

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2019

Publisher: Houghton Mifflin Harcourt

Subject Area/Course: English Language Arts and Reading

Adopted Program Information

Title: HMH Into Literature Texas: Grades 6

ISBN: 9781328476395

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 6

Identical Program ISBN: 9781328476395

Adopted Component Information

Title: Unit Tests, Selection Tests (both printable version and online version)

ISBN: 9781328476395

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 6

Identical Program ISBN: 9781328476395

Publisher's overall rationale for this update

With our assessments in use for three years in Texas classrooms, we've learned a great deal about what's working and what can be improved. We have revised our assessments to respond to the market and improve usability. We also took the opportunity to revise questions to reflect the tech-enhanced question types that will be on the new state assessment.

Publisher's overall description of the change

For selection tests, HMH swapped in new STAAR question types, including multipart and technology enhanced question types. We are eliminated subjective or ambiguous answer choices and simplified wording of question stems and answer choices.

For unit tests, HMH made similar changes to the individual questions, plus replaced many passages with passages (including paired reading passages) that are more engaging and require less background knowledge. We also reduced the number of questions from 44 to 35 so that students can more reasonably finish the test in one class period. We matched the percentage of non-multiple choice questions as specified in currently-released STAAR blueprints for the 2022-2023 school year.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://www.hmhco.com/ui/login>

State: EVALUATOR

District: Texas Review-91007880

Currently Adopted Content Username: Teacher1_91007881

Currently Adopted Content Password: E!6rhino

Proposed Updated Content URL: <https://hmhco.box.com/s/4lo2csc526jyd8t5uwbpidccamihz1z6>

Proposed Updated Content Username: n/a (available to anyone with link above)

Proposed Updated Content Password: n/a (available to anyone with link above)

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlinking to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Below are examples of the types of changes made to unit and selection tests. To view all tests and their changes, see list with direct links to currently adopted tests and proposed updated versions. The examples below and the list are from printable versions of the test. Updates are being made to the online versions as well.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Discovering Your Voice Unit Test, page 1,
http://www.hmhco.com/content/literature/ela_assessments/g6/student/doc/06le_01_pa_discoveringvoice_ut.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Discovering Your Voice Unit Test, page 1,
<https://hmhco.box.com/s/9jpzqtksduxu01ylccre7h6aury6pm0y>

Publisher's rationale for this change

Replaced unit test passage to more grade-appropriate passage that requires less background knowledge. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Passage replaced, as well as the items that assess it.

Screenshot of Currently Adopted Content

Name _____ Date _____

Discovering
Your Voice
Unit Test

Read the selection and choose the best answer to each question.

from America and I

by Anzia Yezierska

- 1 As one of the dumb,¹ voiceless ones I speak. One of the millions of immigrants beating, beating out their hearts at your gates for a breath of understanding.
- 2 Ach! America! From the other end of the earth from where I came, America was a land of living hope, woven of dreams, aflame with longing and desire.
- 3 Choked for ages in the airless oppression of Russia, the Promised Land rose up—wings for my stifled spirit—sunlight burning through my darkness—freedom singing to me in my prison—deathless songs tuning prison-bars into strings of a beautiful violin.
- 4 I arrived in America. My young, strong body, my heart and soul pregnant with the un-lived lives of generations clamoring for expression.
- 5 What my mother and father and their mother and father never had a chance to give out in Russia, I would give out in America. The hidden sap of centuries would find release; colors that never saw light—songs that died unvoiced—romance that never had a chance to blossom in the black life of the Old World.
- 6 In the golden land of flowing opportunity I was to find my work that was denied me in the sterile² village of my forefathers. Here I was to be free from the dead drudgery for bread that held me down in Russia. For the first time in America, I'd cease to be a slave of the belly. I'd be a creator, a giver, a human being! My work would be the living job of fullest self-expression.
- 7 But from my high visions, my golden hopes, I had to put my feet down on earth. I had to have food and shelter. I had to have the money to pay for it.
- 8 I was in America, among the Americans, but not of them. No speech, no common language, no way to win a smile of understanding from them, only my young, strong body and my untried faith. Only my eager, empty hands, and my full heart shining from my eyes!
- 9 God from the world! Here I was with so much richness in me, but my mind was not wanted without the language. And my body, unskilled, untrained, was not even wanted in the factory. Only one of two chances was left open to me: the kitchen, or minding babies.
- 10 My first job was as a servant in an Americanized family. Once, long ago, they came from the same village from where I came. But they were so well-dressed, so well-fed, so successful in America, that they were ashamed to remember their mother tongue.
- 11 "What were to be my wages?" I ventured timidly, as I looked up to the well-fed, well-dressed "American" man and woman.
- 12 They looked at me with a sudden coldness. What have I said to draw away from me their warmth? Was it so low for me to talk of wages? I shrank back into myself like a low-down bargainer. Maybe they're so high up in well-being they can't any more understand my low thoughts for money.
- 13 From his rich height the man preached down to me that I must not be so grabbing for wages. Only just landed from the ship and already thinking about money when I should be thankful to associate with "Americans."
- 14 The woman, out of her smooth, smiling fatness assured me that this was my chance for a summer vacation in the country with her two lovely children. My great chance to learn to be a civilized being, to become an American by living with them.

Screenshot of Proposed Updated Content

Name: _____

Date: _____

Discovering
Your Voice
Unit Test

Read the selections and choose the best answer to each question.

Don't Daydream

essay by Wendy Mass

- 1 The flat, rectangular stone inside my new ring was purple indoors, and green outdoors. And it wasn't one of those cheap mood rings from the mall that everyone knows just change color based on body temperature. This was the real deal—an amethyst, set in a delicate gold band and delivered to me by my parents the night I turned 13. They'd had it for years, they explained, waiting until they thought I'd be old enough to care for it properly.
- 2 I loved that ring. But not because it was pretty, although it was. And not because it marked a new level of trust and responsibility within my family's hierarchy.¹ I loved it because when I sat in class and tilted it to the side ever so slightly, I could see a whole other world in the face of the purple stone.
- 3 The first time it happened was accidental. I was taking notes in my notebook and out of the corner of my eye, the image of a house suddenly appeared in my ring. I remember gasping, shocked. I tilted my hand to the right, and the house disappeared. No! I quickly tilted it back. The house returned. Tilting to the left brought more houses and lawns and a road. I honestly, for about a full minute, thought I was glimpsing another world, purple and full of fairy-tale creatures and lawns that sprouted only purple grass. My heart pounded with excitement. I'm sure I didn't hear a thing the teacher said.
- 4 I had a magic ring!
- 5 And then . . . well, a car drove by. *Inside the ring.* That broke the spell. It finally occurred to me to look outside the window, two rows away from my desk. There were the houses and the lawns and the street. Not purple. Not exotic. Unlikely to be harboring pixies. I was heartbroken. My ring was only a mirror.
- 6 On the way out of class my teacher stopped me. "I noticed you were daydreaming a lot today. We have a midterm coming up next week. Is everything all right, you know, at home? With your friends?"
- 7 I hesitated, then nodded. How could I explain about finding—and losing—a secret world that lived only inside my ring? That would ensure a trip to the guidance counselor for sure. "Good," my teacher said, already turning away. "Then there's no reason to be daydreaming. Please pay more attention in the future."
- 8 That night I tucked the ring back into the box and hoped my parents didn't ask why I wasn't wearing it. The next morning I walked to school past the street I'd glimpsed outside the window. The block looked so plain and ordinary, like reality² was somehow dimmed.
- 9 In class I paid attention this time, as the teacher had instructed me to. After all, I didn't have problems at home or with my friends, so what excuse did I have to daydream? I took notes. I even asked a question. But I felt a sadness that I couldn't pinpoint. When I left school that day and walked past the street again, I knew what the sadness was about. When I first saw the house in my ring and thought it from some magical land, I had imbued³ it with a sense of wonder, of mystery. No real house, or real life, could live up to that.
- 10 Or could it? I stood there while my friends kept walking. I looked at the house, ordinary in every way. Lawn, front door, mailbox, picket fence. But who's to say what's going on inside? Maybe every brick was brought from some exotic country, and laid down exactly as it had been found, hidden in the woods, or atop a mountain. Or maybe the chimney was a magic portal⁴ to some distant and timeless land, like Narnia. (I was big on Narnia back then. Still am!) Maybe sitting inside that mailbox right now was a letter that would change the life of the person who lived there. It took two friends snapping their fingers in my face to bring me out of this daydream.

¹hierarchy: categorization of a group of people into rank²reality: the state of being actual or true³imbued: caused to fill with a particular quality⁴portal: an entrance or a means of entrance

Description of the specific location and hyperlink to the exact location of the currently adopted content

from Brown Girl Dreaming Selection Test, page 1, question 3, answer choice A

http://www.hmhco.com/content/literature/ela_assessments/g6/student/doc/06le_01_pa_browngirldeam_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

from Brown Girl Dreaming Selection Test, page 1, question 3, answer choice A,

<https://hmhco.box.com/s/vog77407k00qcwa9kb4xqibyry2ko6e>

Publisher's rationale for this change

Replaced distractor (incorrect answer) that could be plausibly correct, making it a second correct response. This affects student responses and provides a more accurate test score.

Publisher's description of this change

Replaced distractor with one that is clearly incorrect.

Screenshot of Currently Adopted Content

3 How does the sentence in lines 7–9 contribute to the poem “writing #1”?

A It sets the mood.

B It adds imagery.

C It describes the setting.

D It establishes the conflict.

Screenshot of Proposed Updated Content

3 Read the sentence from “writing #1.”

But as I bend over my composition notebook, / only my name / comes quickly.

How does the sentence contribute to the poem “writing #1”?

A It introduces the speaker.

B It adds imagery.

C It describes the setting.

D It establishes the conflict.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Animal Wisdom/Last Wolf Selection Test, page 1, question 2 stem

http://www.hmhco.com/content/literature/ela_assessments/g6/student/doc/06le_01_pa_aniwislasttwoIf_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Animal Wisdom/Last Wolf Selection Test, page 1, question 2 stem,

<https://hmhco.box.com/s/f1mup45e50zmml8j1tzjy8aitylh6b1a>

Publisher's rationale for this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

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Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy.

Screenshot of Currently Adopted Content

- 2 In "Animal Wisdom," which phrase best summarizes what people felt was missing after their creation?
- F Defending the Earth
 - G Taking time to explore
 - H Noticing beauty in nature
 - J Resolving disagreements

Screenshot of Proposed Updated Content

- 2 In "Animal Wisdom," which phrase best describes what people feel is missing?
- Ⓐ Defending the Earth
 - Ⓑ Taking time to explore
 - Ⓒ Noticing beauty in nature
 - Ⓓ Resolving disagreements

Description of the specific location and hyperlink to the exact location of the currently adopted content

from The Breadwinner Selection Test, page 2, question 4,

http://www.hmhco.com/content/literature/ela_assessments/g6/student/doc/06le_01_pa_breadwinner_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

from The Breadwinner Selection Test, page 2, question 4,

<https://hmhco.box.com/s/q6g04p87xcnhuy4m8q56h3dfjy1a3ogi>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed short constructed response question to a multipart question. (There will still be at least one short constructed response question in each test.)

Screenshot of Currently Adopted Content

- 4 How do paragraphs 21–24 mark a turning point in the story? Support your answer with evidence from the story.

Screenshot of Proposed Updated Content

- 4 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What inference can the reader make about Parvana based on paragraphs 21–24?

- (A) She feels scared about the decision to cut her hair.
(B) She wants her sister to be the one to cut her hair.
(C) Being allowed to make her own choice helps her say yes.
(D) Being forced into the decision makes her unwilling to cooperate.

Part B

Which sentence from the selection best supports the answer to Part A?

