

Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Indicate if the changes in the new edition involve content reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All request to update editions that do not change content reviewed and accepted by the SRP must be entered on a different document.)

TEKS ELPS TPG TEKS and ELPS

Proclamation Year: 2019
Publisher: Learning A-Z, LLC
Subject Area/Course: English Language Arts and Reading K-5

Adopted Program Information:

Title: Raz Plus ELL Texas Edition
ISBN: 9 7 8 0 6 9 2 1 9 6 5 4 0

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

Identical Program Title: Raz Plus ELL Texas Edition

Identical Program ISBN: 978-0-692-55284-1

New Program Information:

Title: Raz Plus ELL Texas Edition
ISBN: 978-0-692-55284-1

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

Identical Program Title: Raz Plus ELL Texas Edition

Identical Program ISBN: 978-0-692-55284-1

Access Information

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

Currently Adopted Content URL: www.razplus.com
Currently Adopted Content Username: TXREV2
Currently Adopted Content Password: RAZPLUS2

New Content URL: www.razplus.com
New Content Username: TXREV2
New Content Password: RAZPLUS2

Update comparison:

All content changes that have been changed in the component listed on the previous page should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))

(1)_A_(ii)_Student/Teacher_Narrative

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

[Alia and the Furniture Troll, P, Leveled Book](#)

Link is to the landing page, which houses the adopted content: All book PDFs, on left-hand side under "Book Resources." Changes to illustrations and text.

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

[Alia and the Furniture Troll, P, Leveled Book](#)

Link proposed new content: The Book

Publisher's Rationale for the Update:

Changes were made to be more culturally responsive, particularly in the redesign of the furniture troll as the original design implied an antisemitic caricature.

Publisher's description of the change:

Book PDFs/e-Books: Illo changes: BC-FC, 3-6, 9-11, 13-15 / Text changes: BC, 4-6, 8-10, 13, 15-16 (glossary)

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.



(SE)(Breakout(s)) and (Citation Type(s))

- (11)_ (A)_ (i)_ Student/Teacher_ Narrative
- (11)_ (B)_ (i)_ Student/Teacher_ Narrative
- (2)_ (B)_ (xvi)_ Student/Teacher_ Narrative
- (2)_ (B)_ (xx)_ Student/Teacher_ Narrative
- (2)_ (C)_ (li)_ Student/Teacher_ Narrative
- (2)_ (C)_ (lii)_ Student/Teacher_ Narrative
- (2)_ (C)_ (xlii)_ Student/Teacher_ Narrative
- (2)_ (C)_ (xlili)_ Student/Teacher_ Narrative

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

[Celebrating Food and Family, N, Leveled Book](#)

Link is to the landing page, which houses the adopted content: All book PDFs, on left-hand side under "Book Resources."

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

[Celebrating Food and Family, N, Leveled Book](#)

Link proposed new content: The Book

Publisher's Rationale for the Update:

Updated language to be less othering and more modern regarding non-Western cultures, also eliminated fictional perspectives to focus on factual accuracy.

Publisher's description of the change:

Book PDFs/e-Books: Text changes: BC, 3, (TOC), 4-16, (glossary) / Image changes: 1, (inside cover), 3 (TOC), 5

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.



Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.



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.

Lori Todd

Date Submitted: 6/27/2022

Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material													
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading												
Subchapter	Subchapter A. Elementary												
Course	110.3. English Language Arts and Reading, Grade 3												
Publisher	Learning A-Z												
Program Title	Rea Plus EL Edition												
Program ISBN	978-0-692-55284-1												
Program Title (Identical content)													
Program ISBN (Identical content)													
(c) Knowledge and Skills:													
Knowledge and Skill	Elementary	Intermediate	High School	Item Type	Content Type	Component ISBN	Page s	Description of the specific location	Hyperlink to the content	Component ISBN	Page s	Description of the specific location	Hyperlink to the content
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and great; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.	(i) apply spelling knowledge by spelling words with inflectional endings, including -s	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: All book PDFs, on left-hand side under "Book Resources."	Celebrating Food and Family, N, Levelled Book	978-0-692-55284-1	Book PDFs/e-Books: Text changes: BC, 3, (TCC), 4-16, (Glossary) / Image changes: 1, (inside cover), 3 (TCC), 5	Link proposed new content: The Book	Celebrating Food and Family, N, Levelled Book	
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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, digraphs, and blends; (ii) decoding words with silent letters such as knife and great; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCeV, VCe, and VCeCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list.	(iv) apply phonetic knowledge by decoding words with inflectional endings, including -es	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: All book PDFs, on left-hand side under "Book Resources."	Celebrating Food and Family, N, Levelled Book	978-0-692-55284-1	Book PDFs/e-Books: Text changes: BC, 3, (TCC), 4-16, (Glossary) / Image changes: 1, (inside cover), 3 (TCC), 5	Link proposed new content: The Book	Celebrating Food and Family, N, Levelled Book	
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(11) Composition: listening, speaking, reading, writing, and thinking using multiple text-based writing processes. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	(i) plan a first draft by generating ideas for writing	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: All book PDFs, on left-hand side under "Book Resources."	Celebrating Food and Family, N, Levelled Book	978-0-692-55284-1	Book PDFs/e-Books: Text changes: BC, 3, (TCC), 4-16, (Glossary) / Image changes: 1, (inside cover), 3 (TCC), 5	Link proposed new content: The Book	Celebrating Food and Family, N, Levelled Book	

Knowledge and Skill Statement	Student Expectation	Behavior	Item Type (Curriculum)	Content Type (Curriculum)	Component ISBN (Curriculum)	Pages (Curriculum)	Description of the specific location (Curriculum)	Hyperlink to the location of the electronic program (Curriculum)	Component ISBN Proposed Update	Pages Proposed Update	Description of the specific location Proposed Update	Hyperlink to the location of the electronic program Proposed Update
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	(B) develop drafts into a focused piece of writing by (i) organizing with structure and(ii) developing an idea with specific and relevant details.	(i) develop drafts into a focused piece of writing by organizing with structure	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: All book PDFs, on left-hand side under "Book Resources."	Celebrating Food and Family, N, Levelled Book	978-0-692-55284-1	Book PDF/e-Books: Text changes: BC, 3, (TDC), 4-16; (glossary) / image changes: 1, (inside cover), 3 (TDC), 5	Link proposed new content: The Book	Celebrating Food and Family, N, Levelled Book
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	(i) ask relevant questions to clarify information	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: All book PDFs, on left-hand side under "Book Resources."	Ade and the Furniture Trail, P, Levelled Book	978-0-692-55284-1	Book PDF/e-Books: No changes: BC-FC, 3-6, 9-11, 13-15 / Text changes: BC, 4-6, 8-10, 13, 15-16 (glossary)	Link proposed new content: The Book	Ade and the Furniture Trail, P, Levelled Book