

IMRA 2024 Publisher Editorial Changes

English Language Arts and Reading

Publisher: Texas Education Agency, Open Education Resources

ELAR, Grade K (IMRA)

Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1

Component: Grade K Unit 1 Nursery Rhymes and Fables Teacher Guide (ISBN: 9798890728739)

Change Type: Editorial Change

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 2:35pm

Current Page Number(s): 14-22, 61-68, 116-123, 131-140, 150-159

Location:

Lesson 1B, Lesson 4B, Lesson 8A, Lesson 9, Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U1_TG_ENG.pdf

Original Text:

pgs. 14-22 (Lesson 1B)

pgs. 61-68 (Lesson 4B)

pgs. 116-123 (Lesson 8A)

pgs. 131-140 (Lesson 9)

pgs. 150-159 (Lesson 11)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U1_TG_ENG.pdf

Updated Text:

Text edited in lesson 1B, 4B, 8A, 9, and 11.

Component: Grade K Unit 8 Kings and Queens Teacher Guide (ISBN: 9798890723109)

Change Type: Editorial Change

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 2:38pm

Current Page Number(s): 2, 5-17, 18-31, 70-84, 89-100, 101-111, 126-138, 140

Location:

Intro Lesson 1 Lesson 2 Lesson 6 Lesson 7 Lesson 8 Lesson 10 Unit Review

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf

Original Text:

pg. 2 (Intro)
pgs. 5-17 (Lesson 1)
pgs. 18-31 (Lesson 2)
pgs. 70-84 (Lesson 6)
pgs. 89-100 (Lesson 7)
pgs. 101-111 (Lesson 8)
pgs. 126-138 (Lesson 10)
pg. 140 (Unit Review)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U8_TG_ENG.pdf

Updated Text:

Text edited in introduction and lessons 1, 2, 6-8, 10 and the Unit Review. Images updated in Lessons 7 and 10.

Component: Grade K Unit 5 Farms: From the Ground Up Flip Book (ISBN: 9798890729064)

Change Type: Editorial Change

Submitted: 11/19/2024 5:10pm

Updated: 11/19/2024 5:10pm

Current Page Number(s): 2A-3, 2A-4

Location:

Lesson 2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U5_FB_ENG.pdf

Original Text:

2A-3, 2A-4

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U5_FB_ENG.pdf

Updated Text:

Images edited in lesson 2.

Component: Grade K Unit 5 Farms: From the Ground Up Teacher Guide (ISBN: 9798890729088)

Change Type: Editorial Change

Submitted: 11/4/2024 3:44pm

Updated: 11/19/2024 5:02pm

Current Page Number(s): 5-16, 17-27, 27-39, 40-49, 50-63, 87-97, 98-107

Location:

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 8

Lesson 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U5_TG_ENG.pdf

Original Text:

pgs. 5-16 (Lesson 1)
pgs. 17-26 (Lesson 2)
pgs. 27-39 (Lesson 3)
pgs. 40-49 (Lesson 4)
pgs. 50-63 (Lesson 5)
pgs. 87-97 (Lesson 8)
pgs. 98-107 (Lesson 9)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U5_TG_ENG.pdf

Updated Text:

Text edited in Lesson 1, 2, 3, 4, 5, 8, and 9.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 4:56pm

Current Page Number(s): 6, 6-10, 11-17, 18-22, 29-32, 33-52,80-81

Location:

Alignment to ELPS Approach to Instruction Foundational Literacy and the Science of Teaching Reading Knowledge Coherence K-5 Program Structure and Resources Materials and Resources Additional References

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-52 (Materials and Resources) pgs. 80-81 (Additional References)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in multiple sections.

Component: Grade K Unit 7 Serving Our Neighbors Teacher Guide (ISBN: 9798890723055)

Change Type: Editorial Change

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 2:37pm

Current Page Number(s): 7-10, 11-23, 51-66, 84-96, 97-110, 111-124, 125-137, 138-151

Location:

Introduction Lesson 1
Lesson 4 Lesson 6
Lesson 7 Lesson 8
Lesson 9 Lesson 10

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_TG_ENG.pdf

Original Text:

pgs. 7-10 (Introduction) pgs. 11-23 (Lesson 1)
pgs. 51-66 (Lesson 4) pgs. 84-96 (Lesson 6)
pgs. 97-110 (Lesson 7) pgs. 111-124 (Lesson 8)
pgs. 125-137 (Lesson 9) pgs. 138-151 (Lesson 10)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U7_TG_ENG.pdf

Updated Text:

Text edited in introduction, lessons 1, 4, 6, 7, 8, 9, and 10.

Component: K-3 Skills Unit Coach Internalization Guide (ISBN: 9798890724434)

Change Type: Editorial Change

Submitted: 11/20/2024 4:52pm

Updated: 11/20/2024 4:52pm

Current Page Number(s): Throughout

Location:

Throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-3_Skills_Lesson_IP_Coach_ENG.pdf

Original Text:

Throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_K-3_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

Component: K-2 Unit Level Teacher Internalization Guide (ISBN: 9798890724403)

Change Type: Editorial Change

Submitted: 11/20/2024 4:50pm

Updated: 11/20/2024 4:50pm

Current Page Number(s): Throughout

Location:

Throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-2_Unit_IP_Teacher_ENG.pdf

Original Text:

Throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-2_Unit_IP_Teacher_ENG.pdf

Updated Text:

Text edited throughout.

Component: K-2 RLA Unit Level Coach Internalization Guide (ISBN: 9798890724410)

Change Type: Editorial Change
Submitted: 11/20/2024 4:51pm
Updated: 11/20/2024 4:51pm
Current Page Number(s): Throughout
Location:
Throughout

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-2_Unit_IP_Coach_ENG.pdf

Original Text:
Throughout

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-2_Unit_IP_Coach_ENG.pdf

Updated Text:
Text edited throughout.

ELAR, Grade 1 (IMRA)

Program: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change
Submitted: 08/26/2024 11:56pm
Updated: 11/20/2024 4:56pm
Current Page Number(s): 6, 6-10, 11-17, 18-22, 29-32, 33-52, 80-81
Location:

Alignment to ELPS Approach to Instruction Foundational Literacy and the Science of Teaching Reading Knowledge Coherence K-5 Program Structure and Resources Materials and Resources Additional References

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:
pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-52 (Materials and Resources) pgs. 80-81 (Additional References)

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:
Text edited in multiple sections.

ELAR, Grade 2 (IMRA)

Program: Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change
Submitted: 08/26/2024 10:13pm
Updated: 11/20/2024 4:57pm

Current Page Number(s): 6, 6-10, 11-17, 18-22, 29-32, 33-52, 80-81

Location:

Alignment to ELPS Approach to Instruction Foundational Literacy and the Science of Teaching Reading Knowledge Coherence K-5 Program Structure and Resources Materials and Resources Additional References

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-52 (Materials and Resources) pgs. 80-81 (Additional References)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in multiple sections.

Component: K-3 Skills Unit Coach Internalization Guide (ISBN: 9798890724434)

Change Type: Editorial Change

Submitted: 11/20/2024 4:41pm

Updated: 11/20/2024 4:41pm

Current Page Number(s): throughout

Location:

Throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-3_Skills_Lesson_IP_Coach_ENG.pdf

Original Text:

Throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_K-3_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

ELAR, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1

Component: Grade 3 Unit 9 Colonial America Teacher Guide (ISBN: 9798890726902)

Change Type: Editorial Change

Submitted: 08/27/2024 12:34am

Updated: 11/20/2024 3:59pm

Current Page Number(s): 1-7 110-137 138-163 164-185 208-223 224-247 248-257 278-307 308-334 370-387 409-463

Location:

Introduction Lesson 5

Lesson 6 Lesson 7

Lesson 9 Lesson 10

Pausing Point Lesson 12
Lesson 13 Lesson 16
Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U9_TG_ENG.pdf

Original Text:

pgs. 1-7 (Introduction) pgs. 110-137 (Lesson 5)
pgs. 138-163 (Lesson 6) pgs. 164-185 (Lesson 7)
pgs. 208-223 (Lesson 9) pgs. 224-247 (Lesson 10)
pgs. 248-257 (Pausing Point) pgs. 278-307 (Lesson 12)
pgs. 308-334 (Lesson 13) pgs. 370-387 (Lesson 16)
pgs. 409-463 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G3_U9_TG_ENG.pdf

Updated Text:

Text edited and images updated in introduction and lessons 5, 6, 7, 9, 10, 12, 13, Pausing Point and Teacher Resources.

Component: Grade 3 Skills Unit 4 Teacher Guide (ISBN: 9798890720078)

Change Type: Editorial Change

Submitted: 10/13/2024 4:07pm

Updated: 11/20/2024 4:01pm

Current Page Number(s): 5 - 99, 108-122, 131 - 137

Location:

Lessons 1-10, Lessons 12 - 13, Lesson 15

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_Skills_TG_ENG.pdf

Original Text:

pgs. 5-99 (Lessons 1-10), pgs. 108 - 122 (Lessons 12-13), pgs 131 - 137 (Lesson 15)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U4_TG_ENG.pdf

Updated Text:

Text edited in lessons 1-10, 12-13 and 15.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Submitted: 08/27/2024 12:34am

Updated: 11/20/2024 4:57pm

Current Page Number(s): 6, 6-10, 11-17, 18-22, 29-32, 33-52, 80-81

Location:

Alignment to ELPS Approach to Instruction Foundational Literacy and the Science of Teaching Reading Knowledge Coherence K-5 Program Structure and Resources Materials and Resources Additional References

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-52 (Materials and Resources) pgs. 80-81 (Additional References)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in multiple sections.

Component: Grade 3 Unit 4 Ancient Rome Teacher Guide (ISBN: 9798890726773)

Change Type: Editorial Change

Submitted: 08/27/2024 12:34am

Updated: 11/20/2024 3:58pm

Current Page Number(s): Table of Contents & 1-7, 8-33, 34-59, 60-85, 86-109, 110-135, 144 – 165, 166-185, 186 – 205, 206-229, 236-253, 256-273, 274-297

Location:

Table of Contents Introduction Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, Lesson 12, Lesson 13, Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf

Original Text:

Table of Contents, pgs. 1-7 (Introduction), pgs. 8 - 33 (Lesson 1), pgs. 34-59 (Lesson 2), pgs. 60-85 (Lesson 3), pgs. 86-109 (Lesson 4), pgs. 110-135 (Lesson 5), pgs. 144 - 165 (Lesson 6), pgs. 166-185 (Lesson 7), pgs. 186 - 205 (Lesson 8), pgs. 206-229 (Lesson 9), pgs. 236-253 (Lesson 10), pgs. 254-271 (Lesson 11), pgs. 272-295 (Lesson 12), pgs. 296-304 (Lesson 13), pgs. 306 -310 (Glossary)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G3_U4_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Introduction, lesson 1-13, Glossary and images updated.

ELAR, Grade 4 (IMRA)**Program: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1****Component: Grade 4 Unit 2 Eureka! The Art of Invention Teacher Guide (ISBN: 9798890729583)**

Change Type: Editorial Change

Submitted: 08/26/2024 10:40pm

Updated: 11/20/2024 4:15pm

Current Page Number(s): 1-15, 16-55, 56-89, 90-145, 146-169, 170-221, 278-305

Location:

Introduction, Episode 1, Episode 2, Episode 3, Episode 4, Episode 5, Episode 8

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_TG_ENG_0.pdf

Original Text:

pgs. 1-15 (Introduction), pgs. 16-55 (Episode 1), pgs. 56-89 (Episode 2), pgs. 90-145 (Episode 3), pgs. 146-169 (Episode 4), pgs. 170- 221 (Episode 5), pgs. 278-305 (Episode 8)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U2_TG_ENG.pdf

Updated Text:

Text edited in Introduction, episode 1, 2, 3, 4, 5 and 8.

Component: Grade 4 Unit 4 The Middle Ages Activity Book (ISBN: 9798894641744)

Change Type: Editorial Change

Submitted: 08/26/2024 10:40pm

Updated: 11/20/2024 4:01pm

Current Page Number(s): 19-32, 127-140

Location:

Lesson 2 Lesson 12

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_AB_ENG_0.pdf

Original Text:

pgs. 19-32 (Lesson 2) pgs. 127-140 (Lesson 12)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U4_AB_ENG.pdf

Updated Text:

Text edited in lesson 2 and 12.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Submitted: 08/26/2024 10:40pm

Updated: 11/20/2024 4:04pm

Current Page Number(s): 6, 6-10, 11-17, 18-22, 29-32, 33-52, 80-81

Location:

Alignment to ELPS Approach to Instruction Foundational Literacy and the Science of Teaching Reading Knowledge Coherence K-5 Program Structure and Resources Materials and Resources Additional References

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-52 (Materials and Resources) pgs. 80-81 (Additional References)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in multiple sections.

Component: Grade 4 Unit 10 Number the Stars Teacher Guide (ISBN: 9798890726742)

Change Type: Editorial Change

Submitted: 08/26/2024 10:40pm

Updated: 11/20/2024 4:29pm

Current Page Number(s): 6-17, 18-35, 35-49, 50-63, 64-75, 76-87, 88-97, 98-109, 110-121, 122-135, 136-147, 148-153, 193-204

Location:

Lesson 1 Lesson 2 Lesson 3

Lesson 4 Lesson 5 Lesson 6

Pausing Point Lesson 7 Lesson 8

Lesson 9 Lesson 10 Lesson 11

Activity Book Answer Key

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_TG_ENG.pdf

Original Text:

pgs. 6-17 (Lesson 1) pgs. 18-35 (Lesson 2)

pgs. 36-49 (Lesson 3) pgs. 50-63 (Lesson 4)

pgs. 64-75 (Lesson 5) pgs. 76-87 (Lesson 6)

pgs. 88-97 (Pausing Point) pgs. 98-109 (Lesson 7)

pgs. 110-121 (Lesson 8) pgs. 122-135 (Lesson 9)

pgs. 136-147 (Lesson 10) pgs. 148-153 (Lesson 11)

pgs. 193-204 (Activity Book Answer Key)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U10_TG_ENG.pdf

Updated Text:

Text edited in Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Pausing Point, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, and the Activity Book Answer Key.

Component: Grade 4 Unit 9 Energy Teacher Guide (ISBN: 9798890726711)

Change Type: Editorial Change

Submitted: 08/26/2024 10:40pm

Updated: 11/20/2024 4:12pm

Current Page Number(s): Table of Contents, 6-19, 32-45, 46-55, 56-67, 68-75, 76-79, 86-101, 102-113, 114-121, 128-137, 169-177

Location:

Table of Contents Lesson 1 Lesson 3

Lesson 4 Lesson 5 Lesson 6

Pausing Point Lesson 7 Lesson 8

Lesson 9 Lesson 11 Activity Book Answer Key

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_TG_ENG.pdf

Original Text:

Table of Contents pgs. 6-19 (Lesson 1)

pgs. 32-45 (Lesson 3) pgs. 46-55 (Lesson 4)

pgs. 56-67 (Lesson 5) pgs. 68-75 (Lesson 6)

pgs. 76-79 (Pausing Point) pgs. 86-101 (Lesson 7)

pgs. 102-113 (Lesson 8) pgs. 114-121 (Lesson 9)

pgs. 128-137 (Lesson 11) pgs. 169-177 (Activity Book Answer Key)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U9_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, lessons 1, 3, 4, 5, 6, Pausing Point, 7, 8, 9, 11 and Activity Book Answer Key.

ELAR, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1

Component: Grade 5 Unit 6 Midsummer Nights Dream Teacher Guide (ISBN: 9798890727091)

Change Type: Editorial Change

Submitted: 10/14/2024 3:45pm

Updated: 11/20/2024 4:47pm

Current Page Number(s): 1-7 28-45 46-69 70-89 90-105 106-125 126-145 146-159 160-181 182-209 210-221 222-245 146-159 160-181 182-209 210-221 246-315

Location:

Introduction

Lesson 2 Lesson 3

Lesson 4 Lesson 5

Lesson 6 Lesson 7

Lesson 8 Lesson 9

Lesson 10 Lesson 11

Lesson 13 Lesson 14

Lesson 15 Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U6_TG_ENG_0.pdf

Original Text:

pgs. 1-7 (Introduction)

pgs. 28-45 (lesson 2) pgs. 46-69 (Lesson 3)

pgs. 70-89 Lesson 4) pgs. 90-105 (Lesson 5)

pgs. 106-125 (Lesson 6) pgs. 126-145 (Lesson 7)

pgs. 146-159 (Lesson 8) pgs. 160-181 (Lesson 9)

pgs. 182-209 (Lesson 10) pgs. 210-221 (Lesson 11)

pgs. 246-271 (Lesson 13) pgs. 272-285 (Lesson 14)

pgs. 286-303 (Lesson 15) pgs. 304-315 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U6_TG_ENG.pdf

Updated Text:

Text edited in Introduction, lessons 2-11 and 13-15 and the Teacher Resources.