- (A) *Parvana thought about it.* (paragraph 21)
(B) *Her fingers reached up her back to see how long her hair had grown.* (paragraph 21)
(C) *They could hold her down and cut off her hair, but for anything more, they needed her cooperation.* (paragraph 23)
(D) *In the end, it really was her decision.* (paragraph 23)

Description of the specific location and hyperlink to the exact location of the currently adopted content

Through an Animal's Eyes Unit Test, page 4, question 10,

http://www.hmhco.com/content/literature/ela_assessments/g6/student/doc/06le_01_pa_animalseyes_ut.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Through an Animal's Eyes Unit Test, page 16, question 19,

<https://hmhco.box.com/s/70cjvpvs755s0t00xylby3j4ykhpb7i>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed a multiple choice question to a hot text question.

Screenshot of Currently Adopted Content

- 10** How does the mood created by the phrase *ominous buzzing* in paragraph 16 compare with the mood created by the phrase *golden liquid* in paragraph 22?
- E** The phrase *ominous buzzing* creates a sense of achievement while the phrase *golden liquid* creates a sense of fear.
 - G** The phrase *ominous buzzing* creates a sense of fear while the phrase *golden liquid* creates a sense of achievement.
 - H** The phrase *ominous buzzing* creates a sense of curiosity while the phrase *golden liquid* creates a sense of control.
 - J** The phrase *ominous buzzing* creates a sense of control while the phrase *golden liquid* creates a sense of curiosity.

Screenshot of Proposed Updated Content

- 19** Fill in the circles before **two** highlighted phrases from paragraph 22 of the story that create a triumphant mood.

Bees buzzed all around him. Most were too dazed by the smoke to attack, but **(A)** occasionally one would sting. Korinko gritted his teeth and **(B)** accepted the stings as a fair price to pay for the honey. He pulled a chunk of sticky honeycomb from the tree and dropped it into the waiting arms of his brother below. Twice more **(C)** he reached into the tree to retrieve more of the precious comb before sliding to the ground, rubbing his stings. The boys moved a safe distance away from the buzzing hive before **(D)** sitting to enjoy their stolen treasure. The sticky golden liquid oozed from the comb, **(E)** trickling down their chins as they bit into it.

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Anita Hacker

X

Date Submitted: 6/7/2022

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Proclamation Year: 2019

Publisher: Houghton Mifflin Harcourt

Subject Area/Course: English Language Arts and Reading

Adopted Program Information

Title: HMH Into Literature Texas: Grades 7

ISBN: 9781328476401

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 7

Identical Program ISBN: 9781328476401

Adopted Component Information

Title: Unit Tests, Selection Tests (both printable version and online version)

ISBN: 9781328476401

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 7

Identical Program ISBN: 9781328476401

Publisher's overall rationale for this update

With our assessments in use for three years in Texas classrooms, we've learned a great deal about what's working and what can be improved. We have revised our assessments to respond to the market and improve usability. We also took the opportunity to revise questions to reflect the tech-enhanced question types that will be on the new state assessment.

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For selection tests, HMH swapped in new STAAR question types, including multipart and technology enhanced question types. We are eliminated subjective or ambiguous answer choices and simplified wording of question stems and answer choices.

For unit tests, HMH made similar changes to the individual questions, plus replaced many passages with passages (including paired reading passages) that are more engaging and require less background knowledge. We also reduced the number of questions from 44 to 35 so that students can more reasonably finish the test in one class period. We matched the percentage of non-multiple choice questions as specified in currently-released STAAR blueprints for the 2022-2023 school year.

Access Information

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State: EVALUATOR

District: Texas Review-91007880

Currently Adopted Content Username: Teacher1_91007881

Currently Adopted Content Password: E!6rhino

Proposed Updated Content URL: <https://hnhco.box.com/s/4lo2csc526jyd8t5uwbpidccamihz1z6>

Proposed Updated Content Username: n/a (available to anyone with link above)

Proposed Updated Content Password: n/a (available to anyone with link above)

Update comparison:

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Below are examples of the types of changes made to unit and selection tests. To view all tests and their changes, see list with direct links to currently adopted tests and proposed updated versions. The examples below and the list are from printable versions of the test. Updates are being made to the online versions as well.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Inspired by Nature Unit Test, page 6,

http://www.hmhco.com/content/literature/ela_assessments/g7/student/doc/07le_01_pa_inspiredbynature_ut.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Inspired by Nature Unit Test, page 1, <https://hnhco.box.com/s/nr6o03wpo4dbdwtkrz053jfqaerfvx5s>

Publisher's rationale for this change

Replaced unit test passage to more grade-appropriate passage that requires less background knowledge. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught. Also, included a paired passage set to match the format of the updated STAAR test.

Publisher's description of this change

Passage replaced, as well as the items that assess it.

Screenshot of Currently Adopted Content

Name _____ Date _____

Inspired by
Nature Unit Test

Read the selection and choose the best answer to each question.

from Macbeth, Act 2 Scene 1*by William Shakespeare*

- Is this a dagger which I see before me,
 The handle toward my hand? Come, let me clutch thee:
 I have thee not, and yet I see thee still.
 Art thou not, fatal vision, sensible
 5 To feeling as to sight? or art thou but
 A dagger of the mind, a false creation,
 Proceeding from the heat-oppressed brain?
 I see thee yet, in form as palpable¹
 As this which now I draw.
- 10 Thou marshall'st me the way that I was going;
 And such an instrument I was to use.
 Mine eyes are made the fools o' the other senses,
 Or else worth all the rest: I see thee still;
 And on thy blade and dudgeon gouts of blood,
 15 Which was not so before. There's no such thing:
 It is the bloody business which informs
Thus to mine eyes. Now o'er the one half-world
 Nature seems dead, and wicked dreams abuse
 The curtain'd sleep; witchcraft celebrates
 20 Pale Hecate's² offerings; and wither'd murder,
Alarum'd by his sentinel, the wolf,
 Whose howl's his watch, thus with his stealthy pace,
 With Tarquin's³ ravishing strides, toward his design
 Moves like a ghost. Thou sure and firm-set earth,
 25 Hear not my steps, which way they walk, for fear
 Thy very stones prate⁴ of my whereabouts,
 And take the present horror from the time,
 Which now suits with it. Whiles I threat he lives:
 Words to the heat of deeds too cold breath gives. [*A bell rings.*]
 30 I go, and it is done; the bell invites me.
 Hear it not, Duncan;⁵ for it is a knell⁶
 That summons thee to heaven or to hell. [*Exit.*]

¹**palpable:** able to be touched²**Hecate:** the Greek goddess of witchcraft and queen of witches³**Tarquin:** ('tar-~~kw~~) the wicked son of a tyrannical Roman king⁴**prate:** speak⁵**Duncan:** the current king of Scotland in *Macbeth*⁶**knell:** (nell) a bell that is rung to signal a death or funeral

Screenshot of Proposed Updated Content

Name: _____

Date: _____

Inspired
by Nature
Unit Test**Read the selections and then choose the best answer to each question.****The Thrush's Nest**

poem by John Clare

- Within a thick and spreading hawthorn bush
 That overhung a molehill large and round,
 I heard from morn to morn a merry thrush
 Sing hymns to sunrise, and I drank the sound
 5 With joy; and often, an intruding guest,
 I watched her secret toil from day to day
 How true she warped the moss to form a nest,
 And modelled it within with wood and clay;
 And by and by, like heath-bells gilt¹ with dew,
 10 There lay her shining eggs, as bright as flowers,
 Ink-spotted over shells of greeny blue;
 And there I witnessed, in the sunny hours,
 A brood of nature's minstrels² chirp and fly,
 Glad as the sunshine and the laughing sky.

¹gilt: appearing to be covered with gold²minstrels: performers who travel from place to place, singing and reciting poetry**from Morning at Green Gables**

novel excerpt by L. M. Montgomery

Anne Shirley, an orphan, has just been sent to Green Gables, the home of Marilla and Matthew Cuthbert on Prince Edward Island. They had intended to adopt a boy who could help Matthew with chores on the farm.

- 1 It was broad daylight when Anne awoke and sat up in bed, staring confusedly at the window through which a flood of cheery sunshine was pouring and outside of which something white and feathery waved across glimpses of blue sky.
- 2 For a moment she could not remember where she was. First came a delightful thrill, as something very pleasant; then a horrible remembrance. This was Green Gables and they didn't want her because she wasn't a boy!
- 3 But it was morning and, yes, it was a cherry-tree in full bloom outside of her window. With a bound she was out of bed and across the floor. She pushed up the sash—it went up stiffly and creakily, as if it hadn't been opened for a long time, which was the case; and it stuck so tight that nothing was needed to hold it up.
- 4 Anne dropped on her knees and gazed out into the June morning, her eyes glistening with delight. Oh, wasn't it beautiful? Wasn't it a lovely place? Suppose she wasn't really going to stay here! She would imagine she was. There was scope for imagination here.
- 5 A huge cherry-tree grew outside, so close that its boughs tapped against the house, and it was so thick-set with blossoms that hardly a leaf was to be seen. On both sides of the house was a big orchard, one of apple-trees and one of cherry-trees, also showered over with blossoms; and their grass was all sprinkled with dandelions. In the garden below were lilac-trees purple with flowers, and their dizzily sweet fragrance drifted up to the window on the morning wind.
- 6 Below the garden a green field lush with clover sloped down to the hollow where the brook ran and where scores of white birches grew, upspringing airily out of an undergrowth suggestive of delightful possibilities in ferns and mosses and woodsy things generally. Beyond it was a hill, green and feathery with spruce and fir; there was a gap in it where the gray gable¹ end of the little house she had seen from the other side of the Lake of Shining Waters was visible.

¹gable: the triangular section of the wall of a house below a pitched roof

Description of the specific location and hyperlink to the exact location of the currently adopted content

Two Legs or One? Selection Test, page 2, question 7, answer choice A

http://www.hmhco.com/content/literature/ela_assessments/g7/student/doc/07le_01_pa_twolegson_e_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Two Legs or One? Selection Test, page 2, question 7, answer choice A,

<https://hmhco.box.com/s/pmm0f5kc5hi5iv6zrbzet90qfv1u3ve0>

Publisher's rationale for this change

Replaced distractor (incorrect answer) that could be plausibly correct, making it a second correct response. This affects student responses and provides a more accurate test score.

Publisher's description of this change

Replaced distractor with one that is clearly incorrect.

Screenshot of Currently Adopted Content

7 This story's bare setting allows readers to —

- A** imagine for themselves what the setting looked like
- B** focus on the words and actions of the characters
- C** read to the end of the story more quickly
- D** understand how bare Goha's house was

Screenshot of Proposed Updated Content

7 The lack of details about the story's setting helps readers to —

- (A)** compare the setting to the plot and theme
- (B)** focus on the words and actions of the characters
- (C)** read to the end of the story more quickly
- (D)** understand how bare the house is

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Drought Selection Test, page 2, question 9 stem

http://www.hmhco.com/content/literature/ela_assessments/g7/student/doc/07le_01_pa_thredrought_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Drought Selection Test, page 3, question 9 stem,

<https://hmhco.box.com/s/w1e0tkz4wpigga6y2a7x94b0y1aj087g>

Publisher's rationale for this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy.

Screenshot of Currently Adopted Content

- 9 The poet uses the word *breath* in the last line of the poem. What does this word **symbolize?**
- A Food
 - B Spring
 - C Rain
 - D Life

Screenshot of Proposed Updated Content

- 9 The poet uses the word *breath* in the last line of the poem. What does this word **represent?**
- Ⓐ Food
 - Ⓑ Spring
 - Ⓒ Rain
 - Ⓓ Life

Description of the specific location and hyperlink to the exact location of the currently adopted content

Thank You M'am/A Police Stop Changed This Teenager's Life Selection Test, page 2, question 5,
http://www.hmhco.com/content/literature/ela_assessments/g7/student/doc/07le_01_pa_thankyoupol_istop_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Thank You M'am/A Police Stop Changed This Teenager's Life Selection Test, page 2, question 5,
<https://hmhco.box.com/s/n7x6ui4rfz8r781msqboe6vo6bsr3x2a>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed short constructed response question to a multipart question. (There will still be at least one short constructed response question in each test.)

Screenshot of Currently Adopted Content

- 5 Why does Roger say only "Thank you, m'am," to Mrs. Jones at the end of the story? What else do you think he wants to say? Use details from the text to support your answer.

