

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_(8)_(A)_(ii)_Student/Teacher_Narrative

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

[Lincoln Loved to Learn, I, Leveled Book](#)

Link is to the landing page which houses the adopted content: The Single-Sided Book, on the left-hand side of the page under "Book Resources".

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

[Lincoln Loved to Learn, I, Leveled Book](#)

Link is to the proposed new content: The Single-Sided Book.

Publisher's Rationale for the Update:

Updated language in the book to remove sexism regarding Lincoln's stepmother; also updated an image to be more reflective of Lincoln's socioeconomic class when he was young. Various text updates in ANC files to remove exclusionary assumptions about students' backgrounds and previous knowledge.

Publisher's description of the change:

All Book PDFs: Text changes: BC, 4-5, 8, 11, 16 (glossary)
Image changes: 13

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))

1_(8)_(B)_(ii)_Student/Teacher_Narrative

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

[The Pirate Substitute, J, Leveled Book](#)

Link is to the landing page, which houses the adopted content: The Single-Sided Book, on the left-hand side of the page under "Book Resources".

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

[The Pirate Substitute, J, Leveled Book](#)

The link is to the proposed new content: Single-Sided Book.

[Publisher's Rationale for the Update:](#)

Updated artwork to include more racial and gender diversity. Also eliminated ableist caricature in the pirate character (removed his peg leg and chalk prosthetic). Changed one character in level P to use they/them pronouns (more gender diversity). Eliminated language that talks down on the main character for being shy.

[Publisher's description of the change:](#)

All Book PDFs: Text changes: BC, 4-5, 8-9, 15

Image changes: BC, 1 (inside cover), 3-12, 15

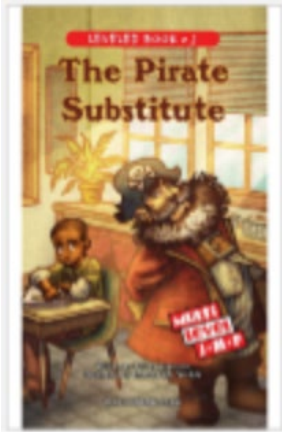
[Screenshot of Currently Adopted Content](#)

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))

1_(8)_(B)_(i)_Student/Teacher_Narrative

1_(8)_(B)_(i)_Student/Teacher_Activity

1_(2)_(A)_(ii)_Student/Teacher_Narrative

1_(2)_(A)_(ii)_Student/Teacher_Activity

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

[Turkeys in the Trees](#)

Link is to the landing page, which houses the adopted content: The Single-Sided Book, on the left-hand side of the page under "Book Resources".

[Turkeys in the Trees](#)

Link is to the landing page, which houses the adopted content: Comprehension Worksheet located on the right-hand side of the page under "Lesson Resources".

[Turkeys in the Trees](#)

Link is to the landing page, which houses the adopted content: Guided Lesson Plan located on the right-hand side of the page under "Lesson Resources".

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

[Turkeys in the Trees, I, Leveled Book](#)

The link is to the proposed new content: Single-Sided Book

[Turkeys in the Trees, I, Comp Worksheet](#)

Link is to the proposed new content: Comprehension Worksheet

[Turkeys in the Trees, I, Lesson Plan](#)

Link is to the proposed new content: Guided Lesson Plan.

Publisher’s Rationale for the Update:

Updated text to directly name the Wampanoag people rather than simply refer to them as "Native Americans." Also shifted the text's focus away from Thanksgiving and toward the knowledge and contributions of Wampanoag people toward the hunting and eventual domestication of wild turkeys.

Publisher’s description of the change:

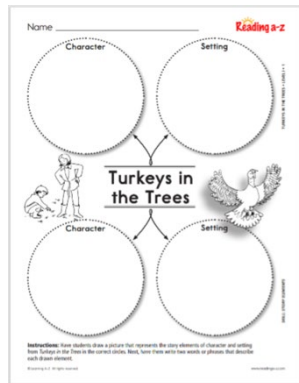
All Book PDFs: Text changes: BC, 11-12 / Image changes: 12

Ancillary, Worksheet - Story Elements: updated instructions / Initial Consonant Tt: updated instructions, prompts.

Ancillary, Lesson Plan - updated word count, Book Summary, Objectives, Materials, Vocabulary, Build Background, Introduce the Reading Strategy, Introduce the Comprehension Skill, Introduce the Vocabulary, Student Reading, After Reading, Reflect on the Reading Strategy, Reflect on the Comprehension Skill, Phonological Awareness, Phonics, Grammar and Mechanics, Word Work, Realistic Fiction Writing and Art Connection, Science Connection.

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.