Component: Grade 5 Unit 8 Chemical Matter Digital Components (ISBN: 9798890727060)

Change Type: Editorial Change

Submitted: 11/19/2024 6:14pm

Updated: 11/19/2024 6:14pm

Current Page Number(s): 25

Location:

Lesson 10

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U8_DC_ENG.pdf

Original Text:

pg. 25 (Lesson 10)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U8_DC_ENG.pdf

Updated Text:

Text edited in lesson 10.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Submitted: 08/27/2024 12:22am

Updated: 11/20/2024 4:42pm

Current Page Number(s): 6, 6-10, 11-17, 18-22, 29-32, 33-52, 80-81

Location:

Alignment to ELPS Approach to Instruction Foundational Literacy and the Science of Teaching Reading Knowledge Coherence K-5 Program Structure and Resources Materials and Resources Additional References

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-52 (Materials and Resources) pgs. 80-81 (Additional References)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in multiple sections.

Component: Grade 5 Unit 8 Chemical Matter Reader (ISBN: 9798890727077)

Change Type: Editorial Change

Submitted: 11/19/2024 6:11pm

Updated: 11/20/2024 3:46pm

Current Page Number(s): 8-15, 22-28, 35-42

Location:

Chapter 2, Chapter 4, Chapter 6

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U8_RDR_ENG.pdf

Original Text:

pgs. 8-15 (Chapter 2)

pgs. 22-28 (Chapter 4)

pgs. 35-42 (Chapter 6)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U8_RDR_ENG.pdf

Updated Text:

Text edited in chapters 2, 4, and 6.

Component: Grade 5 Unit 8 Chemical Matter Teacher Guide (ISBN: 9798890727053)

Change Type: Editorial Change

Submitted: 08/27/2024 12:22am

Updated: 11/19/2024 6:05pm

Current Page Number(s): Table of Contents 1-5, 26-41, 42-59, 84-103, 120-133, 134-147, 148-169, 170-179, 180-197, 226-242

Location:

Table of Contents Introduction

Lesson 2 Lesson 3

Lesson 6 Lesson 8

Lesson 9 Lesson 10

Lesson 11 Lesson 12

Activity Book Answer Key

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U8_TG_ENG.pdf

Original Text:

Table of Contents pgs. 1-5 (Introduction)

pgs. 26-41 (Lesson 2) pgs. 42-59 (Lesson 3)

pgs. 84-103 (Lesson 6) pgs. 120-133 (Lesson 8)

pgs. 134-147 (Lesson 9) pgs. 148-169 (Lesson 10)

pgs. 170-179 (Lesson 11) pgs. 180-197 (Lesson 12)

pgs. 226-242 (Activity Book Answer Key)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U8_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Intro, lessons 2, 3, 6, 8, 9, 10-12, Activity Book Answer Key

Component: Grade 5 Unit 5 Poetry Teacher Guide (ISBN: 9798890729958)

Change Type: Editorial Change

Submitted: 08/27/2024 12:22am

Updated: 11/19/2024 6:00pm

Current Page Number(s): Table of Contents 1-7, 8-21, 22-37, 38-51, 52-67, 68-83, 84-95, 96-109, 110-121, 132-141, 142-153, 191- 205

Location:

Table of Contents Introduction

Lesson 1 Lesson 2

Lesson 3 Lesson 4

Lesson 5 Lesson 6

Lesson 7 Lesson 8

Lesson 10 Lesson 11

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf

Original Text:

Table of Contents pgs. 1-7 (Introduction)

pgs. 8-21 (Lesson 1) pgs. 22-37 (lesson 2)

pgs. 38-51 (Lesson 3) pgs. 52-67 Lesson 4)
pgs. 68-83 (Lesson 5) pgs. 84-95 (Lesson 6)
pgs. 96-109 (Lesson 7) pgs. 110-121 (Lesson 8)
pgs. 132-141 (Lesson 10) pgs. 142-153 (Lesson 11)
pgs. 191- 205 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U5_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Introduction, lessons 1-8, 10, 11 and Teacher Resources; lessons 1-5 resequenced.

Component: Grade 5 Unit 9 Juneteenth Teacher Guide (ISBN: 9798890726520)

Change Type: Editorial Change

Submitted: 08/27/2024 12:22am

Updated: 11/20/2024 3:43pm

Current Page Number(s): Table of Contents 1-7, 8-23, 24-26, 37-50, 51-66, 81-98, 99-113, 114-125, 142-155, 156-166, 167-180, 193-203

Location:

Table of Contents Introduction

Lesson 1 Lesson 2

Lesson 3 Lesson 4

Lesson 6 Lesson 7

Lesson 8 Lesson 10

Lesson 11 Lesson 12

Lesson 14

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf

Original Text:

Table of Contents pgs. 1-7 (Introduction)

pgs. 8-23 (Lesson 1) pgs. 24-36 (Lesson 2)

pgs. 37-50 (Lesson 3) pgs. 51-66 (Lesson 4)

pgs. 81-98 (Lesson 6) pgs. 99-113 (Lesson 7)

pgs. 114-125 (Lesson 8) pgs. 142-155 (Lesson 10)

pgs. 156-166 (Lesson 11) pgs. 167-180 (Lesson 12)

pgs. 193-203 (Lesson 14)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_TG_ENG.pdf

Updated Text:

Text edited in the Table of Contents, Introduction, and lessons 1, 2, 3, 4, 6-8, 10-12 and 14.

English Language Arts and Reading - Phonics

Publisher: 95 Percent Group LLC

ELAR, Phonics, Grade K (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Kindergarten

Component: 95 Phonics Core Program Kindergarten Teacher Edition (ISBN: 9781735972633)

Change Type: Editorial Change

Submitted: 11/20/2024 4:29pm

Updated: 11/20/2024 4:29pm

Current Page Number(s): N/A

Location:

All references and mentions to Common Core will be removed/deleted from 95 Phonics Core Program Teacher's Editions for Grades K-3. For further information, please see the 'Deletions PDF' provided. Existing references to Common Core State Standards will be removed from the following grade-level Teacher's Editions of 95 Phonics Core Program.

95 Phonics Core Program Kindergarten: Teacher's Edition, Vols. 1-3

pp. 5, 485

Original URL:

Original Text:

See above.

Updated URL:

<https://acrobat.adobe.com/id/urn:aaid:sc:va6c2:f0094011-1358-4f5f-abf9-0f5936efcc22>

Updated Text:

See above.

ELAR, Phonics, Grade 1 (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Grade 1

Component: 95 Phonics Core Program Grade 1Teacher Edition (ISBN: 9781935853718)

Change Type: Editorial Change

Submitted: 11/20/2024 4:32pm

Updated: 11/20/2024 4:32pm

Current Page Number(s): N/A

Location:

All references and mentions to Common Core will be removed/deleted from 95 Phonics Core Program Teacher's Editions for Grades K-3. For further information, please see the 'Deletions PDF' provided.

95 Phonics Core Program Grade 1: Teacher's Edition, Vols. 1-3

pp. 5, 9, 11, 53, 60, 64, 78, 85, 85, 89, 101, 109, 113, 126, 133, 137, 149, 156, 161, 186, 200, 207, 211, 231, 235, 348, 255, 259, 272, 283, 297, 305, 309, 323, 329, 333, 346, 357, 372, 382, 387, 400, 407, 411, 424, 435, 447, 455, 459, 472, 478, 483, 496, 502, 507, 523, 526, 531, 538, 553, 560, 564, 578, 585, 589, 602, 609, 613, 646, 647, 662, 669, 673, 687, 694, 698, 714, 720, 725, 739, 746, 751, 753, 767, 774, 779

Original URL:

Original Text:

See above.

Updated URL:

<https://acrobat.adobe.com/id/urn:aaid:sc:va6c2:f0094011-1358-4f5f-abf9-0f5936efcc22>

Updated Text:

See above.

ELAR, Phonics, Grade 2 (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Grade 2

Component: 95 Phonics Core Program Grade 2 Teacher Edition (ISBN: 9781732123014)

Change Type: Editorial Change

Submitted: 11/20/2024 4:33pm

Updated: 11/20/2024 4:33pm

Current Page Number(s): N/A

Location:

All references and mentions to Common Core will be removed/deleted from 95 Phonics Core Program Teacher's Editions for Grades K-3. For further information, please see the 'Deletions PDF' provided.

95 Phonics Core Program Grade 2: Teacher's Edition, Vols. 1-3

pp. 5, 9, 11, 25, 33, 38, 51, 58, 62, 78, 87, 91, 104, 111, 115, 127, 135, 139, 151, 159, 163, 175, 183, 187, 199, 207, 211, 223, 231, 235, 247, 257, 261, 275, 285, 289, 303, 311, 315, 329, 339, 343, 357, 366, 370, 386, 395, 399, 413, 422, 427, 442, 452, 456, 470, 478, 482, 496, 505, 509, 522, 531, 535, 548, 559, 563, 577, 585, 589, 603, 612, 616, 630, 639, 642-643, 656, 668, 672, 687, 695, 699, 712, 720, 724, 739, 747, 751, 765, 778, 791, 799, 803

Original URL:

Original Text:

See above.

Updated URL:

<https://acrobat.adobe.com/id/urn:aaid:sc:va6c2:f0094011-1358-4f5f-abf9-0f5936efcc22>

Updated Text:

See above.

ELAR, Phonics, Grade 3 (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Grade 3

Component: 95 Phonics Core Program Grade 3 Teacher Edition (ISBN: 9781735972688)

Change Type: Editorial Change

Submitted: 11/20/2024 4:35pm

Updated: 11/20/2024 4:35pm

Current Page Number(s): N/A

Location:

All references and mentions to Common Core will be removed/deleted from 95 Phonics Core Program Teacher's Editions for Grades K-3. For further information, please see the 'Deletions PDF' provided.

95 Phonics Core Program Grade 3: Teacher's Edition, Vols. 1-3

pp. 5, 9, 11, 24, 33, 37, 48, 56, 59, 72, 82, 85, 96, 104, 107, 118, 125, 129, 143, 151, 155, 167, 178, 181, 195, 203, 207, 220, 228, 231, 246, 254, 258, 275, 284, 287, 301, 310, 313, 326, 335, 339, 354, 364, 367, 384, 393, 397, 411, 420, 423, 437, 447, 451, 467, 481, 495, 505, 509, 522, 531, 534, 549, 559, 563, 575, 583, 587, 601, 610, 627, 635, 639, 653, 662, 665, 679, 687, 691, 705, 713, 717, 731, 739, 743, 756, 764, 768, 783, 792

Original URL:

Original Text:

See above.

Updated URL:

<https://acrobat.adobe.com/id/urn:aaid:sc:va6c2:f0094011-1358-4f5f-abf9-0f5936efcc22>

Updated Text:

See above.

Publisher: Amplify

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: G1 Skills Unit 2 Activity Book (ISBN: 9798894040233)

Change Type: Editorial Change

Submitted: 08/23/2024 4:52pm

Updated: 11/20/2024 7:54pm

Current Page Number(s): N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Activity Book: p. 8 (PDF p. 13), p. 9-12 (PDF p. 14-17), p. 15-16 (PDF p. 20-21), p. 20 (PDF p. 25), p. 31-32 (PDF p. 36-37), p. 35-36 (PDF p. 40-41), p. 46 (PDF p. 51), p. 52 (PDF p. 57), p. 53-54 (PDF p. 58-59), p. 67-68 (PDF p. 72-73), p. 147-148 (PDF p. 152-153), p. 149-150 (PDF p. 154-155), p. 154 (PDF p. 159)

Original URL:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated URL:

https://www.dropbox.com/scl/fi/pd6050thvl0imid19f387/TX_ELAR-G1_U02_Activity-Book_Gran_Amplify-11.20.24.pdf?rlkey=pepe8j2ay2dumkz2h6tr6i5mv&st=wrD9eu1o&dl=0

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Component: G1, Skills Unit 2 Reader (ISBN: 9798894040332)

Change Type: Editorial Change

Submitted: 08/23/2024 4:50pm

Updated: 11/20/2024 7:56pm

Current Page Number(s): N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Cover (PDF p. 1), p. 1 (PDF p. 6), p. 3 (PDF p. 8), p. 5-7 (PDF p. 10-12), p. 8 (PDF p. 14), p. 10-11 (PDF p. 15-16), p. 13 (PDF p. 18), p. 14-15 (PDF p. 19-20), p. 17 (PDF p. 22), p. 19 (PDF p. 24), p. 21-25 (PDF p. 26-30), p. 27 (PDF p. 32), p. 29 (PDF p. 34), p. 30-35 (PDF p. 35-40), p. 37-39 (PDF p. 42-44), p. 41 (PDF p. 46), p. 43-45 (PDF p. 48-51), p. 47 (PDF p. 52), p. 49-55 (PDF p. 54-61), p. 57 (PDF p. 62), p. 59 (PDF p. 64), p. 61-65 (PDF p. 66-70), p. 67-69 (PDF p. 72-75), p. 71 (PDF p. 76), p. 73 (PDF p. 78), p. 75 (PDF p. 80), p. 77 (PDF p. 82),

p. 79-81 (PDF p. 83-86), p. 83 (PDF p. 88), p. 85 (PDF p. 90), p. 87 (PDF p. 92), p. 89 (PDF p. 94), p. 91 (PDF p. 96), p. 93 (PDF p. 98), p. 95 (PDF p. 100), p. 97 (PDF p. 102), p. 99 (PDF p. 104), p. 100-101 (PDF p. 105-106), p. 103-105 (PDF p. 108-110)

Original URL:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated URL:

https://www.dropbox.com/scl/fi/oyo7m4cvzr1dmh7nt49z1/TX_ELAR-G1_U02_Reader_Gran_Amplify-11.20.24.pdf?rlkey=vpdoir5ck0iehsi0rkub20e03&st=ayzg3j0f&dl=0

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Component: G1, Skills Unit 2 Lesson Slides (ISBN: 9798894046136)

Change Type: Editorial Change

Submitted: 08/23/2024 4:53pm

Updated: 11/20/2024 7:53pm

Current Page Number(s): N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Lesson Slides PDF p. 1, 21, 31, 61, 68, 69, 83, 97, 103, 115, 124, 136, 137, 140, 145, 156, 157, 167, 168, 178, 191, 192, 203, 214, 227, 232, 237, 248, 254, 255, 269, 273, 283, 312, 313, 320, 339, 342, 350, 355, 413, 425, 426, 429

Original URL:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated URL:

<https://www.dropbox.com/scl/fo/dv95399ea8dlwd5njlh6s/AEvGV2Tn9qW1w43AwBC1g8?rlkey=sp4ydbfum78r2qg8bxtnopfoc&st=y7ckxapx&dl=0>

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Component: G1, Skills Unit 2 Big Book (ISBN: 9781639 487219)

Change Type: Editorial Change

Submitted: 08/23/2024 4:51pm

Updated: 11/20/2024 7:55pm

Current Page Number(s): N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Cover (PDF p. 1), p. 1 (PDF p. 6), p. 3 (PDF p. 8), p. 5-7 (PDF p. 10-12), p. 8 (PDF p. 14), p. 10-11 (PDF p. 15-16), p. 13 (PDF p. 18), p. 14-15 (PDF p. 19-20), p. 17 (PDF p. 22), p. 19 (PDF p. 24), p.21-25 (PDF p. 26-30), p. 27 (PDF p. 32), p. 29 (PDF p. 34), p. 30-35 (PDF p. 35-40), p. 37-39 (PDF p. 42-44), p. 41 (PDF p. 46), p. 43-45 (PDF p. 48-51), p. 47 (PDF p. 52), p. 49-55 (PDF p. 54-61), p. 57 (PDF p. 62), p. 59 (PDF p. 64), p. 61-65 (PDF p. 66-70), p. 67-69 (PDF p. 72-75), p. 71 (PDF p. 76), p. 73 (PDF p. 78), p. 75 (PDF p. 80), p. 77 (PDF p. 82), p. 79-81 (PDF p. 83-86), p. 83 (PDF p. 88), p. 85 (PDF p. 90), p. 87 (PDF p. 92), p. 89 (PDF p. 94), p. 91 (PDF p. 96), p. 93 (PDF p. 98), p. 95 (PDF p. 100), p. 97 (PDF p. 102), p. 99 (PDF p. 104), p. 100-101 (PDF p. 105-106), p. 103-105 (PDF p. 108-110)

Original URL:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated URL:

https://www.dropbox.com/scl/fi/kk9ebpb5sk2g39tqh4qkk/TX_ELAR-G1_U02_Big-Book_Gran_Amplify-11.20.24.pdf?rlkey=530b3ea86xw9r7pq8rg4ghqsp&st=1yu9ik20&dl=0

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Kindergarten - Early Decodables

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

Change Type: Editorial Change

Submitted: 11/20/2024 2:49pm

Updated: 11/20/2024 2:55pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
Kinder

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
Kinder

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

Change Type: Editorial Change

Submitted: 11/20/2024 3:30pm

Updated: 11/20/2024 3:30pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for Lesson Plans there is a Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through Syllable Clapping. In the Reading Workouts, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the QR code videos for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Change Type: Editorial Change

Submitted: 11/20/2024 3:35pm

Updated: 11/20/2024 3:35pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Skill-Based Lessons

Existing materials include a variety of activities and resources in Lesson Plans and the grade-level Spelling Lesson Plans to reinforce grade-level sound-spelling patterns, including cumulative review.