Screenshot of Proposed Updated Content

- 5 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In "Thank You, M'am," how does the unfamiliar setting first create an internal conflict for Roger?

- (A) It makes him think about turning down the offer of food.
(B) It makes him feel ashamed to want new shoes.
(C) It makes him consider escaping Mrs. Jones's house.
(D) It makes him have mixed feelings when he leaves Mrs. Jones's house.

Part B

Which quote from the selection best supports the answer to Part A?

- (A) *Roger looked at the door—looked at the woman—looked at the door—and went to the sink.* (paragraph 25)
(B) *"Maybe you ain't been to your supper either, late as it be."* (paragraph 28)
(C) *Then he frowned, but not knowing he frowned.* (paragraph 36)
(D) *"That will be fine," said the boy.* (paragraph 41)

Description of the specific location and hyperlink to the exact location of the currently adopted content

Challenges of Space Exploration Selection Test, page 2, question 7,

http://www.hmhco.com/content/literature/ela_assessments/g7/student/doc/07le_01_pa_challspaceexpl_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Challenges of Space Exploration Selection Test, page 2, question 7,

<https://hmhco.box.com/s/p3qu945gfaf60ufcujsqbet4e7wdwhaj>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed a multiple choice question to an inline choice question.

Screenshot of Currently Adopted Content

- 7 Read the following sentence from paragraph 3.

Space is, of course, infinitely more hostile to human life than the surface of the sea; escaping Earth's gravity entails a good deal more work and expense than shoving off from the shore.

How could this sentence be changed while retaining the author's original idea?

- A Space is, of course, infinitely more hostile to human life than the surface of the sea, escaping Earth's gravity entails a good deal more work and expense than shoving off from the shore.
- B Space is, of course, infinitely more hostile to human life than the surface of the sea. Escaping Earth's gravity entails a good deal more work and expense than shoving off from the shore.
- C Space is, of course, infinitely more hostile, to human life than the surface of the sea; ~~Escaping~~ Earth's gravity entails a good deal more work and expense than shoving off from the shore.
- D Space is, of course, infinitely more hostile, to human life than the surface of the sea; escaping Earth's gravity entails a good deal more work and expense, than shoving off from the shore.

Screenshot of Proposed Updated Content

There is one blank in the sentence below. For this blank, click the phrase that is correctly punctuated.

✓

Of course Earth is, the only planet that we know of
 Of course Earth is the only planet, that we know of
 Of course, Earth is the only planet that we know of
 Of course Earth is the only planet that we know of

at is inhabited by human life.

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Anita Hacker

X

Date Submitted: 6/7/2022

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2019

Publisher: Houghton Mifflin Harcourt

Subject Area/Course: English Language Arts and Reading

Adopted Program Information

Title: HMH Into Literature Texas: Grades 8

ISBN: 9781328476418

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 8

Identical Program ISBN: 9781328476418

Adopted Component Information

Title: Unit Tests, Selection Tests (both printable version and online version)

ISBN: 9781328476418

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 8

Identical Program ISBN: 9781328476418

Publisher's overall rationale for this update

With our assessments in use for three years in Texas classrooms, we've learned a great deal about what's working and what can be improved. We have revised our assessments to respond to the market and improve usability. We also took the opportunity to revise questions to reflect the tech-enhanced question types that will be on the new state assessment.

Publisher's overall description of the change

For selection tests, HMH swapped in new STAAR question types, including multipart and technology enhanced question types. We are eliminated subjective or ambiguous answer choices and simplified wording of question stems and answer choices.

For unit tests, HMH made similar changes to the individual questions, plus replaced many passages with passages (including paired reading passages) that are more engaging and require less background knowledge. We also reduced the number of questions from 44 to 35 so that students can more reasonably finish the test in one class period. We matched the percentage of non-multiple choice questions as specified in currently-released STAAR blueprints for the 2022-2023 school year.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://www.hmhco.com/ui/login>

State: EVALUATOR

District: Texas Review-91007880

Currently Adopted Content Username: Teacher1_91007881

Currently Adopted Content Password: E!6rhino

Proposed Updated Content URL: <https://hmhco.box.com/s/4lo2csc526jyd8t5uwbpidccamihz1z6>

Proposed Updated Content Username: n/a (available to anyone with link above)

Proposed Updated Content Password: n/a (available to anyone with link above)

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlinking to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Below are examples of the types of changes made to unit and selection tests. To view all tests and their changes, see list with direct links to currently adopted tests and proposed updated versions. The examples below and the list are from printable versions of the test. Updates are being made to the online versions as well.

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Legacy of Anne Frank Unit Test, page 8,
http://www.hmhco.com/content/literature/ela_assessments/g8/student/doc/08le_01_pa_legacyofannefrank_ut.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Legacy of Anne Frank Unit Test, page 8,
<https://hmhco.box.com/s/yasg3bpcbwdxmyx6mtp22bchp3znwllq>

Publisher's rationale for this change

Replaced unit test passage to more grade-appropriate passage that requires less background knowledge. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Passage replaced, as well as the items that assess it.

Screenshot of Currently Adopted Content

Name _____ Date _____

The Legacy
of Anne Frank
Unit Test

Read the selection and choose the best answer to each question.

from The Diary of Samuel Pepys

by Samuel Pepys

In this excerpt, the diarist Samuel Pepys describes the first day of the Great Fire of London, which lasted from September 2–5, 1666. This fire destroyed more churches, houses, and property than any other fire in London's history.

- 1 2nd (Lord's day). Some of our maids sitting up late last night to get things ready against our feast to-day, Jane called us up about three in the morning, to tell us of a great fire they saw in the City. So I rose and slipped on my night-gowne, and went to her window, and thought it to be on the back-side of Marke-lane at the farthest; but, being unused to such fires as followed, I thought it far enough off; and so went to bed again to sleep.
- 2 About seven rose again to dress myself, and there looked out at the window and saw the fire not so much as it was and further off. So to my closet to set things to rights after yesterday's cleaning. By and by Jane comes and tells me that she hears that above 300 houses have been burned down to-night by the fire we saw, and that it is now burning down all Fish-street, by London Bridge. So I made myself ready presently, and walked to the Tower, and there got up upon one of the high places, Sir J. Robinson's little son going up with me; and there I did see the houses at the end of the bridge all on fire, and an infinite great fire on this and the other side the end of the bridge; which, among other people, did trouble me for poor little Michell and our Sarah on the bridge. So down, with my heart full of trouble, to the Lieutenant of the Tower, who tells me that it begun this morning in the King's baker's house in Pudding-lane, and that it hath burned St. Magnus's Church and most part of Fish-street already.
- 3 So I down to the water-side, and there got a boat and through bridge, and there saw a lamentable fire. Poor Michell's house, as far as the Old Swan, already burned that way, and the fire running further, that in a very little time it got as afar as the Steele-yard, while I was there. Everybody endeavouring to remove their goods, and flinging into the river or bringing them into lighters that lay off; poor people staying in their houses as long as till the very fire touched them, and then running into boats, or clambering from one pair of stairs by the water-side to another. . . .
- 4 Having seen as much as I could now, I away to White Hall by appointment, and there walked to St. James's Parke, and there met my wife and Creed and Wood and his wife, and walked to my boat; and there upon the water again, and to the fire up and down, it still encreasing, and the wind great. So near the fire as we could for smoke; and all over the Thames, with one's face in the wind, you were almost burned with a shower of fire-drops. This is very true; so as houses were burned by these drops and flakes of fire, three or four, nay, five or six houses, one from another. When we could endure no more upon the water, we to a little ale-house on the Bankside, over against the Three Cranes, and there staid till it was dark almost, and saw the fire grow; and, as it grew darker, appeared more and more, and in corners and upon steeples, and between churches and houses, as far as we could see up the hill of the City, in the most horrid malicious bloody flame, not like the fine flame of an ordinary fire.

Screenshot of Proposed Updated Content

Name: _____

Date: _____

The Legacy
of Anne Frank
Unit Test

Read the selections and choose the best answer to each question.

from Hear, O Israel, Save Us

diary by Renia Spiegel

Polish teenager Renia Spiegel started keeping a diary while she and her younger sister, Ariana, were staying with her grandparents at the start of World War II. It was rediscovered and published in 2016—more than 70 years after Renia was found hiding in an attic and executed by the Nazis.

August 25, 1939

- 1 My summer vacation is almost over. I went to see my aunt in the countryside, I went to Warsaw, I saw Mamma and now I'm back. But you don't know about any of that. You were lying here, left on your own.
- 2 You don't even know that the Russians have signed a treaty with the Germans. You don't know that people are stockpiling food, that everybody's on the alert, waiting for war. When I was saying goodbye to Mamma, I hugged her hard. I wanted to tell her everything with that silent hug. I wanted to take her soul and leave her my own, because—when?

September 6, 1939

- 3 War has broken out! Since last week, Poland has been fighting with Germany. England and France also declared war on Hitler and surrounded him on three sides. But he isn't sitting idly. Enemy planes keep flying over Przemysl, and every now and then there's an air raid siren. But, thank God, no bombs have fallen on our city so far. Other cities like Krakow, Lwow, Czestochowa and Warsaw have been partially destroyed.
- 4 But we're all fighting, from young girls to soldiers. I've been taking part in female military training—digging air raid trenches, sewing gas masks. I've been serving as a runner. I have shifts serving tea to the soldiers. I walk around and collect food for the soldiers. In a word, I'm fighting alongside the rest of the Polish nation. I'm fighting and I'll win!

September 10, 1939

- 5 Oh, God! My God! We've been on the road for three days now. Przemysl was attacked. We had to flee. The three of us escaped: me, Ariana and Grandpa. We left the burning city in the middle of the night on foot, carrying our bags. Granny stayed behind. Lord, please protect her. We heard on the road that Przemysl was being destroyed.

September 18, 1939

- 6 We've been in Lwow for almost a week. The city is surrounded. Food is in short supply. Sometimes I get up at dawn and stand in a long line to get bread. Apart from that, we've been spending all day in a bunker, listening to the terrible whistling of bullets and explosions of bombs. God, please save us. Some bombs destroyed several tenement houses, and three days later they dug people out from the rubble, alive. Some people are sleeping in the bunkers; those brave enough to sleep at home have to wake up several times each night and run downstairs to their cellars. This life is terrible. We're yellow, pale, from this cellar life—from the lack of water, comfortable beds and sleep.
- 7 But the horrible thoughts are much worse. Granny stayed in Przemysl. Daddy's in Zaleszczyki and Mamma, my mamma, is in Warsaw. Warsaw is surrounded, defending itself bravely, resisting attack again and again. We Poles are fighting like knights in an open field where the enemy and God can see us. Not like the Germans, who bombard civilians' homes, who turn churches to ashes, who poison little children with toxic candy (contaminated with cholera and typhus) and balloons filled with mustard gas. We defend ourselves and we're winning, just like Warsaw, like the cities of Lwow and Przemysl.
- 8 Mamma's in Warsaw. I love her the most in the world, my dearest soul, my most precious. I know if she sees children clinging to their mothers in bunkers, she must be feeling the same way we feel when we see it. Oh my God! The greatest, the one and only. God, please save Mamma, give her faith that we're alive. Merciful God, please make the war stop, make all people good and happy. Amen.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Interflora Selection Test, page 2, question 9, answer choices B and C

http://www.hmhco.com/content/literature/ela_assessments/g8/student/doc/08le_01_pa_interflora_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Interflora Selection Test, page 3, question 9, answer choices B and C,

<https://hmhco.box.com/s/trzdpbnw02u67ff3svkziohtf5ri2s45>

Publisher's rationale for this change

Replaced distractor (incorrect answer) that could be plausibly correct, making it a second correct response. This affects student responses and provides a more accurate test score.

Publisher's description of this change

Answer choices B and C were both plausibly correct, and B was correct answer key. Revised both to make B clearly incorrect and C the correct answer key.

Screenshot of Currently Adopted Content

- 9 What is the author expressing in lines 13 and 14?
- A If the smell of the virtual flowers is bad, then do not accept them.
 - B If virtual flowers are not as good as real flowers, then do not accept them.**
 - C If you do not love me or virtual flowers, delete this email.**
 - D If these virtual flowers do not survive, delete this email.

