks</li> <li>• talking</li> <li>• talked"</li> </ul>	<p><i>talks</i> is talking talked has talked"</p>
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	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 T37	First Read, fifth sentence	"Amanda"	"Amalia"
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> ."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 5 Texas myView Literacy-Print + Online, Grade 5 (ISBN 9780134919966) and Texas myView Literacy-Online, Grade 5 (ISBN 9780134906393)							
Identified By	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 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 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	" <b>vivid</b> : clear and bright"	" <b>vivid</b> : clear, bright, and lifelike"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, second definition	" <b>retired</b> : no longer working for pay"	" <b>retired</b> : no longer working"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, third definition	" <b>trembles</b> : shakes in fear or excitement"	" <b>trembles</b> : shakes slightly"
Publisher	Editorial Change	9780328990931	Teacher	Unit 3, page T236	Top of page, Preview Vocabulary, fourth definition	" <b>crinkled</b> : to form or cause little lines on the surface"	" <b>crinkled</b> : 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	" <b>melodic</b> : beautiful to listen to"	" <b>melodic</b> : 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."

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 5							
Texas myView Literacy-Print + Online, Grade 5 (ISBN 9780134919966) and Texas myView Literacy-Online, Grade 5 (ISBN 9780134906393)							
Identified By	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 T290	Left column, ELL Language Transfer section, Cognates list	"character : <i>carácter</i> "	Deleted "character : <i>carácter</i> "
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	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 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 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 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 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	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 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"

**Proclamation 2019 Addendum to Editorial Changes-Reported April 2019**

English Language Arts and Reading, Grade 5							
Texas myView Literacy-Print + Online, Grade 5 (ISBN 9780134919966) and Texas myView Literacy-Online, Grade 5 (ISBN 9780134906393)							
Identified By	Change Type	Component ISBN	Class Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
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"
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 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"
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 T80	Mentor Stack, first column	"Alarcon"	"Alarcón"
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	9780328941759	Student	Unit 4, page 216	Left column, Meet the Author, last sentence	"Curtis is also the author of <i>Bud, Not Buddy</i> and <i>The Watsons Go to Birmingham.</i> "	"Curtis is also the author of <i>Bud, Not Buddy</i> and <i>The Watsons Go to Birmingham–1963.</i> "
Publisher	Editorial Change	9780328941759	Student	Unit 5, page 569	First paragraph, last sentence	"Use italics or underline when you refer to the titles of longer words, such as books, plays, movies, or magazines."	"Use italics or underline when you refer to the titles of longer works, such as books, plays, movies, or magazines."
Publisher	Editorial Change	9780328990924	Teacher	Unit 2, page T344	Top of page	"Write Like a Writer"	"Write for a Reader"
Publisher	Editorial Change	9780328990948	Teacher	Unit 4, page T31	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.
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T164	Top left corner of page, green banner	"WEEKLY LAUNCH"	"READING WORKSHOP"
Publisher	Editorial Change	9780328990955	Teacher	Unit 5, page T286	Left column, 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.