- In the Phonics Review section of Lesson Plans, students practice encoding as they blend new and review words with manipulatives.
- In the Writing Application section of Lesson Plans, students practice encoding by writing teacher dictated words and sentences. They also practice encoding in comprehension-based activities where they write about the book using prompts for the storyline, sequencing, character, or summarizing.
- In the existing Spelling Lesson (one for each grade-level K-2), students practice teacher-directed encoding with letter tiles using an I Do, We Do, You Do methodology. Next they continue practice with a Say It, Tap It, Write It, Check It methodology where they practice encoding and writing words from a variety of grade-level spelling lists that use phonics rules from the lessons.
- In the proposed Phonics Rules Lessons and Slides (1st Grade Sample), students practice encoding throughout lessons using manipulatives writing to practice spelling words using the lesson phonics rule.

Change Type: Editorial Change

Submitted: 11/20/2024 4:35pm

Updated: 11/20/2024 4:35pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
Kinder

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
Kinder

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

Change Type: Editorial Change

Submitted: 11/20/2024 3:23pm

Updated: 11/20/2024 3:23pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposes Updates: Lesson Plans

Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans

Kindergarten: The proposed materials include a new section in Lesson Plans for Student Feedback (pg 3). The section follows Guided Reading and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the existing Prompting Guide. The proposed new Phonics Rules Lessons and Slides (1st Grade Sample) are linked from the Pacing Guide and include additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Change Type: Editorial Change**Submitted:** 11/20/2024 3:38pm**Updated:** 11/20/2024 3:38pm**Current Page Number(s):** N/A**Location:**

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: Immediate Feedback Guide

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed Immediate and Corrective Feedback Guide Kindergarten, for the Teacher's Edition.
- A proposed Student Feedback (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the Independent Reading (pg 3) section for immediate and corrective feedback.
- A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)**Change Type:** Editorial Change**Submitted:** 11/20/2024 3:33pm**Updated:** 11/20/2024 3:33pm**Current Page Number(s):** N/A**Location:**

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Progress Monitoring Guide

The proposed materials include updates for the Progress Monitoring Guide with new guidance for accelerating learning based on progress monitoring data to reach mastery of specific concepts.

<https://drive.google.com/file/d/17ltO0RFbalfitidL9CnGdhFt2lIWaNO7/view?usp=sharing>

Component: Kindergarten - Early Decodables 9798892398657 (ISBN: 9798892398657)

Change Type: Editorial Change

Submitted: 11/20/2024 3:34pm

Updated: 11/20/2024 3:34pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Updates: Pacing Guide

Proposed Update: Lesson Plans

Proposed Change: New Decodable Books

K-2 grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the Phonics Review where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the Pacing Guide also include new guidance for weekly and cumulative reviews of the spiraled curriculum.

The Lesson Plans include a proposed Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Kindergarten: The proposed materials include 5 new Decodables Word Books for kindergarten to provide additional practice and reinforcement for phonemic awareness. The new word books include Jam, Fin, Cot, Dog, and Bug.

<https://21778604.fs1.hubspotusercontent->

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20K%20Pacing%20T](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20K%20Pacing%20T)

ELAR, Phonics, Grade 1 (IMRA)

Program: 1st Grade Decodables

Component: 1st Grade Decodables (ISBN: 9798892398640)

Change Type: Editorial Change

Submitted: 11/20/2024 3:39pm

Updated: 11/20/2024 3:39pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: Immediate Feedback Guide Proposed Update: Lesson Plan Section The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback: • A proposed Immediate and Corrective Feedback Guide 1st Grade, for the Teacher's Edition. • A proposed Student Feedback (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!" • Proposed, updated prompts in the Independent Reading (pg 3) section for immediate and corrective feedback. • A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Change Type: Editorial Change

Submitted: 11/20/2024 2:52pm

Updated: 11/20/2024 2:52pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
1st Grade

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
1st Grade

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

Change Type: Editorial Change

Submitted: 11/20/2024 3:31pm

Updated: 11/20/2024 3:31pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans This updated content demonstrates the progression of Phonological Awareness from simple to complex. Within the proposed updates for Lesson Plans there is a Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!" Practice and reinforcement for phonological awareness are provided in existing lesson plans through Syllable Clapping. In the Reading Workouts, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the QR code videos for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Change Type: Editorial Change

Submitted: 11/20/2024 3:36pm

Updated: 11/20/2024 3:36pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Skill-Based Lessons Existing materials include a variety of activities and resources in Lesson Plans and the grade-level Spelling Lesson Plans to reinforce grade-level sound-spelling patterns, including cumulative review. • In the Phonics Review section of Lesson Plans, students practice encoding as they blend new and review words with manipulatives. • In the Writing Application section of Lesson Plans, students practice encoding by writing teacher dictated words and sentences. They also practice encoding in comprehension-based activities where they write about the book using prompts for the storyline, sequencing, character, or summarizing. • In the existing Spelling Lesson (one for each grade-level K-2), students practice teacher-directed encoding with letter tiles using an I Do, We Do, You Do methodology. Next they continue practice with a Say It, Tap It, Write It, Check It methodology where they practice encoding and writing words from a variety of grade-level spelling lists that use phonics rules from the lessons. • In the proposed Phonics Rules Lessons and Slides (1st Grade Sample), students practice encoding throughout lessons using manipulatives writing to practice spelling words using the lesson phonics rule.

Change Type: Editorial Change

Submitted: 11/20/2024 4:30pm

Updated: 11/20/2024 4:30pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

First Grade: The Scope and Sequence shows the systematic progression for introducing grade-level morphemes, including adding the inflectional endings -ing, -ed, -es, -ed (change to base word), and -ing (change to base word). Students practice using the morphemse in Lesson Plans in the Phonics Review, in the comprehension discussion in the Reading Review, and in the Writing Application where they write teacher-dictated words or sentences and respond to prompts where they write about the book using prompts for the storyline, sequencing, character, or summarizing. The proposed materials include a new review section for previously taught concepts in the Teacher Led Phonics Review (pg 2) section for every lesson.

Change Type: Editorial Change

Submitted: 11/20/2024 3:25pm

Updated: 11/20/2024 3:25pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposes Updates: Lesson Plans

Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans

First Grade: The proposed materials include a new section in Lesson Plans for Student Feedback (pg 3). The new section follows Guided Reading and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are included in the existing Prompting Guide. The proposed new Phonics Rules Lessons and Slides (1st Grade Sample) are linked from the Pacing Guide and include additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Change Type: Editorial Change

Submitted: 11/20/2024 4:36pm

Updated: 11/20/2024 4:36pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide

1st Grade

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.

1st Grade

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

ELAR, Phonics, Grade 2 (IMRA)

Program: 2nd Grade Decodables

Component: 2nd Grade Decodables (ISBN: 9798892398633)

Change Type: Editorial Change

Submitted: 11/20/2024 3:37pm

Updated: 11/20/2024 3:37pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Skill-Based Lessons

Existing materials include a variety of activities and resources in Lesson Plans and the grade-level Spelling Lesson Plans to reinforce grade-level sound-spelling patterns, including cumulative review.

- In the Phonics Review section of Lesson Plans, students practice encoding as they blend new and review words with manipulatives.
- In the Writing Application section of Lesson Plans, students practice encoding by writing teacher dictated words and sentences. They also practice encoding in comprehension-based activities where they write about the book using prompts for the storyline, sequencing, character, or summarizing.
- In the existing Spelling Lesson (one for each grade-level K-2), students practice teacher-directed encoding with letter tiles using an I Do, We Do, You Do methodology. Next they continue practice with a Say It, Tap It, Write It, Check It methodology where they practice encoding and writing words from a variety of grade-level spelling lists that use phonics rules from the lessons.
- In the proposed Phonics Rules Lessons and Slides (1st Grade Sample), students practice encoding throughout lessons using manipulatives writing to practice spelling words using the lesson phonics rule.

Change Type: Editorial Change

Submitted: 11/20/2024 4:31pm

Updated: 11/20/2024 4:31pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Second Grade: The Scope and Sequence shows the systematic progression for introducing grade-level morphemes, including adding the inflectional endings -ing (changed root word), -ed (changed root word), -es (changed root word), and the suffixes -less, -ful, -ly, -un, re-, dis-, -er, -ive, -ent, a-, mis-, pre-, co-, con-, com-, ex-, non-, -ion, -ite, -im, post-, pro-, -ery, pest-, pro-, -ery, -ity, -ize, and -ment. Students practice using the morphemes in Lesson Plans in the Phonics Review, in the comprehension discussion in the Reading Review, and in the Writing Application where they write teacher-dictated words or sentences and respond to prompts where they write about the book using prompts for the storyline, sequencing, character, or summarizing. The proposed materials include a new review section for previously taught concepts in the Teacher Led Phonics Review (pg 2) section for every lesson.

Change Type: Editorial Change

Submitted: 11/20/2024 3:26pm

Updated: 11/20/2024 3:26pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposes Updates: Lesson Plans Proposed Update: Pacing Guide Proposed Update: Skill-Lesson Plans Second Grade: The proposed materials include a new section in Lesson Plans for Student Feedback. The new section follows Guided Reading and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the Prompting Guide. We also propose new Phonics Rules Lessons and Slides (1st Grade Sample) that are linked from the Pacing Guide that I include additional activities and resources for students to develop, practice, and reinforce applying letter-sound correspondence to decode one-syllable words in decodable connected text.

Change Type: Editorial Change

Submitted: 11/20/2024 4:37pm

Updated: 11/20/2024 4:37pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
1st Grade

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
2nd Grade

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

Change Type: Editorial Change

Submitted: 11/20/2024 3:40pm

Updated: 11/20/2024 3:40pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: Immediate Feedback Guide

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed Immediate and Corrective Feedback Guide 2nd Grade, for the Teacher's Edition.
- A proposed Student Feedback (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the Independent Reading (pg 3) section for immediate and corrective feedback.
- A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Change Type: Editorial Change

Submitted: 11/20/2024 3:32pm

Updated: 11/20/2024 3:32pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:**Original Text:**

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for Lesson Plans there is a Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through Syllable Clapping. In the Reading Workouts, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the QR code videos for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Component: 2nd Grade Decodables (ISBN: 9798892398633)

Change Type: Editorial Change

Submitted: 11/20/2024 3:17pm

Updated: 11/20/2024 3:17pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan.

- In the existing Phonics Review the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing Guided Reading section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.
- In the existing Reading Review section, students complete a proposed Turn and Talk (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.
- The existing QR code videos for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/1%20Love%20My%20Hair%20nd%20Grade%20>

Publisher: Scholastic Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Ready4Reading

Component: Phonics From A to Z, 4th Edition (ISBN: 9.78E+12)

Change Type: Editorial Change

Submitted: 11/20/2024 4:34pm

Updated: 11/20/2024 4:34pm

Current Page Number(s): Book page 162

Location:

Book page 162

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Current state and national literacy standards provide strong guidelines for which phonics and word study skills need to be taught and at which grade level. Following are the relevant Common core State Standards for Grades K-3. Standards associated with phonics are grouped in the Foundational Skills section of the standards. However, word study, which begins as early as kindergarten and is taught in tandem with phonics skills, extends beyond the scope of the foundational skills. In most standards documents, word-study skills, such as using affixes, can be found in the Language section (specifically the Vocabulary Acquisition and Use section in the Common Core State Standards). Note: There is great consistency in foundational skill standards across the United States and published reading curriculum reflects this. The states that have not adopted the Common Core State Standards have either used the CCSS Foundational skills in their entirety or closely based their state standards on these well-established one. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

This entire paragraph/section of page 162 will be entirely removed. No replacement text needed.

Change Type: Editorial Change

Submitted: 11/20/2024 4:34pm

Updated: 11/20/2024 4:34pm

Current Page Number(s): Book pages 163-165

Location:

Book pages 163-165

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Pages 163-165 contain charts of sample standards and some of these are CCSS, so we will remove all charts on these pages to fully remove anything that connects to the text we're removing from page 162. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

These pages will be removed with no replacement needed, as there will be no reference to the CCSS.

Component: Phonics From A to Z, 4th Edition (ISBN: 9.78134E+12)

Change Type: Editorial Change

Submitted: 11/20/2024 4:30pm

Updated: 11/20/2024 4:30pm

Current Page Number(s): Book page 162

Location:

Book page 162

Original URL:

Original Text:

Current state and national literacy standards provide strong guidelines for which phonics and word study skills need to be taught and at which grade level. Following are the relevant Common core State Standards for Grades K-3. Standards associated with phonics are grouped in the Foundational Skills section of the standards. However, word study, which begins as early as kindergarten and is taught in tandem with phonics skills, extends beyond the scope of the foundational skills. In most standards documents, word-study skills, such as using affixes, can be found in the Language section (specifically the Vocabulary Acquisition and Use section in the Common Core State Standards). Note: There is great consistency in foundational skill standards across the United States and published reading curriculum reflects this. The states that have not adopted the Common Core State Standards have either used the CCSS Foundational skills in their entirety or closely based their state standards on these well-established one.

Updated URL:

N/A

Updated Text:

This entire paragraph/section of page 162 will be entirely removed. No replacement text needed.

Change Type: Editorial Change

Submitted: 11/20/2024 4:30pm

Updated: 11/20/2024 4:30pm

Current Page Number(s): Book pages 163-165

Location:

Book pages 163-165

Original URL:**Original Text:**

Pages 163-165 contain charts of sample standards and some of these are CCSS, so we will remove all charts on these pages to fully remove anything that connects to the text we're removing from page 162.

Updated URL:

N/A

Updated Text:

These pages will be removed with no replacement needed, as there will be no reference to the CCSS.

ELAR, Phonics, Grade 1 (IMRA)

Program: Ready4Reading

Component: Phonics From A to Z, 4th Edition (ISBN: 9.78E+12)

Change Type: Editorial Change

Submitted: 11/20/2024 4:35pm

Updated: 11/20/2024 4:35pm

Current Page Number(s): Book page 162

Location:

Book page 162

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Current state and national literacy standards provide strong guidelines for which phonics and word study skills need to be taught and at which grade level. Following are the relevant Common core State Standards for Grades K-3. Standards associated with phonics are grouped in the Foundational Skills section of the standards. However, word study, which begins as early as kindergarten and is taught in tandem with phonics skills, extends beyond the scope of the foundational skills. In most standards documents, word-study skills, such as using affixes, can be found in the Language section (specifically the Vocabulary Acquisition and Use section in the Common Core State Standards). Note: There is great consistency in foundational skill standards across the United States and published reading curriculum reflects this. The states that have not adopted the Common Core State Standards have either used the CCSS Foundational skills in their entirety or closely based their state standards on these well-established one. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

This entire paragraph/section of page 162 will be entirely removed. No replacement text needed.

Change Type: Editorial Change

Submitted: 11/20/2024 4:35pm

Updated: 11/20/2024 4:35pm

Current Page Number(s): Book pages 163-165

Location:

Book pages 163-165

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Pages 163-165 contain charts of sample standards and some of these are CCSS, so we will remove all charts on these pages to fully remove anything that connects to the text we're removing from page 162. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

These pages will be removed with no replacement needed, as there will be no reference to the CCSS.

ELAR, Phonics, Grade 2 (IMRA)

Program: Ready4Reading

Component: Phonics From A to Z, 4th Edition (ISBN: 9.78E+12)

Change Type: Editorial Change

Submitted: 11/20/2024 4:36pm

Updated: 11/20/2024 4:36pm

Current Page Number(s): Book page 162

Location:

Book page 162

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Current state and national literacy standards provide strong guidelines for which phonics and word study skills need to be taught and at which grade level. Following are the relevant Common core State Standards for Grades K-3. Standards associated with phonics are grouped in the Foundational Skills section of the standards. However, word study, which begins as early as kindergarten and is taught in tandem with phonics skills, extends beyond the scope of the foundational skills. In most standards documents, word-study skills, such as using affixes, can be found in the Language section (specifically the Vocabulary Acquisition and Use section in the Common Core State Standards). Note: There is great consistency in foundational skill standards across the United States and published reading curriculum reflects this. The states that have not adopted the Common Core State Standards have either used the CCSS Foundational skills in their entirety or closely based their state standards on these well-established one. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

This entire paragraph/section of page 162 will be entirely removed. No replacement text needed.

Change Type: Editorial Change

Submitted: 11/20/2024 4:36pm

Updated: 11/20/2024 4:36pm

Current Page Number(s): Book pages 163-165

Location:

Book pages 163-165

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Pages 163-165 contain charts of sample standards and some of these are CCSS, so we will remove all charts on these pages to fully remove anything that connects to the text we're removing from page 162. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

These pages will be removed with no replacement needed, as there will be no reference to the CCSS.

ELAR, Phonics, Grade 3 (IMRA)

Program: Ready4Reading

Component: Phonics From A to Z, 4th Edition (ISBN: 9.78E+12)

Change Type: Editorial Change

Submitted: 11/20/2024 4:37pm

Updated: 11/20/2024 4:37pm

Current Page Number(s): Book page 162

Location:

Book page 162

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Current state and national literacy standards provide strong guidelines for which phonics and word study skills need to be taught and at which grade level. Following are the relevant Common core State Standards for Grades K-3. Standards associated with phonics are grouped in the Foundational Skills section of the standards. However, word study, which begins as early as kindergarten and is taught in tandem with phonics skills, extends beyond the scope of the foundational skills. In most standards documents, word-study skills, such as using affixes, can be found in the Language section (specifically the Vocabulary Acquisition and Use section in the Common Core State Standards). Note: There is great consistency in foundational skill standards across the United States and published reading curriculum reflects this. The states that have not adopted the Common Core State Standards have either used the CCSS Foundational skills in their entirety or closely based their state standards on these well-established one. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

This entire paragraph/section of page 162 will be entirely removed. No replacement text needed.