Screenshot of Proposed Updated Content

- 9 Which idea does the sender express in lines 13–14?
- A If these virtual flowers smell bad, do not accept them.
 - B If these virtual flowers look unrealistic, do not accept them.**
 - C If these virtual flowers do not seem genuine, delete this email.**
 - D If these virtual flowers do not survive, delete this email.

Description of the specific location and hyperlink to the exact location of the currently adopted content

My Favorite Chaperone Selection Test, page 2, question 9

http://www.hmhco.com/content/literature/ela_assessments/g8/student/doc/08le_01_pa_favorchaperone_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

My Favorite Chaperone Selection Test, page 3, question 8,

<https://hmhco.box.com/s/s8reggq3wsaikljr61u1l0f1rrgape4>

Publisher's rationale for this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy, more closely matching the skills instruction in the Student Edition. Revised answer choices to better correspond to stem.

Screenshot of Currently Adopted Content

- 9 Which sentence expresses the **turning point** of Maya and Nurzhan's relationship after the dance?
- A They are mad at each other.
 - B They do not like their parents.
 - C They had so much fun at the dance.
 - D They realize they really love each other.

Screenshot of Proposed Updated Content

- 8 Which statement describes the **climax** of "My Favorite Chaperone"?
- (A) Nurzhan is suspended after he fights with another boy.
 - (B) Maya fills in for her mother at work after her mother is injured.
 - (C) Nurzhan convinces their parents to let Maya go to the dance.
 - (D) Maya notices that Nurzhan is missing when she dances with Daniel.

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Drummer Boy of Shiloh Selection Test, page 3, question 12,
http://www.hmhco.com/content/literature/ela_assessments/g8/student/doc/08le_01_pa_drummerboy_st.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Drummer Boy of Shiloh Selection Test, page 4, question 12,
<https://hmhco.box.com/s/b5hoguqx2qtsb92qkkmq7z9zp31nware>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed short constructed response question to a multipart question. (There will still be at least one short constructed response question in each test.)

Screenshot of Currently Adopted Content

- 12** How does the setting contribute to Joby's conflict in the story? Cite evidence from the selection to support your answer.

Screenshot of Proposed Updated Content

- 12** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which statement best describes Joby's main conflict in the story?

- (A) He does not have a weapon.
- (B) He has run away from home.
- (C) He is frightened to go into battle.
- (D) He does not want to talk to the General.

Part B

Which quote from the selection best supports the answer to Part A?

- (A) *In silence he listened to his own heart ruffle away, away, at last gone from his ears and back in his chest again.* (paragraph 1)
- (B) *For with the careless bones of the young men harvested by night and bindled around campfires were the similarly strewn steel bones of their rifles, with bayonets fixed like eternal lightning lost in the orchard grass.* (paragraph 10)
- (C) *And the voice was about to move on when the boy, startled, touched the drum at his elbow.* (paragraph 18)
- (D) *"Run off from home or joined legitimately, boy?"* (paragraph 28)

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Thrill of Horror Unit Test, page 12, question 22,

http://www.hmhco.com/content/literature/ela_assessments/g8/student/doc/08le_01_pa_thrillofhorror_ut.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Thrill of Horror Unit Test, page 13, question 23,

<https://hmhco.box.com/s/dl9p3udn6dl8c8rcjyu0j07ac2bga1lv>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed a multiple choice question to a multiselect question.

Screenshot of Currently Adopted Content

- 22** In paragraph 7, the author uses rhetorical questions to —
- F** highlight the similarities between different horror movie protagonists
 - G** explore the types of monsters that confront horror movie protagonists
 - H** give examples of the different types of horror movie protagonists
 - J** show how horror movie protagonists change into monstrous characters

Screenshot of Proposed Updated Content

- 23** Which **two** sentences best explain the effects of the rhetorical questions in paragraph 7?
- (A)** They highlight the similarities between different horror movie protagonists.
 - (B)** They explain that horror movie characters confront different types of monsters.
 - (C)** They give examples of the different types of horror movie protagonists.
 - (D)** They show how horror movie protagonists change into monstrous characters.
 - (E)** They suggest that horror movie characters have a variety of personality traits.

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Anita Hacker

X

Date Submitted: 6/7/2022

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2020

Publisher: Houghton Mifflin Harcourt

Subject Area/Course: English Language Arts and Reading

Adopted Program Information

Title: HMH Into Literature Texas: Grades 9

ISBN: 9781328475008

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 9

Identical Program ISBN: 9781328475008

Adopted Component Information

Title: Unit Tests, Selection Tests (both printable version and online version)

ISBN: 9781328475008

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 9

Identical Program ISBN: 9781328475008

Publisher's overall rationale for this update

With our assessments in use for three years in Texas classrooms, we've learned a great deal about what's working and what can be improved. We have revised our assessments to respond to the market and improve usability. We also took the opportunity to revise questions to reflect the tech-enhanced question types that will be on the new state assessment.

Publisher's overall description of the change

For selection tests, HMH swapped in new STAAR question types, including multipart and technology enhanced question types. We are eliminated subjective or ambiguous answer choices and simplified wording of question stems and answer choices.

For unit tests, HMH made similar changes to the individual questions, plus replaced many passages with passages (including paired reading passages) that are more engaging and require less background knowledge. We also reduced the number of questions from 44 to 35 so that students can more reasonably finish the test in one class period. We matched the percentage of non-multiple choice questions as specified in currently-released STAAR blueprints for the 2022-2023 school year.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://www.hmhco.com/ui/login>

State: EVALUATOR

District: Texas Review-91007880

Currently Adopted Content Username: Teacher1_91007881

Currently Adopted Content Password: E!6rhino

Proposed Updated Content URL: <https://hmhco.box.com/s/4lo2csc526jyd8t5uwbpidccamihz1z6>

Proposed Updated Content Username: n/a (available to anyone with link above)

Proposed Updated Content Password: n/a (available to anyone with link above)

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlinking to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Below are examples of the types of changes made to unit and selection tests. To view all tests and their changes, see list with direct links to currently adopted tests and proposed updated versions. The examples below and the list are from printable versions of the test. Updates are being made to the online versions as well.

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Struggle for Freedom Unit Test, page 5–6,
http://www.hmhco.com/content/literature/ela_assessments/g9/student/doc/09le_01_pa_strugglefree_dom_ut_002.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Struggle for Freedom Unit Test, page 9–10,
<https://hnhco.box.com/s/xvkflil35uamk1shpdkpeyys6naancq7>

Publisher's rationale for this change

Replaced unit test passage to more grade-appropriate passage that requires less background knowledge. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Passage replaced, as well as the items that assess it.

Screenshot of Currently Adopted Content

Name _____ Date _____

The Struggle
for Freedom
Unit Test

Read the next two selections. Then choose the best answer to each question.

The following article describes a meeting of the World Anti-Slavery Convention and the beginnings of the woman suffrage movement.

from July 20, 1848: The Seneca Falls Convention

by Christine Stansell

- 1 Radicals within the antislavery ranks, led by William Lloyd Garrison, backed the many women who demanded a greater role for themselves. At the same time, "gradualists," prominently represented by New York City merchant Lewis Tappan, lined up with the clergy to send the women back home to perform the gentler work (so lauded by American culture) of turning family members and neighbors against slavery through prayer, persuasion, and sweet female influence. A ruckus between these two factions broke out in London at the 1840 meeting of the World Anti-Slavery Convention. There the moderates carried the day after a bitter floor fight. The women members of the American delegation were barred from participating in the proceedings and allowed only to observe the convention from behind a curtain in the meeting hall's balcony.
- 2 Two of the women present were Lucretia Mott, a distinguished middle-aged Quaker preacher, and Elizabeth Cady Stanton, a young newlywed who had traveled to the London meeting on her honeymoon. The pair had already taken to each other on the voyage over, during which Henry Stanton, already showing signs of a cold and critical nature, reproached his bride for her gaiety in company, her boldness in mixing with the renowned delegates aboard (among them Liberty party presidential candidate James G. Birney), and her fearlessness in professing her views before people who knew much more than she did.

In the following excerpt, Elizabeth Cady Stanton describes her experiences while attending the World Anti-Slavery Convention.

from Eighty Years and More: Reminiscences 1815–1897

by Elizabeth Cady Stanton

- 1 Our chief object in visiting England at this time was to attend the World's Anti-slavery Convention, to meet June 12, 1840, in Freemason's Hall, London. Delegates from all the anti-slavery societies of civilized nations were invited, yet, when they arrived, those representing associations of women were rejected. Though women were members of the National Anti-slavery Society, accustomed to speak and vote in all its conventions, and to take an equally active part with men in the whole anti-slavery struggle, and were there as delegates from associations of men and women, as well as those distinctively of their own sex, yet all alike were rejected because they were women. Women, according to the English prejudices of that time, were excluded by Scriptural texts from sharing equal dignity and authority with men in all reform associations; hence it was to English minds pre-eminently unfitting that women should be admitted as equal members to a World's Convention. The question was hotly debated through an entire day. My husband made a very eloquent speech in favor of admitting the women delegates.
- 2 When we consider that Lady Byron, Anna Jameson, Mary Howitt, Mrs. Hugo Reid, Elizabeth Fry, Amelia Opie, Ann Green Phillips, Lucretia Mott, and many remarkable women, speakers and leaders in the Society of Friends, were all compelled to listen in silence to the masculine platitudes on woman's sphere, one may form some idea of the indignation of unprejudiced friends, and especially that of such women as Lydia Maria Child, Maria Chapman, Deborah Weston, Angelina and Sarah Grimke, and Abby Kelly, who were impatiently waiting and watching on this side, in painful suspense, to hear how their delegates were received. Judging from my own feelings, the women on both sides of the Atlantic must have been humiliated and chagrined, except as these feelings were outweighed by contempt for the shallow reasoning of their opponents, and their comical pose and gestures in some of the intensely

Screenshot of Proposed Updated Content

Name: _____ Date: _____

The Struggle
for Freedom
Unit Test

Read the selections and choose the best answer to each question.

Gandhi's Spinning Wheel

article by Claire C. McKiernan

- 1 When the British ruled India in the mid-1800s, cotton was such a desirable commodity that they forced the Indians to ship all raw cotton to England for cloth manufacturing. The Indian people then had to buy their clothing, made from Indian cotton, from Britain.
- 2 It was injustices such as this one that strengthened Mahatma¹ Gandhi's belief in the need for an independent India. In 1915, he founded the Sabarmati *ashram*.² One of the main occupations in the *ashram* was making hand-woven cloth from locally grown cotton. Gandhi believed that the unique Indian traditions of spinning and weaving cloth were being lost. So, he bought a spinning wheel, called a *charkha* in India, and learned how to spin yarn. He spun yarn daily, often for hours, and in complete silence. He was confident that if the Indian people learned once again to make cloth, they would not need to buy clothing from British textile mills.

Meet the Khadi

- 3 Gandhi wove his own garments. He required people who lived on the *ashram* to make their own clothing and vow never to wear or purchase imported cloth. This hand-spun Indian cloth was called *khadi*. Before long, people who wore simple white *khadi* were recognized as followers of Gandhi and his peaceful resistance to British rule. As *khadi* became symbolic, so did the spinning wheel itself. In 1921, Gandhi became the head of the Indian National Congress. He wanted the other congressmen to wear homespun clothing and either learn to use a *charkha*, spinning 2,000 yards of thread each month, or pay someone else to do it. He felt that spinning was economical and would help unite the Indian people. Although Gandhi was unable to enforce this rule, his passion was admired.
- 4 Even the Indian National Congress flag featured a *charkha* at the center and was made from homespun Indian cotton. It was first flown in 1923. Soon after, it became a national symbol of independence, causing numerous *skirmishes* with the British and even leading to Indian arrests. It was adopted officially by the Indian National Congress in 1931.