Name _____

Reading a-z

Character Setting

Character Setting

Turkeys in the Trees

Instructions: Have students draw a picture that represents the story elements of character and setting from *Turkeys in the Trees* in the correct circles. Next, have them write how events or phrases that describe each story element.

LEVEL 1

Reading a-z

Lesson Plan

About the Book

Targeted Reading Strategy

Objectives

Materials

Vocabulary

Before Reading

Build Background

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

X

Date Submitted: 9/20/22

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 1											
Textbook	Learning A-Z											
Program Title	Rui Phu, ESL Edition											
Program ISBN	978-0-692-55284-1											
(c) Knowledge and Skills:												
Knowledge and Skill Element	Student Expectation	Indicator	Item Type (C, U, or P)	Content Type (C, U, or P)	Component ISBN (C, U, or P)	Page(s) (C, U, or P)	Description of the Specific Location (C, U, or P)	Hyperlink to the Specific Location (C, U, or P)	Component ISBN (Proposed Update) (C, U, or P)	Page(s) (Proposed Update) (C, U, or P)	Description of the Specific Location (Proposed Update) (C, U, or P)	Hyperlink to the Specific Location (Proposed Update) (C, U, or P)
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(i) determine theme using text evidence with adult assistance	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page which houses the adopted content: The Single-Sided Book, on the left-hand side of the page under "Book Resources".	Link to Landing Page	978-0-692-55284-1	All Book PDFs: Text changes: BC, 4-5, 8, 11, 15 (Glossary) Image changes: 13	Link is to the proposed new content: The Single-Sided Book.	Link to Landing Page
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) describe the main character(s) and the reason(s) for their actions	(i) describe the reason(s) for character(s) actions	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: The Single-Sided Book, on the left-hand side of the page under "Book Resources".	The Pirate Substitute, 1, Levelled Book	978-0-692-55284-1	All Book PDFs: Text changes: BC, 4-5, 8-9, 15 Image changes: BC, 1 (inside cover), 3-12, 15	The link is to the proposed new content: Single-Sided Book.	The Pirate Substitute, 1, Levelled Book
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) describe the main character(s) and the reason(s) for their actions	(i) describe the main character(s)	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: The Single-Sided Book, on the left-hand side of the page under "Book Resources".	Turkeys in the Trees	978-0-692-55284-1	All Book PDFs: Text changes: BC, 11-12 / Image changes: 12	The link is to the proposed new content: Single-Sided Book	Turkeys in the Trees, 1, Levelled Book
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) describe the main character(s) and the reason(s) for their actions	(i) describe the main character(s)	Student/Teacher	Activity	978-0-692-55284-1	Lesson resources, Comprehension Worksheet	Link is to the landing page, which houses the adopted content: Comprehension Worksheet located on the right-hand side of the page under "Lesson Resources".	Turkeys in the Trees	978-0-692-55284-1	Ancillary, Worksheet - Story Elements: updated instructions / Initial Consonant T1: updated instructions, prompts.	Link is to the proposed new content: Comprehension Worksheet	Turkeys in the Trees, 1, Comp Worksheet
(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:	(A) demonstrate phonological awareness by: (i) producing a series of rhyming words, (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound, (iii) distinguishing between long and short vowel sounds in one-syllable words, (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed, (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends, (vi) manipulating phonemes within base words, and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	(i) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	Student/Teacher	Narrative	978-0-692-55284-1	Book, all pages	Link is to the landing page, which houses the adopted content: The Single-Sided Book, on the left-hand side of the page under "Book Resources".	Turkeys in the Trees	978-0-692-55284-1	All Book PDFs: Text changes: BC, 11-12 / Image changes: 12	The link is to the proposed new content: Single-Sided Book	Turkeys in the Trees, 1, Levelled Book
(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:	(A) demonstrate phonological awareness by: (i) producing a series of rhyming words, (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound, (iii) distinguishing between long and short vowel sounds in one-syllable words, (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed, (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends, (vi) manipulating phonemes within base words, and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	(i) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	Student/Teacher	Activity	978-0-692-55284-1	Lesson resources, Guided Reading Lesson	Link is to the landing page, which houses the adopted content: Guided Lesson Plan located on the right-hand side of the page under "Lesson Resources".	Turkeys in the Trees	978-0-692-55284-1	Ancillary, Lesson Plan - updated word count, Book Summary, Objectives, Materials, Vocabulary, Build Background, Introduce the Reading Strategy, Introduce the Comprehension Skill, Introduce the Vocabulary, Student Reading, After Reading, Reflect on the Reading Strategy, Reflect on the Comprehension Skill, Phonological Awareness, Phonics, Grammar and Mechanics, Word Work, Realistic Fiction Writing and Art Connection, Science Connection.	Link is to the proposed new content: Guided Lesson Plan.	Turkeys in the Trees, 1, Lesson Plan