Change Type: Editorial Change

Submitted: 11/20/2024 4:37pm

Updated: 11/20/2024 4:37pm

Current Page Number(s): Book pages 163-165

Location:

Book pages 163-165

Original URL:

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Original Text:

Pages 163-165 contain charts of sample standards and some of these are CCSS, so we will remove all charts on these pages to fully remove anything that connects to the text we're removing from page 162. This book only comes in printed form so the re-print will be available in Spring 2025 when all other changes are due to the TEA.

Updated URL:

N/A

Updated Text:

These pages will be removed with no replacement needed, as there will be no reference to the CCSS.

Spanish Language Arts and Reading - Phonics

Publisher: Just Right Reader, Inc.

SLAR, Phonics, Grade K (IMRA)

Program: Decodificables de jardín de infantes

11/21/2024

IMRA CYCLE 2024 COMPREHENSIVE CHANGES ADDENDUM

Page 36 of 258

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

Change Type: Editorial Change

Submitted: 11/20/2024 4:04pm

Updated: 11/20/2024 4:04pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Updates: Lesson Plans Proposed Update: Pacing Guide Proposed Update: Skill-Lesson Plans
Kindergarten: The proposed materials include a new section in Lesson Plans for Student Feedback (pg 3). The section follows Guided Reading and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the existing Prompting Guide. The proposed new Phonics Rules Lessons and Slides (1st Grade Sample) are linked from the Pacing Guide and include additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Change Type: Editorial Change

Submitted: 11/20/2024 4:27pm

Updated: 11/20/2024 4:27pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Updates: Pacing Guide Proposed Update: Lesson Plans Proposed Change: New Decodable Books K-2
grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the Phonics Review where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the Pacing Guide also include new guidance for weekly and cumulative reviews of the spiraled curriculum. The Lesson Plans include a proposed Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
Kindergarten: The proposed materials include 5 new Decodables Word Books for kindergarten to provide additional practice and reinforcement for phonemic awareness. The new word books include: El lago El pino La seña La rata La joya

Change Type: Editorial Change

Submitted: 11/20/2024 3:52pm

Updated: 11/20/2024 3:52pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

Teacher guidance for preteaching unfamiliar vocabulary and references and guidance for implementing differentiated instruction for students who have not yet reached on grade-level proficiency.

- Proposed new guidance for vocabulary in the section New Vocabulary. The teacher introduces new vocabulary words, the definitions, and images or actions to demonstrate the meaning of the new word.
- Proposed Update to the Differentiation section of the lesson provides more explicit guidance in using Reading Workouts for students who have not yet reached on grade-level proficiency. These proposed materials include guidance for using Reading Workouts as extensions for students who have already mastered the grade level concepts.

Change Type: Editorial Change

Submitted: 11/20/2024 4:08pm

Updated: 11/20/2024 4:08pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for Lesson Plans there is a Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter

make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through Syllable Clapping. In the Reading Workouts, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the QR code videos for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Change Type: Editorial Change

Submitted: 11/20/2024 4:17pm

Updated: 11/20/2024 4:18pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan. • In the existing Phonics Review the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill. • In the existing Guided Reading section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody. • In the existing Reading Review section, students complete a proposed Turn and Talk (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses. • The existing QR code videos for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

Change Type: Editorial Change

Submitted: 11/20/2024 4:14pm

Updated: 11/20/2024 4:14pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated Assessment and Progress Monitoring Guide includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic, formative (mastery measures), and summative assessments. Proposed new Oral Reading Fluency Reading Probes for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

Change Type: Editorial Change

Submitted: 11/20/2024 3:29pm

Updated: 11/20/2024 3:29pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plan

The Teacher's Edition includes comprehensive Unit Overviews. Proposed changes to the Lesson Plans include a new Background Knowledge (pg 1) section with background content knowledge for teachers about phonics rule concepts that prepare them for explicit instruction directions when introducing new vocabulary words and context.

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20SP/QR%20IMRA%20SP%20K%20Pacing%20Te)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20SP/QR%20IMRA%20SP%20K%20Pacing%20Te](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20SP/QR%20IMRA%20SP%20K%20Pacing%20Te)

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%20)

Change Type: Editorial Change

Submitted: 11/20/2024 3:58pm

Updated: 11/20/2024 3:58pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
Kinder

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20K%20Pacing%20T>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Lesson%20Plan%20Internalization.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%20Accelerating%20Learning%20Based%20C>

Change Type: Editorial Change

Submitted: 11/20/2024 4:23pm

Updated: 11/20/2024 4:23pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans The proposed materials include a new review section for previously taught concepts in the Phonics Review section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

Change Type: Editorial Change

Submitted: 11/20/2024 3:46pm

Updated: 11/20/2024 3:46pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: Lesson Plans

Proposed new Phonics Rules Lessons and Slides with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

SLAR, Phonics, Grade 1 (IMRA)

Program: Decodificables de primer grado

Component: Decodificables de primer grado (ISBN: 9798892398602)

Change Type: Editorial Change

Submitted: 11/20/2024 4:14pm

Updated: 11/20/2024 4:14pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated Assessment and Progress Monitoring Guide includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic, formative (mastery measures), and summative assessments. Proposed new Oral Reading Fluency Reading Probes for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

Change Type: Editorial Change

Submitted: 11/20/2024 4:24pm

Updated: 11/20/2024 4:24pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The proposed materials include a new review section for previously taught concepts in the Phonics Review section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

Change Type: Editorial Change

Submitted: 11/20/2024 3:48pm

Updated: 11/20/2024 3:48pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: Lesson Plans

Proposed new Phonics Rules Lessons and Slides with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

Change Type: Editorial Change

Submitted: 11/20/2024 4:05pm

Updated: 11/20/2024 4:05pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposes Updates: Lesson Plans

Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans

First Grade: The proposed materials include a new section in Lesson Plans for Student Feedback (pg 3). The new section follows Guided Reading and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are included in the existing Prompting Guide. The proposed new Phonics Rules Lessons and Slides (1st Grade Sample) are linked from the Pacing Guide and include additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Change Type: Editorial Change

Submitted: 11/20/2024 4:28pm

Updated: 11/20/2024 4:28pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Updates: Pacing Guide Proposed Update: Lesson Plans Proposed Change: New Decodable Books K-2 grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the Phonics Review where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the Pacing Guide also include new guidance for weekly and cumulative reviews of the spiraled curriculum. The Lesson Plans include a proposed Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!" First Grade: The existing Orally Segmenting and Blending Syllables lesson plan provides additional practice and reinforcement for phonemic awareness. In the lesson, students practice blending sounds from word lists that include 2 sounds, 3 sounds, initial consonant blends, final consonant blends, and initial and final consonant blends. They also practice segment sounds from word lists that include 2 sounds, 3 sounds, initial consonant blends, final consonant blends, and initial and final consonant blends.

Change Type: Editorial Change

Submitted: 11/20/2024 4:11pm

Updated: 11/20/2024 4:11pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
1st Grade

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

Change Type: Editorial Change

Submitted: 11/20/2024 4:09pm

Updated: 11/20/2024 4:09pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for Lesson Plans there is a Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through Syllable Clapping. In the Reading Workouts, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the QR code videos for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Change Type: Editorial Change

Submitted: 11/20/2024 4:17pm

Updated: 11/20/2024 4:19pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan.

- In the existing Phonics Review the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing Guided Reading section, the teacher models reading a section of text from the lesson decodable

with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.

- In the existing Reading Review section, students complete a proposed Turn and Talk (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.
- The existing QR code videos for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

SLAR, Phonics, Grade 2 (IMRA)

Program: Decodificables de segundo grado

Component: Decodificables de segundo grado (ISBN: 9798892398596)

Change Type: Editorial Change

Submitted: 11/20/2024 4:11pm

Updated: 11/20/2024 4:11pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
2nd Grade

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

Change Type: Editorial Change

Submitted: 11/20/2024 4:10pm

Updated: 11/20/2024 4:10pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for Lesson Plans there is a Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through Syllable Clapping. In the Reading Workouts, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the QR code videos for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Change Type: Editorial Change

Submitted: 11/20/2024 4:20pm

Updated: 11/20/2024 4:20pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan.

- In the existing Phonics Review the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing Guided Reading section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.
- In the existing Reading Review section, students complete a proposed Turn and Talk (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.
- The existing QR code videos for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

Change Type: Editorial Change
Submitted: 11/20/2024 4:24pm
Updated: 11/20/2024 4:24pm
Current Page Number(s): N/A
Location:
New content based on SBOE feedback.

Original URL:

Original Text:
New content based on SBOE feedback.

Updated URL:
N/A

Updated Text:
Proposed Update: Lesson Plans

The proposed materials include a new review section for previously taught concepts in the Phonics Review section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

Change Type: Editorial Change
Submitted: 11/20/2024 3:50pm
Updated: 11/20/2024 3:50pm
Current Page Number(s): N/A
Location:
New content based on SBOE feedback

Original URL:

Original Text:
New content based on SBOE feedback

Updated URL:
N/A

Updated Text:
Proposed Change: Lesson Plans Proposed new Phonics Rules Lessons and Slides with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

Change Type: Editorial Change
Submitted: 11/20/2024 4:06pm
Updated: 11/20/2024 4:06pm
Current Page Number(s): N/A
Location:
New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Updates: Lesson Plans

Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans

Second Grade: The proposed materials include a new section in Lesson Plans for Student Feedback. The new section follows Guided Reading and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the Prompting Guide. We also propose new Phonics Rules Lessons and Slides (1st Grade Sample) that are linked from the Pacing Guide that I include additional activities and resources for students to develop, practice, and reinforce applying letter-sound correspondence to decode one-syllable words in decodable connected text.

Change Type: Editorial Change

Submitted: 11/20/2024 4:28pm

Updated: 11/20/2024 4:28pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Updates: Pacing Guide

Proposed Update: Lesson Plans

Proposed Change: New Decodable Books

K-2 grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the Phonics Review where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the Pacing Guide also include new guidance for weekly and cumulative reviews of the spiraled curriculum.

The Lesson Plans include a proposed Student Feedback section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Second Grade: The existing Manipulating Phonemes lesson plan provides additional practice and reinforcement for phonemic awareness. In the lesson, students practice adding and deleting sounds to the beginning and ending of words and changing sounds in the beginning, middle, and end of words.

Mathematics

Publisher: Agile Mind, Inc.

Math, Grade 6 (IMRA)

Program: Agile Mind Texas Mathematics 6

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

Change Type: Editorial Change

Submitted: 11/20/2024 9:34pm

Updated: 11/20/2024 9:34pm

Current Page Number(s): Topic 15 Lesson 4 Constructed response 2

Location:

New item 3 added to the numbered list at the top of page 1.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/26_19z_PersonalFinance/resources/2619_PersonalFinance_CRstudent.pdf

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/content/work/26_19z_PersonalFinance/resources/2619_PersonalFinance_CR2-student.pdf

Updated Text:

3. Use the "Career videos" to watch people describe what they do in several occupations of your choice

Change Type: Editorial Change

Submitted: 11/20/2024 9:36pm

Updated: 11/20/2024 9:36pm

Current Page Number(s): Topic 15 Lesson 4 Constructed response 2

Location:

New part c added at the end of page 2.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/26_19z_PersonalFinance/resources/2619_PersonalFinance_CRstudent.pdf

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/content/work/26_19z_PersonalFinance/resources/2619_PersonalFinance_CR2-student.pdf

Updated Text:

c. Compare the rows. Consider what you heard in the videos about each career. How do the career descriptions, total tuition costs, mean annual salaries, and lifetime earnings for each occupation align with your interests, values, and career aspirations?

Change Type: Editorial Change

Submitted: 11/20/2024 9:31pm

Updated: 11/20/2024 9:31pm

Current Page Number(s): Topic 15, Lesson 3, Lesson activities page 8

Location:

Edit to text above the Check button.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Original Text:

Stephen is worried that he may not be able to afford college. He and his family can start saving for college now. And there are other things Stephen can do in middle school and high school that can reduce the cost of college.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Updated Text:

Stephen is worried that he may not be able to afford college. He and his family can start saving for college now. They can open a savings account that is intended to specifically pay for college. Then, they could plan to consistently add money to the savings account prior to college. They should look for savings accounts that earn interest, or a special tax benefit account, called a 529 account. And there are other things Stephen can do in middle school and high school that can reduce the cost of college.

Change Type: Editorial Change

Submitted: 11/20/2024 9:33pm

Updated: 11/20/2024 9:33pm

Current Page Number(s): Topic 15, Lesson 3, Lesson activities page 9

Location:

Text edit to one of the draggable tiles, and to the last table row.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Original Text:

Tile "Direct payments", and text in table: "These types of payments involve using debit cards or transfers from accounts (like savings accounts) that link to funds that are not borrowed."

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Updated Text:

Tile "College savings account", and text in table: "A savings account that is created as part of a plan to save ahead for college."

Change Type: Editorial Change

Submitted: 11/20/2024 9:29pm

Updated: 11/20/2024 9:29pm

Current Page Number(s): Topic 6 Lesson 1, Lesson activities page 8

Location:

Correct answer feedback that appears below panel 2, after completing the question correctly.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Original Text:

Excellent!

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Updated Text:

Excellent! His bank account balances in order from greatest to least are \$23, \$12, \$10, \$4, \$0, \$-3, \$-5, and \$-27. The least balance represents the greatest debt.

Math, Grade 7 (IMRA)

Program: Agile Mind Texas Mathematics 7

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

Change Type: Editorial Change

Submitted: 11/20/2024 9:39pm

Updated: 11/20/2024 9:39pm

Current Page Number(s): Topic 11 Lesson 2 Lesson activities page 5

Location:

Text above the table.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Original Text:

Use the diagram to complete the table and find the total surface area of the triangular prism. When you have found the total surface area, check your work.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Updated Text:

Use the diagram to complete the table and find the lateral surface area and the total surface area of the triangular prism. When you have found both the lateral surface area and the total surface area, check your work.

Change Type: Editorial Change

Submitted: 11/20/2024 9:40pm

Updated: 11/20/2024 9:40pm

Current Page Number(s): Topic 11 Lesson 3 Lesson activities page 4

Location:

Text and calculations added to the bottom of the animation.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Original Text:

(Total surface area only)

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Updated Text:

(Lateral surface area and Total surface area)

Change Type: Editorial Change

Submitted: 11/20/2024 9:43pm

Updated: 11/20/2024 9:43pm

Current Page Number(s): Topic 12 Lesson 2, Lesson activities page 8

Location:

Edited text shown after the Check button is clicked.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Original Text:

With a gross income of \$1040, it is clear that Leslie cannot support this budget. The variable expenses in the list are food, clothes, entertainment, and savings. She could reduce these expenses somewhat. For example, perhaps she could lower her clothes and entertainment expenses by \$50 each. But, she still needs to reconsider her budget. How could she adjust it?

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Updated Text:

With a gross income of \$1040, it is clear that Leslie cannot support this budget. To find out what wage would be required, divide the total monthly expenses by the number of hours worked per month. Leslie works 80 hours per month, so she would need to make a wage of $\frac{\text{total monthly expenses}}{80}$ per hour to support this budget. The variable expenses in the list are food, clothes, entertainment, and savings. She could reduce these expenses somewhat. For example, perhaps she could lower her clothes and entertainment expenses by \$50 each. But, she still needs to reconsider her budget. How could she adjust it?

Change Type: Editorial Change

Submitted: 11/20/2024 9:45pm

Updated: 11/20/2024 9:45pm

Current Page Number(s): Topic 12 Lesson 4, Practice page 3

Location:

Question revised to add blanks into the table.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Original Text:

Table with only Expense and Amount and one stem.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Updated Text:

Table with only Expense, Amount and Percent of Total Budget with fill in the blanks for multiple rows.

Change Type: Editorial Change

Submitted: 11/20/2024 9:38pm

Updated: 11/20/2024 9:38pm

Current Page Number(s): Topic 3 Lesson 6, Lesson activities page 2

Location:

New 3rd paragraph added, revised artwork, and updated layout to accommodate the art edit.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Original Text:

(Animated image of a single fish pond)

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Updated Text:

New text: "Here are three possible ponds with side lengths 1, 2, and 3 ft. and the lengths of fence required for each." (Art replaced with a static image of 3 fish ponds with labeled dimensions)

Change Type: Editorial Change

Submitted: 11/20/2024 9:39pm

Updated: 11/20/2024 9:39pm

Current Page Number(s): Topic 8 Lesson 5, Practice page 5

Location:

We edited two of the answer options.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Original Text:

"25% of the responses were between 63 and 67.", and "A student in band is twice as likely to be 64 inches as they are to be 63 inches tall."

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Updated Text:

"19.4% of the band members were 61 inches tall.", and "The ratio of responses for 63 inches to 64 inches is 1 to 2."