A Powerful Symbol

- 5 When India gained independence from Britain in 1947, the Indian National Congress tricolor flag remained. The orange stripe stands for courage and strength; the white for truth and peace; and the green for faith and courage. Gandhi hoped the *charkha* would remain at the center of the new Indian flag. The spinning wheel was both a symbol of peaceful *resistance* and victory.
- 6 Instead, a different kind of wheel, the Ashoka *Chakra*, was adopted for the center of the flag. The Ashoka *Chakra* is based on the Buddhist *dharma chakra*, or wheel of life. The ancient Indian emperor Ashoka was a follower of Buddhism and known for his virtues of compassion and forgiveness. And, it was these virtues that Gandhi embodied. Also, it was Gandhi who, along with his simple wooden spinning wheel, helped make Indian self-rule a reality.

Name: _____ Date: _____

The Struggle
for Freedom
Unit Test

from The Story of My Experiments with Truth

memoir by Mohandas K. Gandhi

- 1 The object that we set before ourselves was to be able to clothe ourselves entirely in cloth manufactured by our own hands. We therefore forthwith¹ discarded the use of mill-woven cloth, and all the members of the Ashram resolved to wear hand-woven cloth made from Indian yarn only. The adoption of this practice brought us a world of experience. It enabled us to know, from direct contact, the conditions of life among the weavers, the extent of their production, the handicaps in the way of their obtaining their yarn supply, the way in which they were being made victims of fraud, and, lastly, their ever growing indebtedness. We were not in a position immediately to manufacture all the cloth for our needs. The alternative therefore was to get our cloth supply from handloom weavers. But ready-made cloth from Indian mill-yarn was not easily obtainable either from the cloth-dealers or from the weavers themselves. All the fine cloth woven by the weavers was from foreign yarn, since Indian mills did not spin fine counts.² Even today the outturn of higher counts by Indian mills is very limited, whilst highest counts they cannot spin at all. It was after the greatest effort that we were at last able to find some weavers who condescended³ to weave Swadeshi yarn for us, and only on condition that the Ashram would take up all the cloth that they might produce. By thus adopting cloth woven from mill-yarn as our wear, and propagating it among our friends, we made ourselves voluntary agents of the Indian spinning mills. This in its turn brought us into contact with the mills, and enabled us to know something about their management and their handicaps. We saw that the aim of the mills was more and more to weave the yarn spun by them; their cooperation with the handloom weaver was not willing, but unavoidable and temporary. We became impatient to be able to spin our own yarn. It was clear that, until we could do this ourselves, dependence on the mills would remain. We did not feel that we could render any service to the country by continuing as agents of Indian spinning mills.
- 2 In the year 1971 I was taken by my Gujarati friends to preside at the Broach Educational Conference. It was here that I discovered that remarkable lady Gangabehn Majmundar. She was a widow, but her enterprising spirit knew no bounds. Her education, in the accepted sense of the term, was not much. But in courage and commonsense she easily surpassed the general run of our educated women. She had already got rid of the curse of untouchability,⁴ and fearlessly moved among and served the suppressed classes. She had means of her own, and her needs were few. She had a well seasoned constitution, and went about everywhere without an escort. She felt quite at home on horseback. I came to know her more intimately at the Godhra Conference. To her I poured out my grief about the charkha, and she lightened my burden by a promise to prosecute an earnest and incessant search for the spinning wheel.

¹forthwith: at once; immediately²fine counts: slender threads used to weave softer, more luxurious cloth³condescended: lowered themselves⁴untouchability: a reference to the lowest or "untouchable" class in traditional Indian society

Description of the specific location and hyperlink to the exact location of the currently adopted content

from Reading Lolita in Tehran/from Persepolis 2 Selection Test, page 2, question 5, answer choices B, C, and D

http://www.hmhco.com/content/literature/ela_assessments/g9/student/doc/09le_01_pa_lolitapersepolis_st_016.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

from Reading Lolita in Tehran/from Persepolis 2 Selection Test, page 2, question 5

<https://hmhco.box.com/s/ujyab0o1ckg1r1ransshypbs0aib0tfo>

Publisher's rationale for this change

Replaced distractors (incorrect answers) that could be plausibly correct, making them second and third correct responses. This affects student responses and provides a more accurate test score.

Publisher's description of this change

Answer choices B, C, and D were all plausibly correct. The item was replaced with a multipart item that determines a more specific and concrete point of view.

Screenshot of Currently Adopted Content

- 5 In *Persepolis 2*, what thought balloon best articulates the main character's personal point of view?
- A In 1990, the era of grand revolutionary ideas and demonstrations was over. (panel 2)
 - B Our struggle was more discreet. (panel 3)
 - C My life, is it livable? (panel 7)
 - D It's only natural! (panel 8)

Screenshot of Proposed Updated Content

- 5 This question has two parts. First, answer Part A. Then, answer Part B.
- Part A**
- Which statement best describes how the author of *Reading Lolita in Tehran* feels about life under the post-Iranian Revolution regime?
- (A) She is afraid of the militia that patrols the streets to enforce the law.
 - (B) She feels that the regime has caused Iran to regress in its treatment of women.
 - (C) She feels uncertain about whether to obey the regime or stick to her personal beliefs.
 - (D) She is hesitant to break the rules governing clothing that the new regime has implemented.
- Part B**
- Which sentence from the passage best supports the answer to Part A?
- (A) She says her goodbyes and puts on her black robe and scarf over her orange shirt and jeans, coiling her scarf around her neck to cover her huge gold earrings. (paragraph 1)
 - (B) Is she angry that women of her mother's generation could walk the streets freely, enjoy the company of the opposite sex, join the police force, become pilots, live under laws that were among the most progressive in the world regarding women? (paragraph 4)
 - (C) Does she think how vulnerable the Revolutionary Guards are who for over eighteen years have patrolled the streets of Tehran and have had to endure young women like herself, and those of other generations, walking, talking, showing a strand of hair just to remind them that they have not converted? (paragraph 5)
 - (D) Although they came from very different backgrounds, the regime that ruled them had tried to make their personal identities and histories irrelevant. (paragraph 7)

Description of the specific location and hyperlink to the exact location of the currently adopted content

Unusual Normality Selection Test, page 1, question 2

http://www.hmhco.com/content/literature/ela_assessments/g9/student/doc/09le_01_pa_usualnormality_st_002.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Unusual Normality Selection Test, page 1, question 2,

<https://hmhco.box.com/s/v7p9qdl0zm5bxqcg7zvubkdfonbd1wiz>

Publisher's rationale for this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy, more closely matching the skills instruction in the Student Edition.

Screenshot of Currently Adopted Content

- 2 Read these sentences from paragraph 9.

It was a chance at living again, because all I had come to know, since I was eleven, was how to survive. I didn't know how to live.

The **irony** of these sentences emphasizes that the author —

- F had been forced to become a soldier as a child
- G had been able to take advantage of certain stereotypes
- H had been forced to grow up quickly in Sierra Leone
- J had been able to succeed as an immigrant to the United States

Screenshot of Proposed Updated Content

- 2 Read these sentences from paragraph 9.

It was a chance at living again, because all I had come to know, since I was eleven, was how to survive. I didn't know how to live.

The **tone** of these sentences emphasizes that the author—

- (A) was forced to become a soldier as a child
- (B) was able to take advantage of certain stereotypes
- (C) was forced to grow up quickly in Sierra Leone
- (D) was able to succeed as an immigrant to the United States

Description of the specific location and hyperlink to the exact location of the currently adopted content

Unusual Normality Selection Test, page 3, question 12,

http://www.hmhco.com/content/literature/ela_assessments/g9/student/doc/09le_01_pa_usualnormality_st_002.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Unusual Normality Selection Test, page 4, question 12,

<https://hmhco.box.com/s/v7p9qdl0zm5bxqcq7zvubkdfonbd1wiz>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed short constructed response question to a multipart question. (There will still be at least one short constructed response question in each test.)

Screenshot of Currently Adopted Content

- 12 How does the memoir structure of "Unusual Normality" serve the author's purpose in writing the essay? How are Ishmael Beah's memories central to his purpose in writing the essay?

Screenshot of Proposed Updated Content

- 12 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the author's purpose in writing this selection?

- (A) To compare his superficial friendships in Sierra Leone with the real friendships that he forged while living in New York
- (B) To describe the disconnection he felt from American teenagers after arriving in the United States
- (C) To explain why American teenagers are not interested in the difficult circumstances faced by children in war-torn countries
- (D) To narrate a true story about how being a child soldier in Sierra Leone influenced his views about glamorized violence

Part B

Which quote from the selection best supports the answer to Part A?

- (A) *Thus began my two years of high school and making other teenagers confused about who I was. You see, I didn't fit into any box. I didn't have the same worries about what shoes or clothes I wore.* (paragraph 21)
- (B) *And I realized that the way I conducted myself would determine whether they would ever let another child who had been through war into such a school.* (paragraph 31)
- (C) *To them it was sufficient that I was just some kid who lived in the East Village, who was from an African country.* (paragraph 32)
- (D) *They glorified it in a way, because they'd never actually experienced it at all.* (paragraph 40)

Description of the specific location and hyperlink to the exact location of the currently adopted content

Bonds Between Us Unit Test, page 3, question 3,

http://www.hmhco.com/content/literature/ela_assessments/g9/student/doc/09le_01_pa_bondsbtweenus_ut_003.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Bonds Between Us Unit Test, page 7, question 11,

<https://hmhco.box.com/s/4tnioqgmy09yysfop7rsb2jhkkn8lk45>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed a multiple choice question to a drag-and-drop question.

Screenshot of Currently Adopted Content

- 3** The use of the word stealthily in paragraph 3 adds to the feeling of —
- A** tension
 - B** fun
 - C** hope
 - D** regret

Screenshot of Proposed Updated Content

- 11** To which column does each sentence from the story belong? Write the letter of the sentence below the mood it creates.

| Happy | Tense |
|-------|-------|
| | |

- A** *He was delighted with himself and after listening to his echoing shouts of delight he ran to fetch his cow. (paragraph 2)*
- B** *The boy ran stealthily along the bank looking away from the lake, pretending indifference. (paragraph 3)*
- C** *The sun had now set and the cold shiver of evening enveloped him, chilling his body and saddening his mind. (paragraph 5)*
- D** *The mischievous look had gone from his eyes and the school day dragged on interminably. (paragraph 16)*
- E** *He drew in his breath with delight, splashed quickly from the island, and ran off whistling in the rain. (paragraph 18)*

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Anita Hacker

X

Date Submitted: 6/7/2022

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2020

Publisher: Houghton Mifflin Harcourt

Subject Area/Course: English Language Arts and Reading

Adopted Program Information

Title: HMH Into Literature Texas: Grades 10

ISBN: 9781328475015

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 10

Identical Program ISBN: 9781328475015

Adopted Component Information

Title: Unit Tests, Selection Tests (both printable version and online version)

ISBN: 9781328475015

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 10

Identical Program ISBN: 9781328475015

Publisher's overall rationale for this update

With our assessments in use for three years in Texas classrooms, we've learned a great deal about what's working and what can be improved. We have revised our assessments to respond to the market and improve usability. We also took the opportunity to revise questions to reflect the tech-enhanced question types that will be on the new state assessment.

Publisher's overall description of the change

For selection tests, HMH swapped in new STAAR question types, including multipart and technology enhanced question types. We eliminated subjective or ambiguous answer choices and simplified wording of question stems and answer choices.

For unit tests, HMH made similar changes to the individual questions, plus replaced many passages with passages (including paired reading passages) that are more engaging and require less background knowledge. We also reduced the number of questions from 44 to 35 so that students can more reasonably finish the test in one class period. We matched the percentage of non-multiple choice questions as specified in currently-released STAAR blueprints for the 2022-2023 school year.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://www.hmhco.com/ui/login>

State: EVALUATOR

District: Texas Review-91007880

Currently Adopted Content Username: Teacher1_91007881

Currently Adopted Content Password: E!6rhino

Proposed Updated Content URL: <https://hmhco.box.com/s/4lo2csc526jyd8t5uwbpidccamihz1z6>

Proposed Updated Content Username: n/a (available to anyone with link above)

Proposed Updated Content Password: n/a (available to anyone with link above)

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlinking to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Below are examples of the types of changes made to unit and selection tests. To view all tests and their changes, see list with direct links to currently adopted tests and proposed updated versions. The examples below and the list are from printable versions of the test. Updates are being made to the online versions as well.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Responses to Change Unit Test, pages 5,

http://www.hmhco.com/content/literature/ela_assessments/g10/student/doc/10le_01_pa_responseschange_ut_005.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Responses to Change Unit Test, pages 2–3,

<https://hmhco.box.com/s/ctpm29mq7n1rgn37aovl87yfi1ddhuvo>

Publisher's rationale for this change

Replaced unit test passage to more grade-appropriate passage that requires less background knowledge. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Passage replaced, as well as the items that assess it.

