

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: 9780692196540

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: 9780692552841

New Program Information:

Title: Raz Plus ELL Texas Edition
ISBN: 9780692552841

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: 9780692552841

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))

K_(3)_(C)_(vii)_Student/Teacher_Narrative

K_(3)_(C)_(vii)_Student/Teacher_Activity

K_(5)_(E)_(iii)_Student/Teacher_Narrative

K_(5)_(E)_(iii)_Student/Teacher_Activity

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

[The Big Game, B, Leveled Book](#)

Link is to the landing page, which houses the adopted content.

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

[The Big Game, B, Leveled Book](#)

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

[The Big Game, B, Lesson Plan](#)

Link is to the proposed new content: The Guided Reading Lesson

[The Big Game, B, Worksheet](#)

Link to the proposed new content: Phonics Worksheet

Publisher's Rationale for the Update:

Updated one of the families to be Black; also added cochlear implant to one of the kids (increased visible diversity overall).

Publisher's description of the change:

All book PDFs: Text changes: none / Image changes: FC, BC, 1 (inside cover), 3-10

Ancillaries

Lesson Plan - updated book cover image, Build Background, Introduce the Book, Introduce the Reading Strategy, Introduce the Comprehension Skill, Student Reading, Reflect on the Reading Strategy, Reflect on the Comprehension Skill, Word Work.

Ancillaries:

Worksheets - Initial Consonant Ff: changed "face" image to "firefighter" image / Verbs: removed image, updated and added sentences.

[Screenshot of Currently Adopted Content](#)

Insert a screenshot of your currently adopted content.



Reading A-Z LEVEL 1
Lesson Plan **The Big Game**

About the Book
 Text Type: Fiction/Realistic Page Count: 10 Word Count: 45
 Book Summary: In *The Big Game*, students will read about what some families do on game day. Students watch the game. Detailed illustrations, high-frequency words, and repetitive phrases support early emergent readers. Students will also have the opportunity to trace details that support the main idea as they read this fun-filled story.

About the Lesson
 Targeted Reading Strategy
 • Connect to prior knowledge

Objectives
 • Connect to prior knowledge to understand text
 • Identify main idea and details
 • Discriminate initial consonant /f/ sound
 • Identify initial consonant /f/
 • Recognize and use verbs
 • Identify and use the high-frequency word *we*

Materials
 Green text indicates resources are available on the website.
 • Books: *The Big Game* (copy for each student)
 • Chalkboard or dry-erase board
 • Dictionary
 • Main idea and details, initial consonant /f/ verbs worksheets
 • Discussion cards

Vocabulary
 *Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or computer with paper and pencil if the books are missing.)
 • **High-frequency words:** *we, we*
 • **Content words:**
 • *very, about, cheer (s), cheer (p), football (s), football (p), game (s), watch (s)*

Before Reading
Build Background
 • Write the words *game day* on the board and point to the words as you read them aloud to students. Repeat the phrases and have students copy the words aloud.
 • Ask students whether or not they have ever watched a big football game at their house. Discuss the things they do on game day. Make a list on the board.

Name _____ **Reading A-Z**

f F

Instructions: Name the pictures in each row with students. Have students color the pictures that begin with the /f/ sound. Then, have students write the letter /f/ on the line under the pictures that begin with the /f/ sound.

Screenshot of Proposed New Content
 Insert a screenshot of your proposed new content.



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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: 12/8/22

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 K												
Publisher	Learning A-Z												
Program Title	Reu-Plus ESL Edition												
Program ISBN	978-0-692-55284-1												
Program Title (Identical content)													
Program ISBN (Identical content)													
(c) Knowledge and Skills:													
Knowledge and Skill Statement	Student Expectation	Exit Outcome	Item Type (C, en)	Content Type (C, en)	Component ISBN (C, en)	Page(s) (C, en)	Description of the specific location (C, en)	Hyperlink to the online electronic program (C, en)	Component ISBN Proposed Update	Page(s) Proposed Update	Description of the specific location Proposed Update	Hyperlink to the online electronic programs Proposed Update	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(vi) use words that name 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 Big Game, B, Levelled Book	978-0-692-55284-1	All book PDFs: Text changes: none / Image changes: FC, BC, 1 (inside cover), 3-10	Link is to the proposed new content: The Single-Sided Book or Projectable	The Big Game, B, Levelled Book	
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(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(iii) make connections to society 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".	The Big Game, B, Levelled Book	978-0-692-55284-1	All book PDFs: Text changes: none / Image changes: FC, BC, 1 (inside cover), 3-10	Link is to the proposed new content: The Single-Sided Book or Projectable	The Big Game, B, Levelled Book	
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