Geometry (IMRA)

Program: Agile Mind Texas Geometry

Component: Texas Agile Mind Geometry (ISBN: 9781961490178)

Change Type: Editorial Change

Submitted: 11/21/2024 1:38am

Updated: 11/21/2024 3:08am

Current Page Number(s): Topic 12, Lesson 3 Student Activity Sheet question 1

Location:

Edit to question 1 to strengthen the connection to the definition of similarity in terms of dilations. See the [Geometry additional development document](#) for teacher version answer details.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/_372988b22a370c1/041_teacher.pdf

Original Text:

How can you use the surveyor's measurements to find the distance across the lake?

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/_372988b22a370c1/0414z_Fteacher.pdf

Updated Text:

A surveyor measures and marks points D' and E' to create proportional sides. How can you use the surveyor's measurements and what you know about similarity and dilations to find the distance across the lake?

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

Change Type: Editorial Change

Submitted: 11/21/2024 1:52am

Updated: 11/21/2024 2:57am

Current Page Number(s): Topic 12, Lesson 4 Practice New page 2

Location:

See the new dropdown select item to replace original Practice page 2. Students will select from possible answer choices to complete a sentence. See [Geometry additional development document](#) to view the full item and image.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202025/////c/T/topic_04_14z_PolygonsSimilarity/RES_lesson4_practice/lesson4_practice/page2.html

Original Text:

This illustration shows a dilated image. The dashed figure is the pre-image and the solid figure is the image. The center of dilation is the origin. What is the scale factor?

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/tc

Updated Text:

Complete the statement of similarity based on the figures shown.

Quadrilateral BDEF is similar to quadrilateral [dropdown choices] because a [dropdown choices] by a scale factor of [dropdown choices] about the origin maps quadrilateral BDEF onto it.

Change Type: Editorial Change

Submitted: 11/21/2024 2:01am

Updated: 11/21/2024 2:59am

Current Page Number(s): Topic 22 Lesson 3, Lesson activities page 7

Location:

Add new panel 4 to let students practice applying the formulas. [See [Geometry additional development doc](#) for panel image.]

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202025/////c/T/topic_04_24z_PrismsCylinders/RES_lesson3_activities/lesson3_activities/page7.html

Original Text:

None.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/tc

Updated Text:

Start caption: Now apply these formulas to find the total and lateral surface area of a cylinder with radius 2 cm and height 1.5 cm.

[See Geometry additional development doc for panel image.]

Change Type: Editorial Change

Submitted: 11/21/2024 2:23am

Updated: 11/21/2024 2:23am

Current Page Number(s): Topic 27, Lesson 5, Deliver instruction

Location:

Edit advice for Lesson activities pages 2-4.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%20C25/////c/T/topic_04_39z_ConditionalProb1/RES_deliver_instruction_5/deliver_instruction_5/deliver_instruction_5.htm

Original Text:

Page 2-4

Show page 2 to help with the discussion of the framing question and to define combinations. Have students go back to question 4 on the Student Activity Sheet for Lesson 1 and add to their definitions. Contrast combinations and permutations. Ask:

Would the number of combinations be smaller or larger than the number of permutations, given that the total set and the number of objects remain the same?
Why is that?

Use page 3 to remind students about the formula for calculating permutations and to discuss why there is an adjustment to the formula for combinations.

Have students calculate the total number of possible combinations for jurors in both the problem and classroom scenarios. [SAS, question 1]

Introduce students to the formula for combinations on page 4. [SAS, question 2]

Technology tip. Show students how to calculate combinations using their calculators.

Have students practice applying this formula to the new problem on page 4. [SAS, question 3] Use the reveal on this page to verify students' answers.

From the non-jurors in the room, identify 5 as possible witnesses. Let them know that only 2 will be called to the witness stand. Ask them to model (by actually moving) the possible pairings.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/tc

Updated Text:

Page 2-4

Show page 2 to help with the discussion of the framing question and to define combinations. Have students go back to question 4 on the Student Activity Sheet for Lesson 1 and add to their definitions. Contrast combinations and permutations. Ask:

Would the number of combinations be smaller or larger than the number of permutations, given that the total set and the number of objects remain the same?
Why is that?

Use page 3 to remind students about the formula for calculating permutations and to discuss why there is an adjustment to the formula for combinations.
Have students calculate the total number of possible combinations for jurors in both the problem and classroom scenarios. [SAS, question 1]
Introduce students to the formula for combinations on page 4. [SAS, question 2]
Technology tip. Show students how to calculate combinations using their calculators.
Have students practice applying this formula to the new problem on page 4. [SAS, question 3] Use the reveal on this page to verify students' answers.
From the non-jurors in the room, identify 5 as possible witnesses. Let them know that only 2 will be called to the witness stand. Ask them to model (by actually moving) the possible pairings.

Change Type: Editorial Change

Submitted: 11/21/2024 2:21am

Updated: 11/21/2024 2:21am

Current Page Number(s): Topic 27, Lesson 5, Lesson activities page 2

Location:

Edit text in the paragraph and Check/reveals.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%20C25////////c/T/topic_04_39z_ConditionalProb1/RES_lesson5_activities/lesson5_activities/page2.html

Original Text:

Before the trial begins, the attorney, Dewey Cheatam, wants to study the possible combinations of jury members. The mathematician, Cal Qulate, warns Dewey that there are a very large number of possible jury configurations given that only 12 out of 30 potential jurors will be selected. But Dewey wants to know exactly how many possible jury configurations exist.

Remember, permutations are used when order matters. In the license plate example, the outcomes A B C D E F and F E D C B A are separate and distinct possible license plate configurations. However, when determining the number of possible jury configurations, order does not matter. Potential jurors are assigned a number when they sign in at the courthouse. A jury consisting of Jurors 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 is the same group of people as a jury consisting of Jurors 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1.

Since order does not matter, Cal wants to find the number of combinations of jury members. A combination is a grouping of some or all objects where order does not matter.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry////////c/T/tc

Updated Text:

Before the trial begins, the attorney, Dewey Cheatam, wants to study the possible combinations of jury members. The mathematician, Cal Qulate, warns Dewey that there are a very large number of possible jury configurations given that only 12 out of 30 potential jurors will be selected. Potential jurors are assigned a number when they sign in at the courthouse. Dewey wants to know exactly how many possible jury configurations exist.

Remember, permutations are used when order matters. In the license plate example, the outcomes A B C D E F and F E D C B A are separate and distinct possible license plate configurations. Is that also true for the jury selection?

[Check/reveal]

No, order does not matter in this case. A jury consisting of Jurors 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 is the same group of people as a jury consisting of Jurors 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1.

[end reveal]

What does this mean about Cal's strategy to find the number of possible jury configurations? Since order does not matter, Cal wants to find the number of combinations of jury members. A combination is a grouping of some or all objects where order does not matter.

Change Type: Editorial Change

Submitted: 11/21/2024 1:29am

Updated: 11/21/2024 1:29am

Current Page Number(s): Topic 6 Lesson 1 Lesson activities page 9

Location:

Edit to refer students to previous online page for the dynamic animation for exploration or to paper and pencil options for exploration.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%20C25/////c/T/topic_04_06z_LinesTranversalsAngles/RES_lesson1_activities/lesson1_activities/page9.html

Original Text:

Using a similar format, write conjectures about each of the other three special angle pairs formed when parallel lines are cut by a transversal. Write conjectures for alternate interior angles, alternate exterior angles, and consecutive interior angles.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/t

Updated Text:

Using a similar format, write conjectures about each of the other three special angle pairs formed when parallel lines are cut by a transversal. Write conjectures for alternate interior angles, alternate exterior angles, and consecutive interior angles. You can use a variety of tools to help you with these conjectures, such as the interactive animation on the previous page, lined paper, rulers, and/or protractors.

Publisher: Cosenza & Associates, LLC

Math, Grade 6 (IMRA)

Program: Math - Grade 6

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

Change Type: Editorial Change

Submitted: 11/20/2024 7:48pm

Updated: 11/20/2024 7:48pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8bc94920000127b4b1&singleProdu>

Original Text:

table with lessons addressed in Unit 5

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8bc94920000127b4b1&singleProdu>

Updated Text:

updated table to include spiral reviews

Change Type: Editorial Change
Submitted: 11/20/2024 6:51pm
Updated: 11/20/2024 6:51pm
Current Page Number(s): 1 and 4
Location:
Questions 1 and 6

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d925843f38000138253e&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d925843f38000138253e&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d925843f38000138253e&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d925843f38000138253e&singleProduc)

Updated Text:

Use concrete models to determine the missing part, whole, or percent in each real-world problem.

1. Michael plays on the middle school football team. He caught 60% of the passes that the quarterback threw to him during the football season. If Michael caught 45 passes during the football season, how many passes did the quarterback throw to Michael during the football season?

6. Alex answered 85% of the questions correctly on the semester exam for social studies. There were just six questions that Alex answered

Change Type: Editorial Change
Submitted: 11/20/2024 7:23pm
Updated: 11/20/2024 7:23pm
Current Page Number(s): 8
Location:
Document linked on Course Documents tab

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a963befa38cc00018e2e86&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a963befa38cc00018e2e86&singleProduct)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a963befa38cc00018e2e86&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a963befa38cc00018e2e86&singleProduct)

Updated Text:

Guidance for Teachers to Provide Linguistic Accommodations and Support Emergent Bilinguals

Students who are emergent bilinguals may have very different levels of English language proficiency. Differentiated supports are required to effectively support and engage students in the use of increasingly more academic language as they speak and write about their mathematical understanding. The table below outlines examples of teacher actions that support emergent bilingual students at any level of English language proficiency to make cross-linguistic connections through oral and written discourse.

Change Type: Editorial Change

Submitted: 11/20/2024 7:49pm

Updated: 11/20/2024 7:49pm

Current Page Number(s): Unit 5 Spiral Review 1 tab

Location:

Unit 5 Spiral Review 1, between lesson 4 and lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components for spiral review 1

Change Type: Editorial Change

Submitted: 11/20/2024 7:51pm

Updated: 11/20/2024 7:51pm

Current Page Number(s): Unit 5 Spiral Review 3 tab

Location:

Unit 5 Spiral Review 3 tab between Lesson 8 and Unit 5 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components of spiral review

Change Type: Editorial Change

Submitted: 11/20/2024 8:04pm

Updated: 11/20/2024 8:04pm

Current Page Number(s): Unit 6 Lesson 1 Exploration tab

Location:

Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Monitor students' oral language production and help them employ self-corrective techniques or other resources. Use the following questions/statements.

What I hear you say is...

Please say that again.
What letter does the word ___ begin with?
What is the plural of that word?
How do you pronounce this word?

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Monitor students' oral language production and help them employ self-corrective techniques or other resources. Use the following questions/statements.

What I hear you say is...
Please say that again.
What letter does the word ___ begin with?
What is the plural of that word?
How do you pronounce this word?

Connect back to students' prior experiences with graphing points in the first quadrant of the coordinate plane and associated Spanish-English cognates. See table below.
Provide students with opportunities to make cross-linguistic connections as they speak and write during lesson activities. Provide various accommodations for students with various language proficiency levels, such as:

Beginning: Pair the student with a same-language partner. Ask the partners to create labeled drawings in both languages for a classroom word wall using the list of Spanish-English cognates in the table below.
Intermediate: Pre-teach lesson vocabulary, leveraging the student's prior knowledge of the Spanish words in the table below to teach the student the English academic vocabulary. Provide a word bank of learned academic vocabulary for the student to use during speaking and writing activities during the lesson.
Advanced: Provide sentence stems for the student to use in speaking and writing using academic vocabulary related to the lesson.
Advanced High: Ask the student to use academic vocabulary to explain their mathematical ideas related to the lesson in writing and when speaking to peers.

Math, Grade 7 (IMRA)

Program: Math - Grade 7

Component: Math-Grade 7 Teacher Course (ISBN: 9781948709354)

Change Type: Editorial Change

Submitted: 11/20/2024 8:55pm

Updated: 11/20/2024 8:55pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a515c94920000127c000&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a515c94920000127c000&singleProdu)

Original Text:

tables included lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a515c94920000127c000&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a515c94920000127c000&singleProdu)

Updated Text:

tables updated to include spiral reviews

Publisher: Texas Education Agency, Open Education Resources

Math, Grade K (IMRA)

Program: Bluebonnet Learning Grade K Math, Edition 1

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Submitted: 08/25/2024 6:31pm

Updated: 11/20/2024 4:52pm

Current Page Number(s): 5

Location:

Letter to Families

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_K-5_FG_ENG.pdf

Original Text:

Letter to Families

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLMath_K-5_FG_ENG_2.pdf

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Math, Grade 1 (IMRA)

Program: Bluebonnet Learning Grade 1 Math, Edition 1

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Submitted: 08/25/2024 5:46pm

Updated: 11/20/2024 4:52pm

Current Page Number(s): 5

Location:

Letter to Families

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_K-5_FG_ENG.pdf

Original Text:

Letter to Families

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLMath_K-5_FG_ENG_2.pdf

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Math, Grade 2 (IMRA)

Program: Bluebonnet Learning Grade 2 Math, Edition 1

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Submitted: 08/25/2024 5:21pm

Updated: 11/20/2024 4:52pm

Current Page Number(s): 5

Location:

Letter to Families

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_K-5_FG_ENG.pdf

Original Text:

Letter to Families

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLMath_K-5_FG_ENG_2.pdf

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Math, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Math, Edition 1

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Submitted: 08/25/2024 4:57pm

Updated: 11/20/2024 4:52pm

Current Page Number(s): 5

Location:

Letter to Families

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_K-5_FG_ENG.pdf

Original Text:

Letter to Families

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLMath_K-5_FG_ENG_2.pdf

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Math, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Math, Edition 1

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Submitted: 08/25/2024 4:51pm

Updated: 11/20/2024 4:51pm

Current Page Number(s): 5

Location:

Letter to Families

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_K-5_FG_ENG.pdf

Original Text:

Letter to Families

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLMath_K-5_FG_ENG_2.pdf

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Math, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Math, Edition 1

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Submitted: 08/25/2024 5:05pm

Updated: 11/20/2024 4:51pm

Current Page Number(s): 5

Location:

Letter to Families

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_K-5_FG_ENG.pdf

Original Text:

Letter to Families

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLMath_K-5_FG_ENG_2.pdf

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

IMRA 2024 Publisher Corrections

English Language Arts and Reading

Publisher: Texas Education Agency, Open Education Resources

ELAR, Grade K (IMRA)

Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1

Component: Grade K Unit 8 Kings and Queens Teacher Guide (ISBN: 9798890723109)

Change Type: Error Correction

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 2:39pm

Current Page Number(s): 147-151, throughout

Location:

Teacher Resources, throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf

Original Text:

pgs. 147-151 (Teacher Resources)
throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U8_TG_ENG.pdf

Updated Text:

Page numbers updated in the Teacher Resources and footer edited throughout.

Component: Grade K Unit 1 Nursery Rhymes and Fables Teacher Guide (ISBN: 9798890728739)

Change Type: Error Correction

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 2:34pm

Current Page Number(s): 165, 173-174

Location:

Culminating Activities, Measures of Text Complexity Chart

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U1_TG_ENG.pdf

Original Text:

pg. 165 (Culminating Activities)
pgs. 173-174 (Measures of Text Complexity Chart)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U1_TG_ENG.pdf

Updated Text:

Text edited in Culminating Activities to remove a reference to a component that is no longer available in the product and text edited in Measures of Text Complexity Chart.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 4:54pm

Current Page Number(s): 3, 25-28, 38-43

Location:

Table of Contents

"Writing About Reading"

"Interacting with Texts"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 3 (Table of Contents)

pgs. 25-28 ("Writing about Reading")

pgs. 38-43 ("Interacting with Texts")

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in Table of Contents, "Writing about Reading" and "Interacting with Texts".

Component: Grade K Unit 5 Farms: From the Ground UP Teacher Guide (ISBN: 9798890729088)

Change Type: Error Correction

Submitted: 08/26/2024 10:57pm

Updated: 11/20/2024 2:40pm

Current Page Number(s): 60-63

Location:

Lesson 5

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U5_TG_ENG.pdf

Original Text:

pgs. 60-63 (Lesson 5)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_GK_U5_TG_ENG.pdf

Updated Text:

Text edited in lesson 5.

ELAR, Grade 1 (IMRA)

Program: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1

Component: Grade 1 Unit 3 Skills Teacher Guide (ISBN: 9798890727633)

Change Type: Error Correction

Submitted: 11/20/2024 2:59pm

Updated: 11/20/2024 2:59pm

Current Page Number(s): 239-323

Location:

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U3_Skills_TG_ENG.pdf

Original Text:

pgs. 239-323 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G1_U3_TG_ENG.pdf

Updated Text:

Page number updated in the Teacher Resources.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Submitted: 08/26/2024 11:56pm

Updated: 11/20/2024 4:51pm

Current Page Number(s): 3, 25-28, 38-43

Location:

Table of Contents

"Writing About Reading"

"Interacting with Texts"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 3 (Table of Contents)

pgs. 25-28 ("Writing about Reading")

pgs. 38-43 ("Interacting with Texts")

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in Table of Contents, "Writing about Reading" and "Interacting with Texts".