Screenshot of Currently Adopted Content

Name _____ Date _____

Responses**to Change
Unit Test****Read the selection and choose the best answer to each question.****The Writer***by Richard Wilbur*

In her room at the prow of the house
Where light breaks, and the windows are tossed with linden,
My daughter is writing a story.

- I pause in the stairwell, hearing
5 From her shut door a commotion of typewriter-keys
Like a chain hauled over a gunwale.

Young as she is, the stuff
Of her life is a great cargo, and some of it heavy:
I wish her a lucky passage.

- 10 But now it is she who pauses,
As if to reject my thought and its easy figure.
A stillness greatens, in which

The whole house seems to be thinking,
And then she is at it again with a bunched clamor

- 15 Of strokes, and again is silent.

I remember the dazed starling
Which was trapped in that very room, two years ago;
How we stole in, lifted a sash

And retreated, not to affright it;

- 20 And how for a helpless hour, through the crack of the door,
We watched the sleek, wild, dark

And iridescent creature
Batter against the brilliance, drop like a glove
To the hard floor, or the desk-top,

- 25 And wait then, humped and bloody,
For the wits to try it again; and how our spirits
Rose when, suddenly sure,

It lifted off from a chair-back,
Beating a smooth course for the right window

- 30 And clearing the sill of the world.

It is always a matter, my darling,
Of life or death, as I had forgotten. I wish
What I wished you before, but harder.

Screenshot of Proposed Updated Content

Preparations

poem by Deborah D.E.E.P. Mouton

- the water is the first to go
 then the bread
 then the eggs
 somewhere in there
 5 the chips fade away
 and people resort to munching
 on their own
 anxiety rising into fisticuffs¹
 in aisle 3 of Kroger or HEB or Randalls²
- 10 no one thinks about looking
 in the frozen section
 the memories they will soon lose
 the pictures in stagnant water
 the playground cemented into 3 feet of rising murky, there is always something left
 15 off of the list
- that you never knew you needed
 until you look down
 see all of the empty
 the plastic bags with a single day's clothes
 20 see the flashlight and raft in the distance

¹fisticuffs: a fistfight²Kroger or HEB or Randalls: chain grocery stores

Grade 10

2

Responses to Change Unit Test

© Houghton Mifflin Harcourt Publishing Company

Name: _____

Date: _____

**Responses to
Change
Unit Test**

- until you watch
 all that you call home
 conveyor into the bayou³
 bed, by doorframe, by roof
 25 and you know
 the water will be the last thing
 to go

³bayou: a marshy, brackish wetland connected to a larger body of water

Description of the specific location and hyperlink to the exact location of the currently adopted content

By Any Other Name Selection Test, page 1, question 4, answer choice B

http://www.hmhco.com/content/literature/ela_assessments/g10/student/doc/10le_01_pa_byanyother_name_st_002.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

By Any Other Name Selection Test, page 2, question 4, answer choice B

<https://hmhco.box.com/s/c050kh7wkzyn14r1xamk1p1f5s0dmppx>

Publisher's rationale for this change

Replaced distractor (incorrect answer) that could be plausibly correct, making it a second correct responses. This affects student responses and provides a more accurate test score.

Publisher's description of this change

Answer choice B was plausibly correct and rewritten to be clearly incorrect.

Screenshot of Currently Adopted Content

- 4 In paragraph 8, the author uses descriptive language to indicate that —
- ☐ E the school looked the same as Indian schools
 - ☒ G the school reflected British culture
 - ☐ H the school reflected both British and Indian culture
 - ☐ J the school looked out of place for British and Indian people

Screenshot of Proposed Updated Content

- 4 In paragraph 8, the author uses descriptive language to indicate that —
- ☐ A the school looked the same as Indian schools
 - ☒ B the school reflected only British cultural traditions
 - ☐ C the school reflected both British and Indian culture
 - ☐ D the school looked out of place for British and Indian people

Description of the specific location and hyperlink to the exact location of the currently adopted content

Mirror Selection Test, page 3, question 10

http://www.hmhco.com/content/literature/ela_assessments/g10/student/doc/10le_01_pa_mirror_st_011.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Mirror Selection Test, page 3, question 10,

<https://hmhco.box.com/s/fez29z8fqu71ug775uow1mw6lb2rkhku>

Publisher's rationale for this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy, more closely matching the skills instruction in the Student Edition.

Screenshot of Currently Adopted Content

- 10 Which **two** meanings could the author be **implying** with the use of the simile in the last line of the poem?
- E** The woman becomes more terrible each day.
 - G** The woman looks like an ugly fish as she ages.
 - H** The woman slowly loses her youth a little at a time.
 - J** The woman sees her image moving in the same way fish move.
 - K** The woman's view of her physical self grows more and more negative.

Screenshot of Proposed Updated Content

- 10 Which **two** sentences best express possible interpretations of the simile in the last two lines of the poem?
- A** The woman becomes more terrible each day.
 - B** The woman's view of herself makes her grow older.
 - C** The woman loses a little bit more of her youth when she looks in the mirror.
 - D** The woman sees her image in the mirror move the same way a fish moves.
 - E** The woman's view of her physical self grows more and more negative.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Letter from Birmingham Jail Selection Test, page 3, question 12,
http://www.hmhco.com/content/literature/ela_assessments/g10/student/doc/10le_01_pa_letterbirmingham_st_025.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Letter from Birmingham Jail Selection Test, page 4, question 12,
<https://hmhco.box.com/s/r0gxvazjx4kekc4k4bhoiloyfhkte6x5>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed short constructed response question to a multipart question. (There will still be at least one short constructed response question in each test.)

Screenshot of Currently Adopted Content

- 12 What might Dr. King have generally felt about the intended audience of his letter? Cite evidence from the text to support your answer.

Screenshot of Proposed Updated Content

- 12 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Based on the selection, what can the reader infer about Dr. King's feelings toward the members of the clergy whom he addresses in his letter?

- ☐ A He has a very close relationship with them and works with them on a regular basis.
☐ B He is disappointed in their willingness to avoid supporting what is morally right.
☐ C He is fearful of their power to strip him of his leadership position.
☐ D He has a great deal of respect for them because of their stance on social issues.

Part B

Which **two** excerpts from the selection best support the answer to Part A?

- ☐ A We have gone through all these steps in Birmingham. . . . Birmingham is probably the most thoroughly segregated city in the United States. (paragraph 6)
☐ B On the basis of these promises, the Reverend Fred Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to a moratorium on all demonstrations. (paragraph 7)
☐ C Individuals may see the moral light and voluntarily give up their unjust posture; but, as Reinhold Niebuhr has reminded us, groups tend to be more immoral than individuals. (paragraph 12)
☐ D There comes a time when the cup of endurance runs over. . . . I hope, sirs, you can understand our legitimate and unavoidable impatience. (paragraph 14)
☐ E Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be coworkers with God, and without this hard work, time itself becomes an ally of the forces of social stagnation. (paragraph 26)

Description of the specific location and hyperlink to the exact location of the currently adopted content

Ourselves and Others Unit Test, page 4, question 13,

http://www.hmhco.com/content/literature/ela_assessments/g10/student/doc/10le_01_pa_ourselvesot_hers_ut_001.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Ourselves and Others Unit Test, page 4, question 8,

<https://hmhco.box.com/s/kejbmyvcl7ovifyxor23aog4e5ak9ymi>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed a multiple choice question to a multiselect question.

Screenshot of Currently Adopted Content

13 In paragraphs 4 and 5, which phrase best contributes to the narrator's tone of panic and anxiety?

- A** *uttered these words*
- B** *resisted their attacks*
- C** *walked vigorously*
- D** *gasped for breath*

Screenshot of Proposed Updated Content

8 Which **three** phrases from paragraphs 4 and 5 contribute most to the narrator's tone of panic and anxiety?

- (A)** *uttered these words*
- (B)** *an icy chill*
- (C)** *resisted their attacks*
- (D)** *walked vigorously*
- (E)** *a vast and formless shadow*
- (F)** *gasped for breath*

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Anita Hacker

X

Date Submitted: 6/7/2022

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2020

Publisher: Houghton Mifflin Harcourt

Subject Area/Course: English Language Arts and Reading

Adopted Program Information

Title: HMH Into Literature Texas: Grades 11

ISBN: 9781328475022

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 11

Identical Program ISBN: 9781328475022

Adopted Component Information

Title: Unit Tests, Selection Tests (both printable version and online version)

ISBN: 9781328475022

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 11

Identical Program ISBN: 9781328475022

Publisher's overall rationale for this update

With our assessments in use for three years in Texas classrooms, we've learned a great deal about what's working and what can be improved. We have revised our assessments to respond to the market and improve usability. We also took the opportunity to revise questions to reflect the tech-enhanced question types that will be on the new state assessment.

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Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://www.hmhco.com/ui/login>

State: EVALUATOR

District: Texas Review-91007880

Currently Adopted Content Username: Teacher1_91007881

Currently Adopted Content Password: E!6rhino

Proposed Updated Content URL: <https://hmhco.box.com/s/4lo2csc526jyd8t5uwbpidccamihz1z6>

Proposed Updated Content Username: n/a (available to anyone with link above)

Proposed Updated Content Password: n/a (available to anyone with link above)

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlinking to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Below are examples of the types of changes made to unit and selection tests. To view all tests and their changes, see list with direct links to currently adopted tests and proposed updated versions. The examples below and the list are from printable versions of the test. Updates are being made to the online versions as well.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Foundations and Encounters Unit Test, page 1,
http://www.hmhco.com/content/literature/ela_assessments/g11/student/doc/11le_01_pa_foundenco_uter_ut_001.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Foundations and Encounters Unit Test, page 1,
<https://hmhco.box.com/s/tqeaz0nnyimn0nzq110ti1h91796kael>

Publisher's rationale for this change

Replaced unit test passage to more grade-appropriate passage that requires less background knowledge. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Passage replaced, as well as the items that assess it.

Screenshot of Currently Adopted Content

Name _____ Date _____

Foundations
and Encounters
Unit Test

Read the selection below and choose the best answer to each question.

from The Tempest*by William Shakespeare*

The following excerpt is from Act 3, Scene 2, of William Shakespeare's *The Tempest*. In this scene, the characters react to Prospero's presence on their island.

(1) [Enter ARIEL, invisible.]

(2) **CALIBAN:** As I told thee before, I am subject to a tyrant, a sorcerer, that by his cunning hath cheated me of the island.

(3) **ARIEL:** Thou liest.

(4) **CALIBAN:** Thou liest, thou jesting monkey, thou: I would my valiant master would destroy thee! I do not lie.

(5) **STEPHANO:** Trinculo, if you trouble him any more in's tale, by this hand, I will supplant some of your teeth

(6) **TRINCULO:** Why, I said nothing.

(7) **STEPHANO:** Mum, then, and no more. Proceed.

(8) **CALIBAN:** I say, by sorcery he got this isle; From me he got it. If thy greatness will Revenge it on him,—for I know thou dar'st But this thing¹ dare not,—

(9) **STEPHANO:** That's most certain.

(10) **CALIBAN:** Thou shalt be lord of it and I'll serve thee.

(11) **STEPHANO:** How now shall this be compassed?² Canst thou bring me to the party?³

(12) **CALIBAN:** Yea, yea, my lord: I'll yield him thee asleep, Where thou mayst knock a nail into his head.

(13) **ARIEL:** Thou liest; thou canst not.