Component: K-2 Unit Level Teacher Internalization Guide (ISBN: 9798890724403)

Change Type: Error Correction

Submitted: 11/20/2024 4:46pm

Updated: 11/20/2024 4:46pm

Current Page Number(s): throughout

Location:
throughout

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-2_Unit_IP_Teacher_ENG.pdf

Original Text:
throughout

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-2_Unit_IP_Teacher_ENG.pdf

Updated Text:
Text edited throughout.

Component: K-3 Skills Unit Coach Internalization Guide (ISBN: 9798890724434)

Change Type: Error Correction
Submitted: 11/20/2024 4:50pm
Updated: 11/20/2024 4:50pm
Current Page Number(s): throughout
Location:
throughout

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-3_Skills_Lesson_IP_Coach_ENG.pdf

Original Text:
throughout

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_K-3_Unit_IP_Coach_ENG.pdf

Updated Text:
Text updated throughout.

Component: K-2 RLA Unit Level Coach Internalization Guide (ISBN: 9798890724410)

Change Type: Error Correction
Submitted: 11/20/2024 4:49pm
Updated: 11/20/2024 4:50pm
Current Page Number(s): throughout
Location:
throughout

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-2_Unit_IP_Coach_ENG.pdf

Original Text:
throughout

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-2_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

ELAR, Grade 2 (IMRA)

Program: Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Submitted: 08/26/2024 10:13pm

Updated: 11/20/2024 4:42pm

Current Page Number(s): 25-28

Location:

Table of Contents

"Writing About Reading"

"Interacting with Texts"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 3 (Table of Contents)

pgs. 25-28 ("Writing about Reading")

pgs. 38-43 ("Interacting with Texts")

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in Table of Contents, "Writing about Reading" and "Interacting with Texts".

Component: Grade 2 Unit 1 Skills Teacher Guide (ISBN: 9798890727138)

Change Type: Error Correction

Submitted: 11/20/2024 3:08pm

Updated: 11/20/2024 3:08pm

Current Page Number(s): 301-339

Location:

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U1_Skills_TG_ENG.pdf

Original Text:

pgs. 301-339 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U1_TG_ENG.pdf

Updated Text:

Page numbers updated in the Teacher Resources.

Component: K-2 Unit Level Teacher Internalization Guide (ISBN: 9798890724403)

Change Type: Error Correction

Submitted: 11/20/2024 4:39pm

Updated: 11/20/2024 4:39pm

Current Page Number(s): throughout

Location:

throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-2_Unit_IP_Teacher_ENG.pdf

Original Text:

throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-2_Unit_IP_Teacher_ENG.pdf

Updated Text:

Text edited throughout.

Component: K-2 RLA Unit Level Coach Internalization Guide (ISBN: 9798890724410)

Change Type: Error Correction

Submitted: 11/20/2024 4:40pm

Updated: 11/20/2024 4:40pm

Current Page Number(s): throughout

Location:

throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-2_Unit_IP_Coach_ENG.pdf

Original Text:

throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-2_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

ELAR, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1

Component: Grade 3 Skills Unit 4 Teacher Guide (ISBN: 9798890720078)

Change Type: Error Correction

Submitted: 08/27/2024 12:34am

Updated: 11/20/2024 4:03pm

Current Page Number(s): 1-137, 214 - 229, 154-213

Location:

Introduction

Lessons 1 - 15

Activity Book Answer Key

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_Skills_TG_ENG.pdf

Original Text:

pgs. 1-4 (Introduction)
pgs. 5 -137 (Lessons 1 -15)
pgs. 214 - 229 (Activity Book Answer Key)
pgs. 154-213 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U4_TG_ENG_0.pdf

Updated Text:

Text edited in Introduction, Lessons 1-15, the Activity Book Answer Key, and page numbers updated in the Teacher Resources.

Component: Grade 3 Skills Unit 2 Teacher Guide (ISBN: 9798890720054)

Change Type: Error Correction
Submitted: 08/27/2024 12:34am
Updated: 11/20/2024 3:58pm
Current Page Number(s): 149-160, 55-64
Location:
Lesson 6

Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U2_Skills_TG_ENG.pdf

Original Text:

pgs. 55-64 (Lesson 6)
pgs. 149-150 (Pausing Point)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U2_TG_ENG.pdf

Updated Text:

Text edited in Lesson 6 and page numbers updated in the Pausing Point.

Component: Grade 3 Skills Unit 8 Teacher Guide (ISBN: 9798890720115)

Change Type: Error Correction
Submitted: 11/20/2024 4:25pm
Updated: 11/20/2024 4:25pm
Current Page Number(s): 149-225
Location:
Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U8_Skills_TG_ENG.pdf

Original Text:

pgs. 149-225 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U8_TG_ENG.pdf

Updated Text:

Page numbers updated in the Teacher Resources.

Component: Grade 3 Skills Unit 3 Teacher Guide (ISBN: 9798890720061)

Change Type: Error Correction

Submitted: 11/20/2024 4:23pm

Updated: 11/20/2024 4:23pm

Current Page Number(s): 197-332

Location:

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U3_Skills_TG_ENG.pdf

Original Text:

pgs. 197-332 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U3_TG_ENG.pdf

Updated Text:

Page numbers updated in the Teacher Resources.

Component: Grade 3 Skills Unit 7 Teacher Guide (ISBN: 9798890720108)

Change Type: Error Correction

Submitted: 11/20/2024 4:12pm

Updated: 11/20/2024 4:12pm

Current Page Number(s): 200-207

Location:

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U7_Skills_TG_ENG.pdf

Original Text:

pgs. 200-207 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U7_TG_ENG.pdf

Updated Text:

Page numbers updated in the Teacher Resources.

Component: Grade 3 Skills Unit 6 Teacher Guide (ISBN: 9798890720092)

Change Type: Error Correction

Submitted: 11/20/2024 4:10pm
Updated: 11/20/2024 4:10pm
Current Page Number(s): 213-217
Location:
Teacher Resources

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U6_Skills_TG_ENG.pdf

Original Text:
pgs. 213-217 (Teacher Resources)

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U6_TG_ENG.pdf

Updated Text:
Page numbers updated in the Teacher Resources.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction
Submitted: 08/27/2024 12:34am
Updated: 11/20/2024 4:27pm
Current Page Number(s): 3, 25-28, 38-43
Location:
Table of Contents
"Writing About Reading"
"Interacting with Texts"

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:
pg. 3 (Table of Contents)
pgs. 25-28 ("Writing about Reading")
pgs. 38-43 ("Interacting with Texts")

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:
Text edited in Table of Contents, "Writing about Reading" and "Interacting with Texts".

Component: Grade 3 Skills Unit 5 Teacher Guide (ISBN: 9798890720085)

Change Type: Error Correction
Submitted: 08/27/2024 12:34am
Updated: 11/20/2024 4:05pm
Current Page Number(s): 70-79, 144-151, 201-229
Location:
Lesson 7
Lesson 14
Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U5_Skills_TG_ENG.pdf

Original Text:

pgs. 70-79 (Lesson 7)

pgs. 144-151 (Lesson 14)

pgs. 201-229 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U5_TG_ENG.pdf

Updated Text:

Text edited in lessons 7, 14, and page numbers updated in the Teacher Resources.

Component: Grade 3 Unit 9 Colonial America Teacher Guide (ISBN: 9798890726902)

Change Type: Error Correction

Submitted: 08/27/2024 12:34am

Updated: 11/20/2024 4:00pm

Current Page Number(s): 8-31, 208-223, 248-257

Location:

Lesson 1, Lesson 9, Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U9_TG_ENG.pdf

Original Text:

pgs. 8-31 (Lesson 1)

pgs. 208-223 (Lesson 9)

pgs. 248-257 (Pausing Point)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G3_U9_TG_ENG.pdf

Updated Text:

Text edited in lesson 1, lesson 9, and the Pausing Point.

Component: Grade 3 Skills Unit 9 Teacher Guide (ISBN: 9798890720122)

Change Type: Error Correction

Submitted: 11/20/2024 4:14pm

Updated: 11/20/2024 4:14pm

Current Page Number(s): 91-99

Location:

Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U9_Skills_TG_ENG.pdf

Original Text:

pgs. 91-99 (Lesson 11)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U9_TG_ENG.pdf

Updated Text:

Page numbers updated in the Teacher Guide.

Component: Grade 3 Unit 8 Early Explorations of North America Teacher Guide (ISBN: 9798890726834)

Change Type: Error Correction

Submitted: 11/20/2024 4:07pm

Updated: 11/20/2024 4:07pm

Current Page Number(s): All

Location:

All Lessons

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U8_TG_ENG.pdf

Original Text:

All Lessons

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G3_U8_TG_ENG.pdf

Updated Text:

Page numbers updated in the teacher guide.

Component: Grade 3 Unit 6 Astronomy Teacher Guide (ISBN: 9798890727534)

Change Type: Error Correction

Submitted: 11/19/2024 5:19pm

Updated: 11/19/2024 5:19pm

Current Page Number(s): All lessons

Location:

All Lessons

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U6_TG_ENG.pdf

Original Text:

All lessons

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G3_U6_TG_ENG.pdf

Updated Text:

Page numbers updated in teacher guide.

Component: Grade 3 Skills Unit 1 Teacher Guide (ISBN: 9798890720047)

Change Type: Error Correction

Submitted: 08/27/2024 12:34am

Updated: 11/20/2024 3:56pm

Current Page Number(s): iv-vi, 1-25, 50-61, 196-247

Location:

Table of Contents, Introduction, Lesson 4, and Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U1_Skills_TG_ENG_0.pdf

Original Text:

Table of Contents, pgs. 1-25 (Introduction), pgs. 50-61 (Lesson 4), pgs. 196-247 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G3_U1_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Introduction, Lesson 4, and page numbers updated in the Teacher Resources.

Component: 3-5 RLA Unit Level Coach Internalization Guide (ISBN: 9798890724519)

Change Type: Error Correction

Submitted: 11/20/2024 4:21pm

Updated: 11/20/2024 4:21pm

Current Page Number(s): Throughout

Location:

Throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_G3-5_Lesson_IP_Coach_ENG.pdf

Original Text:

Throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_3-5_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

Component: 3-5 RLA Unit Level Teacher Internalization Guide (ISBN: 9798890724502)

Change Type: Error Correction

Submitted: 11/20/2024 4:18pm

Updated: 11/20/2024 4:18pm

Current Page Number(s): Throughout

Location:

Throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_G3-5_Lesson_IP_Teacher_ENG.pdf

Original Text:

Throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_3-5_Unit_IP_Teacher_ENG.pdf

Updated Text:

Text edited throughout.

Component: K-3 Skills Unit Coach Internalization Guide (ISBN: 9798890724434)

Change Type: Error Correction

Submitted: 11/20/2024 4:22pm

Updated: 11/20/2024 4:22pm

Current Page Number(s): Throughout

Location:

Throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_GK-3_Skills_Lesson_IP_Coach_ENG.pdf

Original Text:

Throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_K-3_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

ELAR, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1

Component: Grade 4 Unit 4 The Middle Ages Activity Book (ISBN: 9798894641744)

Change Type: Error Correction

Submitted: 11/20/2024 3:57pm

Updated: 11/20/2024 3:57pm

Current Page Number(s): 155-158

Location:

End of Unit Assessment

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_AB_ENG_0.pdf

Original Text:

pgs. 155-158 (End of Unit Assessment)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U4_AB_ENG.pdf

Updated Text:

Text edited in End of Unit Assessment.

Component: Grade 4 Unit 10 Number the Stars Teacher Guide (ISBN: 9798890726742)

Change Type: Error Correction

Submitted: 11/20/2024 4:31pm

Updated: 11/20/2024 4:31pm

Current Page Number(s): 162-190

Location:

End of Unit Assessment

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_TG_ENG.pdf

Original Text:

pgs. 162-190 (End of Unit Assessment)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U10_TG_ENG.pdf

Updated Text:

Reformatted page 190 to be the last (blank) page of the End of Unit Assessment

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Submitted: 08/26/2024 10:40pm

Updated: 11/20/2024 4:08pm

Current Page Number(s): 3, 25-28, 38-43

Location:

Table of Contents

Writing About Reading

Interacting with Texts

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 3 (Table of Contents)

pgs. 25-28 (Writing about Reading)

pgs. 38-43 (Interacting with Text)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Writing about Reading and Interacting with Texts.

Component: Grade 4 Unit 9 Energy Teacher Guide (ISBN: 9798890726711)

Change Type: Error Correction

Submitted: 08/26/2024 10:40pm

Updated: 11/20/2024 4:11pm

Current Page Number(s): 6-19, 161-189, 177-178

Location:

Lesson 1

Measures of Text Complexity Chart

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_TG_ENG.pdf

Original Text:

pgs. 6-19 (Lesson 1)

pgs. 161-189 (Teacher Resources)

pgs. 177-178 (Measures of Text Complexity Chart)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U9_TG_ENG.pdf

Updated Text:

Text edited in lesson 1, in measures of text complexity chart, and removed blank page and renumbered pg. 161-189

Component: Grade 4 Unit 1 Personal Narratives Teacher Guide (ISBN: 9798890726605)

Change Type: Error Correction

Submitted: 11/20/2024 4:26pm

Updated: 11/20/2024 4:26pm

Current Page Number(s): Table of Contents

Location:

Table of Contents

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U1_TG_ENG.pdf

Original Text:

Table of Contents

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U1_TG_ENG.pdf

Updated Text:

Page numbers updated in Table of contents for Pause points, Teacher Resources, Foundational Skills Instruction Appendix

Component: 3-5 RLA Unit Level Coach Internalization Guide (ISBN: 9798890724519)

Change Type: Error Correction

Submitted: 11/20/2024 4:23pm

Updated: 11/20/2024 4:23pm

Current Page Number(s): throughout

Location:

throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_G3-5_Lesson_IP_Coach_ENG.pdf

Original Text:

throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_3-5_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

Component: 3-5 RLA Unit Level Teacher Internalization Guide (ISBN: 9798890724502)

Change Type: Error Correction
Submitted: 11/20/2024 4:21pm
Updated: 11/20/2024 4:21pm
Current Page Number(s): throughout
Location:
throughout

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_G3-5_Lesson_IP_Teacher_ENG.pdf

Original Text:
throughout

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_3-5_Unit_IP_Teacher_ENG.pdf

Updated Text:
Text edited throughout.

Component: Grade 4 Unit 2 Eureka! The Art of Invention Teacher Guide (ISBN: 9798890729583)

Change Type: Error Correction
Submitted: 11/20/2024 4:17pm
Updated: 11/20/2024 4:17pm
Current Page Number(s): throughout
Location:
throughout

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_TG_ENG_0.pdf

Original Text:
throughout

Updated URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U2_TG_ENG.pdf

Updated Text:
Activity Book Answer Key page numbers updated pgs 1-350

ELAR, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1

Component: Grade 5 Unit 9 Juneteenth Teacher Guide (ISBN: 9798890726520)

Change Type: Error Correction
Submitted: 08/27/2024 12:22am
Updated: 11/20/2024 3:43pm
Current Page Number(s): 156-166, 167-180
Location:
Lesson 11 Lesson 12

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf

Original Text:

pgs. 156-166 (Lesson 11) pgs. 167-180 (Lesson 12)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_TG_ENG.pdf

Updated Text:

Text edited in lessons 11 and 12.

Component: Grade 5 Unit 5 Poetry Teacher Guide (ISBN: 9798890729958)

Change Type: Error Correction

Submitted: 08/27/2024 12:22am

Updated: 11/20/2024 3:21pm

Current Page Number(s): 165-205

Location:

Middle-of-Year Assessment

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf

Original Text:

pgs. 165-191 169-189 (Middle of Year Assessment)

pgs. 191-205 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U5_TG_ENG.pdf

Updated Text:

Text edited in middle-of-year assessment.

Added missing page number 191 to Teacher Resources title page.

Component: Grade 5 Unit 8 Chemical Matter Teacher Guide (ISBN: 9798890727053)

Change Type: Error Correction

Submitted: 11/20/2024 3:28pm

Updated: 11/20/2024 3:28pm

Current Page Number(s): 198-202

Location:

Lesson 13

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U8_TG_ENG.pdf

Original Text:

pgs. 198-202 (Lesson 13)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U8_TG_ENG.pdf

Updated Text:

Updated missing page number 198 in Lesson 13

Component: Grade 5 Unit 4 Don Quixote: A Hopeful Knight's Tale Teacher Guide (ISBN: 9798890727022)

Change Type: Error Correction

Submitted: 11/20/2024 3:34pm

Updated: 11/20/2024 3:34pm

Current Page Number(s): 263-304

Location:

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U4_TG_ENG.pdf

Original Text:

pgs. 263-304 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U4_TG_ENG.pdf

Updated Text:

Updated missing page number 263 to Teacher Resources title page

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Submitted: 08/27/2024 12:22am

Updated: 11/20/2024 4:41pm

Current Page Number(s): 3, 25-28, 38-43

Location:

Table of Contents

Writing About Reading

Interacting with Texts

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text:

pg. 3 (Table of Contents)

pgs. 25-28 (Writing about Reading)

pgs. 38-43 (Interacting with Texts)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLAFS_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Writing about Reading and Interacting with Texts.