(14) **CALIBAN:** What a pied ninny's this! Thou scurvy patch!⁴ I do beseech thy greatness, give him blows And take his bottle from him: when that's gone He shall drink nought but brine; for I'll not show him Where the quick freshes are.

(15) **STEPHANO:** Trinculo, run into no further danger: interrupt the monster one word further, and, by this hand, I'll turn my mercy out o' doors and make a stock-fish⁵ of thee.

(16) **TRINCULO:** Why, what did I? I did nothing. I'll go farther off.

(17) **STEPHANO:** Didst thou not say he lied?

(18) **ARIEL:** Thou liest.

Screenshot of Proposed Updated Content

Name: _____

Date: _____

Foundations
and Encounters
Unit Test**Read the selections and choose the best answer to each question.****The First Fire**

Cherokee myth retold by Katharine Berry Judson

- 1 In the beginning there was no fire and the world was cold. Then the Thunders, who lived up in Galun'lati, sent their lightning and put fire into the bottom of a hollow sycamore tree which grew on an island. The animals knew it was there because they could see the smoke coming out at the top, but they could not get to it on account of the water, so they held a council to decide what to do. This was a long, long time ago.
- 2 Every animal was anxious to go after the fire. Raven offered. He was large and strong, so he was sent first. He flew high and far across the water, and lighted on the sycamore tree. There he perched, wondering what to do next. Then he looked at himself. The heat had scorched his feathers black. Raven was so frightened he flew back across the water without any fire.
- 3 Then little Wa-hu-hu, the Screech Owl, offered to go. He flew high and far across the water and perched upon a hollow tree. As he sat there looking into the hollow tree, wondering what to do, a blast of hot air came up and hurt his eyes. Screech Owl was frightened. He flew back as best he could, because he could hardly see. That is why his eyes are red even to this day.
- 4 Then Hooting Owl and the Horned Owl went, but by the time they reached the hollow tree, the fire was blazing so fiercely that the smoke nearly blinded them. The ashes carried up by the breeze made white rings around their eyes. So they had to come home without fire. Therefore they have white rings around their eyes.
- 5 None of the rest of the birds would go to the fire. Then Uk-su-hi, the racer snake, said he would go through the water and bring back fire. He swam to the island and crawled through the grass to the tree. Then he went into the tree by a small hole at the bottom. But the heat and smoke were dreadful. The ground at the bottom of the tree was covered with hot ashes. The racer darted back and forth trying to get off the ashes, and at last managed to escape through the same hole by which he had entered. But his body had been burned black. Therefore he is now the black racer. And that is why the black racer darts around and doubles on his track as if trying to escape.
- 6 Then great Blacksnake, "The Climber," offered to go for fire. He was much larger than the black racer. Blacksnake swam over to the island and climbed up the tree on the outside, as the blacksnake always does, but when he put his head down into the hole the smoke choked him so that he fell into the burning stump. Before he could climb out, he, too, was burned black.
- 7 So the birds, and the animals, and the snakes held another council. The world was still very cold. There was no fire. But all the birds, and the snakes, and all the four-footed animals refused to go for fire. They were all afraid of the burning sycamore.
- 8 Then Water Spider said she would go. This is not the water spider that looks like a mosquito, but the other one—the one with black downy hair and red stripes on her body. She could run on top of the water, or dive to the bottom.
- 9 The animals said, "How can you bring back fire?"
- 10 But Water Spider spun a thread from her body and wove it into a *tusti* bowl which she fastened on her back. Then she swam over to the island and through the grass to the fire. Water Spider put one little coal of fire into her bowl, and then swam back with it.
- 11 That is how fire came to the world. And that is why Water Spider has a *tusti* bowl on her back.

Description of the specific location and hyperlink to the exact location of the currently adopted content

A Desperate Trek Across America Selection Test, page 3, question 9, answer choices A and B
http://www.hmhco.com/content/literature/ela_assessments/g11/student/doc/11le_01_pa_desperaterek_st_003.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

A Desperate Trek Across America Selection Test, page 3, question 9, answer choices A and B
<https://hmhco.box.com/s/p80ux9vj6vg5b2aiw56em1sfyxj332es>

Publisher's rationale for this change

Replaced distractors (incorrect answers) that could be plausibly correct, making them second and third correct responses. This affects student responses and provides a more accurate test score.

Publisher's description of this change

Answer choices A and B were plausibly correct and replaced to be clearly incorrect.

Screenshot of Currently Adopted Content

- 9 Which sentence from the selection best expresses how the attitudes of Cabeza de Vaca and his companions were changed by their experience?
- A** They lived by their wits, coming to terms with half a dozen native languages and making sense of societies that other Europeans could not even begin to fathom.
- B** The four wanderers were no longer mere castaways; they had become explorers once again.
- C** By the time the four reemerged from the continental interior and reached the Pacific Coast, they had been so utterly transformed by the experience that fellow Europeans could hardly recognize them.
- D** No longer did the castaways view their companions as mere chattels, the rightful prize of Christian conquest.

Screenshot of Proposed Updated Content

- 9 Which sentence from the selection best expresses how the attitudes of Cabeza de Vaca and his companions were changed by their experience?
- (A)** Little did the men on the rafts know that they were embarking on an eight-year adventure that would ultimately take their few survivors across the entire continent. (paragraph 7)
- (B)** At the Indians' insistence, all four survivors performed curing ceremonies. (paragraph 9)
- (C)** By the time the four reemerged from the continental interior and reached the Pacific Coast, they had been so utterly transformed by the experience that fellow Europeans could hardly recognize them. (paragraph 13)
- (D)** No longer did the castaways view their companions as mere chattels, the rightful prize of Christian conquest. (paragraph 16)

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Minister's Black Veil / The Pit and the Pendulum Editable Selection Test, page 2, question 5
http://www.hmhco.com/content/literature/ela_assessments/g11/student/doc/11le_01_pa_ministerpe ndulum_st_028.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Minister's Black Veil / The Pit and the Pendulum Editable Selection Test, page 3, question 5,
<https://hnhco.box.com/s/xr68kyfzku0iqugh4umykj7t3d0ed1wg>

Publisher's rationale for this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Revised question wording to remove academic language that is not taught in Student Edition lesson and to eliminate wordiness and redundancy, more closely matching the skills instruction in the Student Edition.

Screenshot of Currently Adopted Content

- 5 Hawthorne uses language to suggest different moods at different points in the story. Mark the box that indicates whether each sentence in "The Minister's Black Veil" **evokes** a mood of melancholy or intrigue.

| | Melancholy | Intrigue |
|--|--------------------------|--------------------------|
| <i>But so wonder-struck were they that his greeting hardly met with a return.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>It was tinged, rather more darkly than usual, with the gentle gloom of Mr. Hooper's temperament.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>But still good Mr. Hooper sadly smiled at the pale visages of the worldly throng as he passed by.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>That, and the mystery concealed behind it, supplied a topic for discussion between acquaintances meeting in the street, and good women gossiping at their open windows.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Such was its immediate effect on the guests, that a cloud seemed to have rolled duskily from beneath the black crape, and dimmed the light of the</i> | <input type="checkbox"/> | <input type="checkbox"/> |

Screenshot of Proposed Updated Content

- 5 Hawthorne uses nuanced language to suggest different moods at different points in the story. Mark the box that indicates whether each sentence in "The Minister's Black Veil" **creates** a feeling of melancholy or intrigue.

| | Melancholy | Intrigue |
|---|--------------------------|--------------------------|
| <i>But so wonder-struck were they that his greeting hardly met with a return. (paragraph 6)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>It was tinged, rather more darkly than usual, with the gentle gloom of Mr. Hooper's temperament. (paragraph 12)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Such was its immediate effect on the guests, that a cloud seemed to have rolled duskily from beneath the black crape, and dimmed the light of the candles. (paragraph 21)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>That, and the mystery concealed behind it, supplied a topic for discussion between acquaintances meeting in the street, and good women gossiping at their open windows. (paragraph 22)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>But still good Mr. Hooper sadly smiled at the pale visages of the worldly throng as he passed by. (paragraph 43)</i> | <input type="checkbox"/> | <input type="checkbox"/> |

Description of the specific location and hyperlink to the exact location of the currently adopted content

A Soldier for the Crown Selection Test, page 3, question 12,

http://www.hmhco.com/content/literature/ela_assessments/g11/student/doc/11le_01_pa_soldiercrown_st_014.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

A Soldier for the Crown Selection Test, page 5, question 12,

<https://hmhco.box.com/s/ddviphbo9c1ximqxhn5kdt51ua72sbg>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed short constructed response question to a multipart question. (There will still be at least one short constructed response question in each test.)

Screenshot of Currently Adopted Content

- 12 What single idea does the author develop about Alexander Freeman in the first line of "A Soldier for the Crown"? Cite lines from the selection that express this idea.

Screenshot of Proposed Updated Content

- 12 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which characteristic of the main character does the author develop at the beginning of the story?

- (A) Her greatest desire is to gain freedom from slavery.
- (B) Her concern is for her own well-being and not others'.
- (C) She is the type of person who never fails to take risks.
- (D) She wants to participate in the action, not just sit and watch.

Part B

Which quote from the selection best supports the answer to Part A?

- (A) *There was something about gambling that you could not resist.* (paragraph 2)
- (B) *Whichever way the dice fell or the cards came up, you began and ended your day a slave.* (paragraph 2)
- (C) *Yet you wonder what to call yourself now. A loyalist? A traitor? A man without a country?* (paragraph 4)
- (D) *From the start, you were fighting for no one but yourself.* (paragraph 5)

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Quest for Freedom Unit Test, page 8, question 19,
http://www.hmhco.com/content/literature/ela_assessments/g11/student/doc/11le_01_pa_questforfreedom_ut_004.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Quest for Freedom Unit Test, page 4, question 10,
<https://hmhco.box.com/s/j5300b3tnasy77vx10otybkag79hortt>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed a multiple choice question to a drag-and-drop question.

Screenshot of Currently Adopted Content

- 19** The appeal in paragraph 2 was most likely included to evoke which effect in the reader?
- A** It alienates the reader from the speaker's plea to end slavery.
 - B** It provokes an emotional response to the speaker's lament.
 - C** It clarifies the speaker's need for community activism.
 - D** It distracts the reader from the speaker's argument about equality.

Screenshot of Proposed Updated Content

- 10** Which type of rhetorical appeal does each statement exemplify? Write the letter of each detail from the speech in the correct column.

| Ethical | Emotional | Logical |
|---------|-----------|---------|
| | | |

- A** The speaker recalls watching her children being sold into slavery.
- B** The speaker describes the backbreaking labor she has performed.
- C** The speaker suggests that intellect should not determine one's rights.
- D** The speaker argues that she is as much of a woman as white women are.

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Anita Hacker

X

Date Submitted: 6/7/2022

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2020

Publisher: Houghton Mifflin Harcourt

Subject Area/Course: English Language Arts and Reading

Adopted Program Information

Title: HMH Into Literature Texas: Grades 12

ISBN: 9781328475039

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 12

Identical Program ISBN: 9781328475039

Adopted Component Information

Title: Unit Tests, Selection Tests (both printable version and online version)

ISBN: 9781328475039

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: HMH Into Literature Texas: Grades 12

Identical Program ISBN: 9781328475039

Publisher's overall rationale for this update

With our assessments in use for three years in Texas classrooms, we've learned a great deal about what's working and what can be improved. We have revised our assessments to respond to the market and improve usability. We also took the opportunity to revise questions to reflect the tech-enhanced question types that will be on the new state assessment.

Publisher's overall description of the change

For selection tests, HMH swapped in new STAAR question types, including multipart and technology enhanced question types. We eliminated subjective or ambiguous answer choices and simplified wording of question stems and answer choices.

For unit tests, HMH made similar changes to the individual questions, plus replaced many passages with passages (including paired reading passages) that are more engaging and require less background knowledge. We also reduced the number of questions from 44 to 35 so that students can more reasonably finish the test in one class period. We matched the percentage of non-multiple choice questions as specified in currently-released STAAR blueprints for the 2022-2023 school year.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://www.hmhco.com/ui/login>

State: EVALUATOR

District: Texas Review-91007880

Currently Adopted Content Username: Teacher1_91007881

Currently Adopted Content Password: E!6rhino

Proposed Updated Content URL: <https://hmhco.box.com/s/4lo2csc526jyd8t5uwbpidccamihz1z6>

Proposed Updated Content Username: n/a (available to anyone with link above)

Proposed Updated Content Password: n/a (available to anyone with link above)

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlinking to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Below are examples of the types of changes made to unit and selection tests. To view all tests and their changes, see list with direct links to currently adopted tests and proposed updated versions. The examples below and the list are from printable versions of the test. Updates are being made to the online versions as well.

Description of the specific location and hyperlink to the exact location of the currently adopted content

New Ideas New Voices Unit Test, page 1,
http://www.hmhco.com/content/literature/ela_assessments/g12/student/doc/12le_01_pa_newideasnewvoices_ut_006.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

New Ideas New Voices Unit Test, pages 1–3,
<https://hnhco.box.com/s/sbn8yff7frauwk30ul5me34jllrwmakz>

Publisher's rationale for this change

Replaced unit test passage to passage that allows to test more skills taught in the unit.

Publisher's description of this change

Passage replaced, as well as the items that assess it. Poem swapped out for a novel excerpt.

Screenshot of Currently Adopted Content

On Being Asked for a War Poem

by William Butler Yeats

I think it better that in times like these
A poet keep his mouth shut, for in truth
We have no gift to set a statesman right;
He has had enough of meddling who can please
5 A young girl in the indolence of her youth,
Or an old man upon a winter's night.

¹lime: powder produced from heat on limestone. It can cause severe skin irritations.

Screenshot of Proposed Updated Content

from Under Fire: The Story of a Squad (Le Feu)

novel by Henri Barbusse

Volpatte and Fouillade

- 1 As we reached quarters again, some one cried: "But where's Volpatte?"—"And Fouillade, where's he?"
- 2 They had been requisitioned and taken off to the front line by the 5th Battalion. No doubt we should find them somewhere in quarters. No success. Two men of the squad lost!
- 3 "That's what comes of lending men," said the sergeant, with a great oath. The captain, when apprised of the loss, also cursed and swore and said, "I must have those men. Let them be found at once. *Allez!*"¹

¹*Allez!*: French: Go!

Grade 12

1

New Ideas, New Voices Unit Test

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Name: _____

Date: _____

**New Ideas,
New Voices
Unit Test**

- 4 Farfadet and I are summoned by Corporal Bertrand from the barn where at full length we have already immobilized ourselves, and are growing torpid: "You must go and look for Volpatte and Fouillade."
- 5 Quickly we got up, and set off with a shiver of uneasiness. Our two comrades have been taken by the 5th and carried off to that infernal shift. Who knows where they are and what they may be by now!
- 6 We climb up the hill again. Again we begin, but in the opposite direction, the journey done since the dawn and the night. Though we are without our heavy stuff, and only carry rifles and accouterments,² we feel idle, sleepy, and stiff; and the country is sad, and the sky all wisped with mist. Farfadet is soon panting. He talked a little at first, till fatigue enforced silence on him. He is brave enough, but frail, and during all his prewar life, shut up in the Town Hall office where he scribbled since the days of his "first sacrament" between a stove and some ageing cardboard files, he hardly learned the use of his legs.
- 7 Just as we emerge from the wood, slipping and floundering, to penetrate the region of communication trenches, two faint shadows are outlined in front. Two soldiers are coming up. We can see the protuberance³ of their burdens and the sharp lines of their rifles. The swaying double shape becomes distinct—"It's them!"
- 8 One of the shadows has a great white head, all swathed—"One of them's wounded! It's Volpatte!"
- 9 We run up to the specters, our feet making the sounds of sinking in sponge and of sticky withdrawal, and our shaken cartridges rattle in their pouches. They stand still and wait for us. When we are close up, "It's about time!" cries Volpatte.
- 10 "You're wounded, old chap?"—"What?" he says; the manifold bandages all round his head make him deaf, and we must shout to get through them. So we go close and shout. Then he replies, "That's nothing; we're coming from the hole where the 5th Battalion put us on Thursday."
- 11 "You've stayed there—ever since?" yells Farfadet, whose shrill and almost feminine voice goes easily through the quilting that protects Volpatte's ears.
- 12 "Of course we stayed there, you blithering idiot!" says Fouillade. "You don't suppose we'd got wings to fly away with, and still less that we should have legged it without orders?"
- 13 Both of them let themselves drop to a sitting position on the ground. Volpatte's head—enveloped in rags with a big knot on the top and the same dark yellowish stains as his face—looks like a bundle of dirty linen.

Description of the specific location and hyperlink to the exact location of the currently adopted content

Hamlet's Dull Revenge Selection Test, page 1, question 4, answer choice C

http://www.hmhco.com/content/literature/ela_assessments/g11/student/doc/11le_01_pa_desperaterek_st_003.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

Hamlet's Dull Revenge Selection Test, page 1, question 4, answer choice C

<https://hmhco.box.com/s/solphlu3xgwuf352kd95g9u2dwdbxall>

Publisher's rationale for this change

Replaced distractor (incorrect answer) that could be plausibly correct, making it a second correct responses. This affects student responses and provides a more accurate test score.

Publisher's description of this change

Answer choice C was plausibly correct and replaced to be clearly incorrect.

Screenshot of Currently Adopted Content

- 4 With what kind of evidence does Girard support his argument?
- F Shakespeare's disguised opinions about revenge
 - G Quotations from Shakespearean experts
 - H The ideas Hamlet expresses in his dialogue and soliloquies
 - J Unexplained details and unclear scenes in the play

Screenshot of Proposed Updated Content

- 4 What kind of evidence does Girard rely on to support his argument?
- A Shakespeare's disguised opinions about revenge
 - B Quotations from experts on revenge theater
 - C Sources Shakespeare ignored to simplify his story
 - D Unexplained details and unclear scenes in the play

Description of the specific location and hyperlink to the exact location of the currently adopted content

from Speech Before the Spanish Armada Invasion / For Army Infantry's First Women, Heavy Packs and the Weight of History Selection Test, page 1, question 1

http://www.hmhco.com/content/literature/ela_assessments/g12/student/doc/12le_01_pa_spanarmfir_stwomen_st_017.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

from Speech Before the Spanish Armada Invasion / For Army Infantry's First Women, Heavy Packs and the Weight of History Selection Test, page 2, question 3,

<https://hmhco.box.com/s/orhn44qko9qn5uqnpu4mohumg5kh0r7d>

Publisher's rationale for this change

Rewrote question to replace skill that is not taught in Student Edition lesson with one that is. This eases the student burden, and test scores will more accurately reflect the ELA skills being taught.

Publisher's description of this change

Rewrote question stem and answer choices to replace skill that is not taught in Student Edition lesson with one that is.

Screenshot of Currently Adopted Content

- 1 Read this quotation from "Speech Before the Spanish Armada Invasion":

I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king . . .

What is the most likely effect this paradox had on Queen Elizabeth's audience?

- A They were reminded that she was not very strong physically.
- B They began to respect her as a king.
- C They were impressed by her courage.
- D They were confused about whether she was weak or strong.

Screenshot of Proposed Updated Content

- 3 Read the quote from lines 12–13 of "Speech Before the Spanish Armada Invasion."

I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too . . .

How does Elizabeth's use of antithesis contribute to the effectiveness of the speech?

- (A) She helps explain her strategy by contrasting her heart and her stomach.
- (B) She gains sympathy from listeners by reminding them of her poor health.
- (C) She emphasizes her strength by contrasting it with low expectations for women.
- (D) She contrasts her own capabilities with those of women who rule other countries.

Description of the specific location and hyperlink to the exact location of the currently adopted content

The Wife of Bath's Tale from The Canterbury Tales Selection Test, page 2, question 6,
http://www.hmhco.com/content/literature/ela_assessments/g12/student/doc/12le_01_pa_canterbury_tales_st_002.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

The Wife of Bath's Tale from The Canterbury Tales Selection Test, page 3, question 6,
<https://hmhco.box.com/s/xwepgzb6lpvj8fqjd3yur3oarm4qwui8>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed short constructed response question to a multipart question. (There will still be at least one short constructed response question in each test.)

Screenshot of Currently Adopted Content

- 6 In lines 320–338, what do comments about gentleness and poverty reveal about society at the time Chaucer was writing?

Screenshot of Proposed Updated Content

- 6 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What theme does the narrator develop in lines 320–338?

- (A) Gentlemen tend to behave badly because they are full of pride.
- (B) Men often rise to nobility through shameful and villainous deeds.
- (C) True gentility cannot be inherited but comes from living virtuously.
- (D) Noble titles are corrupting because all people should be treated equally.

Part B

Which quotation from the selection best supports the answer to Part A?

- (A) *But gentleness, as you will recognize, / Is not annexed in nature to possessions.* (lines 320–321)
- (B) *Men fail in living up to their professions; / But fire never ceases to be fire.* (lines 322–323)
- (C) *... You are no gentleman, though duke or earl. / Vice and Bad manners are what make a churl.* (lines 331–332)
- (D) *That we are gentle comes to us by grace / And by no means is it bequeathed with place.* (lines 337–338)

Description of the specific location and hyperlink to the exact location of the currently adopted content

A Celebration of Human Achievement Unit Test, page 17, question 25,
http://www.hmhco.com/content/literature/ela_assessments/g12/student/doc/12le_01_pa_humanachievement_ut_002.docx

Description of the specific location and hyperlink to the exact location of the proposed updated content

A Celebration of Human Achievement Unit Test, page 16, question 25,
<https://hmhco.box.com/s/9hchr7zchjkj1cykqn4ga4z1twwld52a>

Publisher's rationale for this change

HMH is including more question types that will be used on the updated STAAR test.

Publisher's description of this change

Changed a multiple choice question to a multiselect question.

Screenshot of Currently Adopted Content

- 25** In her speech, Queen Elizabeth chose her words to appeal to the emotions of her audience. Which of the following lines from the speech most directly appeals to their emotions?
- A** *There is no jewel, be it of never so rich a price, which I set before this jewel; I mean your love: For I do more esteem of it, than of any treasure or riches; for that we know how to prize, but love and thanks I count invaluable.*
 - B** *Since I was Queen, yet did I never put my pen to any grant, but that, upon pretext and semblance made unto me, it was both good and beneficial to the subject in general; though a private profit to some of my ancient servants, who had deserved well at my hands.*
 - C** *But I perceive they dealt with me like physicians, who administering a drug, make it more acceptable by giving it a good aromatical savor, or when they give pills, do gild them all over.*
 - D** *And so, I commit you all to your best fortunes, and further council. And I pray to you Mr. Comptroller, Mr. Secretary, and you of my council, that before these gentlemen depart into their countries, you bring them all to kiss my hand.*

Screenshot of Proposed Updated Content

- 25** In her speech, Elizabeth chose her words to appeal to the emotions of her audience. Which **two** excerpts most directly appeal to her listeners' emotions?
- (A)** *There is no jewel, be it of never so rich a price, which I set before this jewel; I mean your love: For I do more esteem of it, than of any treasure or riches; for that we know how to prize, but love and thanks I count invaluable.* (paragraph 2)
 - (B)** *And, though God hath raised me high; yet this I count the glory of my Crown, that I have reigned with your loves. This makes me that I do not so much rejoice, that God hath made me to be a Queen, as, to be a Queen over so thankful a people.* (paragraph 3)
 - (C)** *Since I was Queen, yet did I never put my pen to any grant, but that, upon pretext and semblance made unto me, it was both good and beneficial to the subject in general; though a private profit to some of my ancient servants, who had deserved well at my hands.* (paragraph 8)
 - (D)** *But I perceive they dealt with me like physicians, who administering a drug, make it more acceptable by giving it a good aromatical savor, or when they give pills, do gild them all over.* (paragraph 10)
 - (E)** *And so, I commit you all to your best fortunes, and further council. And I pray to you Mr. Comptroller, Mr. Secretary, and you of my council, that before these gentlemen depart into their countries, you bring them all to kiss my hand.* (paragraph 15)

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Anita Hacker

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