Component: Grade 5 Unit 6 Midsummer Nights Dream Teacher Guide (ISBN: 9798890727091)

Change Type: Error Correction

Submitted: 11/20/2024 4:56pm

Updated: 11/20/2024 4:56pm

Current Page Number(s): 304-315

Location:

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U6_TG_ENG_0.pdf

Original Text:

pgs 304-315 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U6_TG_ENG.pdf

Updated Text:

Updated missing page number 304 to Teacher Resources title page

Component: 3-5 RLA Unit Level Teacher Internalization Guide (ISBN: 9798890724502)

Change Type: Error Correction

Submitted: 11/20/2024 4:50pm

Updated: 11/20/2024 4:50pm

Current Page Number(s): throughout

Location:

throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_G3-5_Lesson_IP_Teacher_ENG.pdf

Original Text:

throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_3-5_Unit_IP_Teacher_ENG.pdf

Updated Text:

Text edited throughout.

Component: 3-5 RLA Unit Level Coach Internalization Guide (ISBN: 9798890724519)

Change Type: Error Correction

Submitted: 11/20/2024 4:52pm

Updated: 11/20/2024 4:52pm

Current Page Number(s): throughout

Location:

throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_G3-5_Lesson_IP_Coach_ENG.pdf

Original Text:

throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_3-5_Unit_IP_Coach_ENG.pdf

Updated Text:

Text edited throughout.

Mathematics

Publisher: Cosenza & Associates, LLC

Math, Grade 8 (IMRA)

Program: Math - Grade 8

Component: Math-Grade 8 Teacher Course (ISBN: 9781948709361)

Change Type: Error Correction

Submitted: 11/20/2024 10:49pm

Updated: 11/20/2024 10:49pm

Current Page Number(s): time stamp 2:50

Location:

At time 2:50 in the video, the SRP reported an error that we corrected.

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c8ad08f2b1450001cafab7&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c8ad08f2b1450001cafab7&singleProduc)

Original Text:

n/a

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c8ad08f2b1450001cafab7&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c8ad08f2b1450001cafab7&singleProduc)

Updated Text:

video

IMRA 2024 Publisher New Content

English Language Arts and Reading

Publisher: Savvas Learning

ELAR, Grade K (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade K

Component: myView Grade K Student Edition (ISBN: 9798213425123)

Change Type: New Content

Submitted: 08/26/2024 8:51am

Updated: 11/20/2024 6:49pm

Current Page Number(s): p. 124

Location:

My Turn (middle of page) Directions (bottom of page)

Original URL:

https://us-school.pk12ls.com/school/cef69063-a158-4e35-bbb6-6941d9d9ef3b/TX_myV_2020_GK_SE/TX_myV_2020_GK_SE/html/html5forpc.html?page=365

Original Text:

My Turn: Sam looked at a map. Directions: Ask students to edit by rewriting the ver on the lines, changing, the ending to tell about an action that is happening now.

Updated URL:

https://us-school.pk12ls.com/school/f17f52e3-c24e-4284-b57c-1f2ca672286e/0124_000124_032894159X.pdf

Updated Text:

MyTurn: looks finds. Sam _____ at a map. Directions: Ask student to edit by writing the correct verb on the line.

Change Type: New Content

Submitted: 08/26/2024 8:51am

Updated: 11/20/2024 6:49pm

Current Page Number(s): p. 162

Location:

Verbs (top of page) My Turn (middle of page) Directions (bottom of page)

Original URL:

https://us-school.pk12ls.com/school/cef69063-a158-4e35-bbb6-6941d9d9ef3b/TX_myV_2020_GK_SE/TX_myV_2020_GK_SE/html/html5forpc.html?page=403

Original Text:

Verbs: A verb that ends with ed tells about action in the past. Yesterday I walked. My Turn: Circl eand write. I talk to Grandma yesterday. Last fall I start school. Directions: Have students edit each sentence by circling the verb and then writing past tense form of the verb on the lines.

Updated URL:

https://us-school.pk12ls.com/school/7bb8b1ae-bbfd-45dc-8747-746945042740/0162_000162_032894159X.pdf

Updated Text:

Verbs: A verb tells about an action. I walk my dog. My Turn: Write fly swim walk I _____ to school. Directions: Have students edit the sentence by writing the correct verb on the lines.

Component: myView Grade K Teacher Edition (ISBN: 9798213425291)

Change Type: New Content

Submitted: 08/26/2024 8:51am

Updated: 11/20/2024 6:48pm

Current Page Number(s): p. T117

Location:

Close Read (bottom right of page) Ask and Answer section

Original URL:

https://us-school.pk12ls.com/school/d50d276d-c5d8-4d21-af48-a7c1e9df40fd/TX_myV_2020_GK_TE/TX_myV_2020_GK_TE/html/html5forpc.html?page=155

Original Text:

Close Read Ask and Answer Questions After reading pp. 74-75, have students think of a question [...].

Updated URL:

https://us-school.pk12ls.com/school/fe7f2165-d3a0-493d-a8e4-8eb9279c5763/0145_T00117_0328990663.pdf

Updated Text:

Close Read Ask and Answer Questions While reading pp. 74-75, have students think of a question [...].

ELAR, Grade 1 (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade 1

Component: myView Grade 1 Language Awareness Handbook (ISBN: digital only, no ISBN)

Change Type: New Content

Submitted: 08/23/2024 10:32am

Updated: 11/20/2024 6:54pm

Current Page Number(s): p 21 (PDF p. 30 of 242)

Location:

Top of Page, Foundational Skills Focus: High Frequency Words Review and Guide Practice

Original URL:

<https://www.savvasrealize.com/content/viewer/standalone/loader/view/4064a60b-7183-3786-b969-dfeae375f692/95/nonscorable?programId=3976bfc3-0f28-3911-9c21-4a3ed06298b7&programVersion=0&programName=myView%20Literacy%202020%20Texas%20Grade%201&backUof28-3911-9c21-4a3ed06298b7/0>

Original Text:

REVIEW This week students learn the high-frequency words jump, she, what, take, and walk. Guide students to recognize, say, and write the words. GUIDE PRACTICE Remind students that high-frequency words appear very often in texts they read. Write the high frequency words on the board. Point to the words and say them aloud. Have students repeat after you. Then have them say aloud the words as you point to each one. Erase the words, and invite students to write them. Ask: Where do you see or hear these words? Encourage students to give examples by naming a text or saying a sentence with the word. Model an example and provide sentence frames to guide them: I use the word she to talk about my friend Lisa. I use the word jump to tell _____.

Updated URL:

https://us-school.pk12ls.com/school/892a1f58-b6c8-4c69-b751-f4dc154583eb/0021_MyView20_LAH01_U02W02.pdf

Updated Text:

REVIEW: Remind students that high-frequency words are words that they see, hear, or say most often. Students will use high-frequency words from this unit to describe a person, place, and object. GUIDE PRACTICE: Write the following high-frequency words on the board: jump, she, take, walk, what, see, saw, look, three, help, they. Guide students to use these high-frequency words to describe the characters and actions from the story The Stems on pages 59–61 of the Student Interactive. Have student pairs take turns using the high-frequency words to talk about Jack, his mom, their home, and the plants they are growing. Afterwards, ask students to draw and label a picture of one of their sentences.

Component: myView Grade 1 Student Edition (ISBN: 9798213425185)

Change Type: New Content

Submitted: 08/23/2024 10:29am

Updated: 11/20/2024 7:02pm

Current Page Number(s): p. 236

Location:

Turn and Talk bottom of page

Original URL:

https://us-school.pk12ls.com/school/f823c0a2-1c93-454d-99fe-571968e94d51/TX_myV_2020_G1_SE/TX_myV_2020_G1_SE/html/html5forpc.html?page=705

Original Text:

Turn and Talk: Find the word pull in the picture dictionary. Use the picture to tell what the word means.

Updated URL:

https://us-school.pk12ls.com/school/f178d6fb-1424-4ac6-9449-4870a45f15bd/0236_000236_0328941654.pdf

Updated Text:

Turn and Talk: Find the word pull in the picture dictionary. Use the picture to tell what the word means. Use the word pull in a sentence.

ELAR, Grade 2 (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade 2

Component: myView Grade 2 Teacher Edition Unit 2 (ISBN: 9798213425390)

Change Type: New Content

Submitted: 08/23/2024 10:27am

Updated: 11/20/2024 6:45pm

Current Page Number(s): p. T13

Location:

Top of page, ELL Targeted Support

Original URL:

https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=497

Original Text:

ELL Targeted Support Prior Knowledge To help students understand the video, use the supports below to help them access their prior knowledge. Have students identify familiar words in the video. Help them use this prior knowledge to define these words in English. BEGINNING/INTERMEDIATE Have students identify familiar English words in the video, use this prior knowledge to briefly define them, and use the words in sentences. ADVANCED/ADVANCED HIGH ELPS 1.A.1 Use prior knowledge to understand meanings in English.

Updated URL:

https://us-school.pk12ls.com/school/c4b0cc6f-0826-457f-b4e6-cff7055220c0/0039_T00013_0328990779.pdf

Updated Text:

ELL Targeted Support Have students use their prior knowledge of nature to build and reinforce language attainment. Replay the video to explain and clarify new words and ideas. Encourage students to respond orally, using their prior knowledge to help them answer questions about the video. BEGINNING/INTERMEDIATE Assign pairs to replay the video. Have them pause often to ask questions and clarify meanings of new words and ideas as they build and reinforce language attainment. ADVANCED/ADVANCED HIGH ELPS 1.A.1 Use prior knowledge to understand meanings in English. 3.J.ii Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment.

Component: myView Grade 2 Teacher Edition Unit 1 (ISBN: 9798213425437)

Change Type: New Content

Submitted: 08/23/2024 10:27am

Updated: 11/20/2024 6:45pm

Current Page Number(s): p. T13

Location:

Top of page, ELL Targeted Support

Original URL:

https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=49

Original Text:

ELL Targeted Support Prior Knowledge Use the following supports to help students tap into their prior experiences to understand the unit video. Help students relate the video content to their own experiences. Use their responses to ask targeted questions about word meanings in English. BEGINNING/INTERMEDIATE Have students use English words to describe how the video content relates to their own experiences. ADVANCED/ADVANCED HIGH ELPS 1.A.2 Use prior experiences to understand meanings in English.

Updated URL:

https://us-school.pk12ls.com/school/28fba321-3cc5-453a-83f2-cecc10ac3e1c/0039_T00013_0328990760.pdf

Updated Text:

ELL Targeted Support Use the unit video to tap into students' prior experiences with neighborhoods. Have them listen closely to derive meaning from the media to build and reinforce language attainment. Replay and pause the video to explain new words and clarify ideas. Guide students to relate their own experiences as they answer simple questions about the video. BEGINNING/INTERMEDIATE Assign partners to replay the video, taking turns retelling what they heard. Have them share their prior experiences and answer questions about words and ideas to build and reinforce language attainment. ADVANCED/ADVANCED HIGH ELPS 1.A.2 Use prior experiences to understand meanings in English. ELPS 2.F.ii Listen to and derive meaning from a variety of media to build and reinforce language attainment.

Component: myView Grade 2 Teacher Edition Unit 5 (ISBN: 9798213425406)

Change Type: New Content

Submitted: 08/23/2024 10:25am

Updated: 11/20/2024 6:43pm

Current Page Number(s): p. T347

Location:

Top of page, Formative Assessment Options Apply Option 1 Option 2

Original URL:

https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpc.html?page=2235

Original Text:

Apply Have students use the strategies to analyze informational text. OPTION 1 Have students work with a partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to explain how these features help them read informational text. OPTION 2 Use Independent Text Have students use a concept map to chart one main idea and its supporting details in the informational text they are reading. Ask them to write the main idea in the center of the map and then fill in spokes with the details.

Updated URL:

https://us-school.pk12ls.com/school/9eedabc0-d7b6-443a-9cfc-606d558c4188/0373_T00347_0328990809.pdf

Updated Text:

Apply With adult assistance, have students use strategies to analyze structures of informational text. OPTION 1 Have students work with an adult or partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to explain how these features help them read informational text. OPTION 2 With adult assistance, have students use a concept map to chart one central idea and its supporting details in the informational text they are reading. Ask them to write the central idea in the center of the map and then fill in the details.

ELAR, Grade 3 (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade 3

Component: myView Grade 3 Student Edition Unit 1 (ISBN: 9798213425239)

Change Type: New Content

Submitted: 08/23/2024 10:20am

Updated: 11/20/2024 6:31pm

Current Page Number(s): p. 216

Location:

top of page, Fact-Finding in the Field middle of page, Example

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpc.html?page=223

Original Text:

FACT FINDING IN THE FIELD Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural surroundings. It allows you to identify and gather relevant information and gain firsthand knowledge. You can then demonstrate understanding of the information you gathered. EXAMPLE Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They went to the lot to do field research. They took pictures and then demonstrated their understanding of how to improve the land by drawing a plan of the garden they want. What information would you add to their research?

Updated URL:

https://us-school.pk12ls.com/school/f9e860c6-5f75-4c4c-953f-8a114acd047b/0216_000216_0328941700.pdf

Updated Text:

FACT FINDING IN THE FIELD Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural surroundings. To focus your field research, identify and gather relevant information from a variety of sources before you go. You can then demonstrate understanding of the information you gathered. EXAMPLE Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They identified and gathered a variety of relevant information before they went to the lot to do field research. They took pictures and then created a plan of the garden they want. What information would you add to their research?

Change Type: New Content

Submitted: 08/23/2024 10:20am

Updated: 11/20/2024 6:32pm

Current Page Number(s): p. 217

Location:

top of page, Collaborate

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpc.html?page=223

Original Text:

COLLABORATE Ask an adult to take you and your partner to the park or playground you want to improve. Take photos and write notes to identify and gather information and evidence. Demonstrate an understanding of the information you gathered by suggesting improvements that could be made to the park or playground. With your partner, discuss ideas from your notes and photos that will be important for your letter. Discuss your research results. How did the field research help to support your opinion? Do you need to add more specific information?

Updated URL:

https://us-school.pk12ls.com/school/9c226e6a-b888-43e5-baae-33bb7beb00ab/0217_000217_0328941700.pdf

Updated Text:

COLLABORATE Ask an adult to take you and your partner to the park or playground you want to improve. Identifying and gathering information from a variety of sources, such as articles, photos, maps, and books before you go will help inform your notes and photographs at the park. With your partner, discuss ideas from your notes and photos that will be important for your letter. Discuss your research results. How did identifying and gathering information from a variety of sources prior to your research help you? How did the field research help to support your opinion? Do you need to add more specific information?

Component: myView Grade 3 Student Edition Unit 4 (ISBN: 9798213425246)

Change Type: New Content

Submitted: 08/23/2024 10:20am

Updated: 11/20/2024 6:32pm

Current Page Number(s): p. 413

Location:

top of page, Collaborate

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpc.html?page=839

Original Text:

COLLABORATE With your partner, review your research plan and your goals. Work together following rules, norms, and protocols, such as each person choosing one goal. Use the Library of Congress Web site to recognize

characteristics of multimodal and digital texts for your research. Then use those texts to identify and gather relevant facts, details, and images for your poster.

Updated URL:

https://us-school.pk12ls.com/school/c9f55644-f362-449c-bb00-d4b31dc6564f/0413_000413_0328941719.pdf

Updated Text:

COLLABORATE With your partner, review your research plan and your goals. Work together following rules, norms, and protocols, such as each person choosing one goal. Use the Library of Congress Web site to recognize characteristics of multimodal and digital texts for your research. Then identify and gather relevant facts, details, and images from a variety of sources to complete your poster.

Component: myView Grade 3 Teacher Edition Unit 4 (ISBN: 9798213425475)

Change Type: New Content

Submitted: 08/23/2024 10:20am

Updated: 11/20/2024 6:24pm

Current Page Number(s): p. T371

Location:

bottom right

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=1643

Original Text:

Student Edition p. 413 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/02e087b0-891e-42c4-a968-c8b2299a57cf/0399_T00371_0328990841.pdf

Updated Text:

Student Edition p. 413 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Component: myView Grade 3 Teacher Edition Unit 1 (ISBN: 9798213425444)

Change Type: New Content

Submitted: 08/23/2024 10:20am

Updated: 11/20/2024 6:35pm

Current Page Number(s): p. T380

Location:

Teaching Point, paragraph 2 Model and Practice, bullet 1 Collaborate

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=421

Original Text:

TEACHING POINT Paragraph 2: There is a variety of information at a site that can be identified and gathered. Tell students to look at the whole site, but then identify all the different sources of relevant, or meaningful, information that can be gathered to help with their project. They need to understand the information they gather and why it is helpful for their project. MODEL AND PRACTICE Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. They go to the lot to study the area and collect information. They take photos and measurements. They use their field research to draw a plan for the community garden. COLLABORATE Send a letter home with students explaining the project and encouraging

parents and guardians to visit a park or playground with students. Have students write notes to identify and gather relevant information and evidence from a variety of sources. Tell them to record their field research on p. 217 of the Student Interactive. For students who are unable to visit a park or playground, have them develop a field research plan about the information they would want to collect. Have students show understanding of the information gathered by discussing with their team why it is important to their project.

Updated URL:

https://us-school.pk12ls.com/school/35696ed2-6423-4d7a-871c-d9d2ef87e600/0408_T00380_0328990817.pdf

Updated Text:

TEACHING POINT Paragraph 2 Explain that before doing field research, students should identify and gather information from a variety of sources about their topic. Tell them that photographs, books, articles, maps, and other forms of media can help them focus on data they'll want to collect for their research. Point out that students should focus their searches on key words and ideas in order to identify and gather the most relevant information. MODEL AND PRACTICE Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. Before they go, they identify and gather pertinent articles, photos, and maps to help them. They use their field research to draw a plan for the community garden. COLLABORATE Send a letter home with students explaining the project and encouraging parents and guardians to help their student identify and gather relevant information and evidence from a variety of sources before they do their field research. Tell them to record their field research on p. 217 of the Student Interactive. For students who are unable to visit a park or playground, have them develop a field research plan about the information they would want to collect. Have students show understanding of the information gathered by discussing with their team why it is important to their project.

Change Type: New Content

Submitted: 08/23/2024 10:20am

Updated: 11/20/2024 6:36pm

Current Page Number(s): p. T381

Location:

bottom of page

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=421

Original Text:

Student Edition pp. 216-217 were updated, so the thumbnail of the Student Edition change was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/77407d1b-3a02-42c5-9bb8-34c121ca4659/0409_T00381_0328990817.pdf

Updated Text:

Student Edition pp. 216-217 were updated, so the thumbnail of the Student Edition change was updated in the TE.

Component: myView Grade 3 Teacher Edition Unit 3 (ISBN: 9798213425468)

Change Type: New Content

Submitted: 08/23/2024 10:20am

Updated: 11/20/2024 6:33pm

Current Page Number(s): p. T59

Location:

top of page Apply Option 1

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpc.html?page=921

Original Text:

OPTION 1 My Turn Have students annotate the text using the other Close Read notes for Analyze Plot and Setting and then use the text evidence from their annotations to complete the chart on SI p. 46.

Updated URL:

https://us-school.pk12ls.com/school/7049a272-7ccf-4dfe-83bc-26283af2fd30/0085_T00059_0328990833.pdf

Updated Text:

OPTION 1 My Turn Have students annotate the text using the other Close Read notes for Analyze Plot and Setting. Then have them use the text evidence from their annotations analyze plot elements, including the sequence of events, the conflict, and the resolution, by completing the chart and answering the question at the bottom ofon SI p. 46.

English Language Arts and Reading - Phonics

Publisher: 95 Percent Group LLC

ELAR, Phonics, Grade K (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Kindergarten

Component: (95 PG_GK_Enhanced Resources) (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:24am

Updated: 11/21/2024 9:24am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: Extended Resources Grade K: Teacher Edition (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:24am

Updated: 11/21/2024 9:24am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: (95 Phonics Core Program Kindergarten: Enhanced Resources – Passage Reading) (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:24am

Updated: 11/21/2024 9:24am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

ELAR, Phonics, Grade 1 (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Grade 1

Component: (Open Syllables _ One and Multisyllable Words) (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:29am

Updated: 11/21/2024 9:29am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: (Grade 1 High-Frequency Words 95 Phonics Core Program) (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:29am

Updated: 11/21/2024 9:29am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: (Assessment Five Sheet) (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:29am

Updated: 11/21/2024 9:29am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: Extended Resources Grade 1: Teacher Edition (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:29am

Updated: 11/21/2024 9:29am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: (Open Syllables One and Multisyllable Words) (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:29am

Updated: 11/21/2024 9:29am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: (Grade 1 Extended Skill Lesson on Complex...) (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:29am

Updated: 11/21/2024 9:29am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: (Grade 1 Extended Skill Lessons on Spelling) (ISBN: N/A)

Change Type: New Content
Submitted: 11/21/2024 9:29am
Updated: 11/21/2024 9:29am
Current Page Number(s): N/A
Location:
N/A; New Content

Original URL:
<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:
New Content

Updated URL:
<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:
See URL

Component: (95 PCP Sound-Spelling Mapping) (ISBN: N/A)

Change Type: New Content
Submitted: 11/21/2024 9:29am
Updated: 11/21/2024 9:29am
Current Page Number(s): N/A
Location:
N/A; New Content

Original URL:
<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:
New Content

Updated URL:
<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:
See URL

ELAR, Phonics, Grade 3 (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Grade 3

Component: (G3 - Extended Skill Lessons Contractions) (ISBN: N/A)

Change Type: New Content
Submitted: 11/21/2024 9:31am
Updated: 11/21/2024 9:31am
Current Page Number(s): N/A
Location:
N/A; New Content

Original URL:
<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: (Student Workbook Extended Lesson on Contractions (ISBN: N/A))

Change Type: New Content

Submitted: 11/21/2024 9:31am

Updated: 11/21/2024 9:31am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Component: Extended Resources Grade 3: Teacher Edition (ISBN: N/A)

Change Type: New Content

Submitted: 11/21/2024 9:31am

Updated: 11/21/2024 9:31am

Current Page Number(s): N/A

Location:

N/A; New Content

Original URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Original Text:

New Content

Updated URL:

<https://95percentgroup.canto.com/b/QTVMQ>

Updated Text:

See URL

Publisher: Amplify

ELAR, Phonics, Grade K (IMRA)

Program: Amplify ELAR Texas Skills, Grade K

Component: GK, Skills Unit 10 Teacher Guide (ISBN: 9798891808843)

Change Type: New Content

Submitted: 11/20/2024 4:16pm

Updated: 11/20/2024 4:23pm

Current Page Number(s): N/A

Location:

New Content - The enrichment passages can be found in Skills Unit 10 Teacher Guide starting on p. 311 (PDF p. 320-328)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade K Skills Unit 10 Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: G1, Skills Unit 7 Teacher Guide (ISBN: 9798894040219)

Change Type: New Content

Submitted: 11/20/2024 4:19pm

Updated: 11/20/2024 4:22pm

Current Page Number(s): N/A

Location:

New Content - The enrichment passages can be found in Skills Unit 7 Teacher Guide starting on p. 214 (PDF p. 221-230)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 1 Skills Unit 7 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

ELAR, Phonics, Grade 2 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 2

Component: G2, Skills Unit 6 Teacher Guide (ISBN: 9798894040448)

Change Type: New Content

Submitted: 11/20/2024 4:21pm

Updated: 11/20/2024 4:21pm

Current Page Number(s): N/A

Location:

New Content - The enrichment passages can be found in Skills Unit 6 Teacher Guide starting on p. 381 (PDF p. 390-401)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 2 Skills Unit 6 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

ELAR, Phonics, Grade 3 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 3

Component: G3, Skills Unit 2 Teacher Guide (ISBN: 9798891808621)

Change Type: New Content

Submitted: 11/20/2024 4:25pm

Updated: 11/20/2024 4:25pm

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 2 Teacher Guide on p. 129 (PDF p. 140), p. 187 (PDF p. 198), p. 295 (PDF p. 306) and the passages can be found on p. 324-325 (PDF p. 335-336), p. 331-332 (PDF p. 343-343), and p. 343-344 (PDF p. 354-355)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: G3, Skills Unit 1 Teacher Guide (ISBN: 9798891808614)

Change Type: New Content

Submitted: 11/20/2024 4:24pm

Updated: 11/20/2024 4:24pm

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 1 Teacher Guide on p. 64 (PDF p. 73), and the passage can be found on p. 286-287 (PDF p. 295-296)

Original URL:**Original Text:**

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: G3, Skills Unit 4 Teacher Guide (ISBN: 9798891808645)

Change Type: New Content

Submitted: 11/20/2024 4:27pm

Updated: 11/20/2024 4:27pm

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 4 Teacher Guide on p. 67 (PDF p. 76) and p. 132 (PDF p. 141), and the passages can be found on p. 280-281 (PDF p. 289-290) and p. 287-288 (PDF p. 296-297)

Original URL:**Original Text:**

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: G3, Skills Unit 3 Teacher Guide (ISBN: 9798891808638)

Change Type: New Content

Submitted: 11/20/2024 4:26pm

Updated: 11/20/2024 4:26pm

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 3 Teacher Guide on p. 128 (PDF p. 139), and the passage can be found on p. 323-326 (PDF p. 334-337)

Original URL:**Original Text:**

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Kindergarten - Early Decodables

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

Change Type: New Content

Submitted: 11/20/2024 3:05pm

Updated: 11/20/2024 3:05pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

Teacher guidance for preteaching unfamiliar vocabulary and references and guidance for implementing differentiated instruction for students who have not yet reached on grade-level proficiency.

- Proposed new guidance for vocabulary in the section New Vocabulary (pg 1). The teacher introduces new vocabulary words, the definitions, and images or actions to demonstrate the meaning of the new word.
- Proposed Update to the Differentiation (pg 4) section of the lesson provides more explicit guidance in using Reading Workouts for students who have not yet reached on grade-level proficiency. These proposed materials include guidance for using Reading Workouts as extensions for students who have already mastered the grade level concepts.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

Change Type: New Content

Submitted: 11/20/2024 1:24pm

Updated: 11/20/2024 1:24pm

Current Page Number(s): N/A

Location:

Proposed Change: ELPS alignment in the Teacher Guide Kinder https://drive.google.com/file/d/1xrE-hPi0llkOHsw-LeH_Lrmd34qOGBDV/view?usp=sharing

Original URL:

Original Text:

No content.

Updated URL:

https://drive.google.com/file/d/1xrE-hPi0llkOHsw-LeH_Lrmd34qOGBDV/view?usp=sharing

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide Kinder https://drive.google.com/file/d/1xrE-hPi0llkOHsw-LeH_Lrmd34qOGBDV/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 1:59pm

Updated: 11/20/2024 1:59pm

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

N/A

Updated Text:

Evidence per the SBOE feedback

https://drive.google.com/file/d/1HAVCemz9TXmmIONAo7TtR7FO7ch8a3tG/view?usp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Reader%20Pilot%20Spotlight.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20Pilot%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Change Type: New Content

Submitted: 11/20/2024 3:09pm

Updated: 11/20/2024 3:09pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Phonics Rules Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20K%20Pacing%20T>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20K%20Pacing%20T>

Change Type: New Content

Submitted: 11/20/2024 1:43pm

Updated: 11/20/2024 1:43pm

Current Page Number(s): N/A

Location:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

Original URL:

Original Text:

No content

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plan Section The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback: • A proposed Immediate and Corrective Feedback Guide per grade level, K-2, for the Teacher's Edition. • A proposed Student Feedback section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and

blended it perfectly. That's what good readers do!" • Proposed, updated prompts in the Independent Reading section for immediate and corrective feedback. • A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Change Type: New Content

Submitted: 11/20/2024 4:24pm

Updated: 11/20/2024 4:24pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Kindergarten: The Scope and Sequence shows the systematic progression for introducing grade-level morphemes, including adding the inflectional ending -s (no change to base words). Students practice using -s in Lesson Plans in the Phonics Review, in the comprehension discussion in the Reading Review, and in the Writing Application where they write teacher-dictated words or sentences and respond to prompts where they write about the book using prompts for the storyline, sequencing, character, or summarizing. The proposed materials include a new review section for previously taught concepts in the Teacher Led Phonics Review (pg 2) section for every lesson.

<https://21778604.fs1.hubspotusercontent->

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf)

Change Type: New Content

Submitted: 11/20/2024 2:38pm

Updated: 11/20/2024 2:38pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: Lesson Plans

Proposed new Phonics Rules Lessons and Slides with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

[https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlIeDB7p/view?](https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlIeDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true)

[usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true](https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlIeDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true)

Change Type: New Content

Submitted: 11/20/2024 1:46pm

Updated: 11/20/2024 1:46pm

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content.

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

Updated Text:

Proposed Update: Lesson Plans • Proposed review and intentional practice of previously taught phonics skills at the end of the Phonics Review section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced. • A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis. • A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

https://drive.google.com/file/d/1ZRZqetpLASWvWx0Vw_zWjF9rUcgbfWk6/view?usp=sharing

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

Change Type: New Content

Submitted: 11/20/2024 3:21pm

Updated: 11/20/2024 3:21pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The proposed materials include a new review section for previously taught concepts in the Phonics Review section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

Change Type: New Content

Submitted: 11/20/2024 3:31pm

Updated: 11/20/2024 3:31pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated Assessment and Progress Monitoring Guide includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic, formative (mastery measures), and summative assessments. Proposed new Oral Reading Fluency Reading Probes for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20\(EN\).pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20(EN).pdf)

Change Type: New Content

Submitted: 11/20/2024 3:14pm

Updated: 11/20/2024 3:14pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic

opportunities for active listening and discussing in each lesson plan.

- In the existing Phonics Review the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing Guided Reading section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.
- In the existing Reading Review section, students complete a proposed Turn and Talk (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.
- The existing QR code videos for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>

Change Type: New Content

Submitted: 11/20/2024 4:23pm

Updated: 11/20/2024 4:23pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Updates: Pacing Guide

Proposed Update: Lesson Plans

Proposed Change: New Decodable Books

K-2 grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the Phonics Review (pg 2) where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the Pacing Guide also include new guidance for weekly and cumulative reviews of the spiraled curriculum.

The Lesson Plans include a proposed Student Feedback (pg 3) section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Kindergarten: The proposed materials include 5 new Decodables Word Books for kindergarten to provide additional practice and reinforcement for phonemic awareness. The new word books include Jam, Fin, Cot, Dog, and Bug.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20K%20Pacing%20T>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20K%20Pacing%20T>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Dip%20K%20EN%20Evidence.pdf>
https://drive.google.com/file/d/1jK8yc_heAx3SK7INyxOnj73sbY106fz6/view?usp=drive_link
https://drive.google.com/file/d/1VJNkU_upGmY3U61XXWfZ6RHCT9yeL66q/view?usp=drive_link
https://drive.google.com/file/d/1idboGMYS94esGXOMw0mUcuiQB0J6D4cG/view?usp=drive_link
https://drive.google.com/file/d/1-GCGeAjeBcXtMriTuj5CUqOk9nXsvWAI/view?usp=drive_link
https://drive.google.com/file/d/1MRzO-SdXvUKTLdganrdbKkN3TVVj5dEs/view?usp=drive_link

Change Type: New Content

Submitted: 11/20/2024 3:23pm

Updated: 11/20/2024 3:23pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide and Emergent Bilingual Support Guide for Dual Language Programs.

<https://drive.google.com/file/d/1mDmB-1Z0PHaYvPjCXs-Y39x9rb468xRT/view?usp=sharing>

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

ELAR, Phonics, Grade 1 (IMRA)

Program: 1st Grade Decodables

Component: 1st Grade Decodables (ISBN: 9798892398640)

Change Type: New Content

Submitted: 11/20/2024 4:27pm

Updated: 11/20/2024 4:27pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Updates: Pacing Guide

Proposed Update: Lesson Plans

Proposed Change: New Decodable Books

K-2 grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the Phonics Review (pg 2) where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the Pacing Guide also include new guidance for weekly and cumulative reviews of the spiraled curriculum.

The Lesson Plans include a proposed Student Feedback (pg 3) section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

First Grade: The existing Orally Segmenting and Blending Syllables lesson plan provides additional practice and reinforcement for phonemic awareness. In the lesson, students practice blending sounds from word lists that include 2 sounds, 3 sounds, initial consonant blends, final consonant blends, and initial and final consonant blends. They also practice segment sounds from word lists that include 2 sounds, 3 sounds, initial consonant blends, final consonant blends, and initial and final consonant blends.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%201st%20Pacing%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Can%20Help%201st%20Grade%20EN%20E>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%201st%20Pacing%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Can%20Help%201st%20Grade%20EN%20E>

Change Type: New Content

Submitted: 11/20/2024 3:36pm

Updated: 11/20/2024 3:36pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated Assessment and Progress Monitoring Guide includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic, formative (mastery measures), and summative assessments. Proposed new Oral Reading Fluency Reading Probes for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20\(EN\).pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20(EN).pdf)

Change Type: New Content

Submitted: 11/20/2024 3:15pm

Updated: 11/20/2024 3:15pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan.

- In the existing Phonics Review the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing Guided Reading section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.
- In the existing Reading Review section, students complete a proposed Turn and Talk (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the

book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.

- The existing QR code videos for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/1%20Can%20Help%201st%20Grade%20EN%20E>

Change Type: New Content

Submitted: 11/20/2024 3:24pm

Updated: 11/20/2024 3:24pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide and Emergent Bilingual Support Guide for Dual Language Programs

<https://drive.google.com/file/d/1mDmB-1Z0PHaYvPjCXs-Y39x9rb468xRT/view?usp=sharing>

https://drive.google.com/file/d/1t9FVqD2sQuijKNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 3:37pm

Updated: 11/20/2024 3:37pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Progress Monitoring Guide

The proposed materials include updates for the Progress Monitoring Guide with new guidance for accelerating learning based on progress monitoring data to reach mastery of specific concepts.

<https://drive.google.com/file/d/17ltO0RFbalfisdL9CnGdhFt2IIWaNO7/view?...>

Change Type: New Content

Submitted: 11/20/2024 3:20pm

Updated: 11/20/2024 3:20pm

Current Page Number(s): N/A

Location:

New content based on the SBOE feedback.

Original URL:

Original Text:

New content based on the SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The proposed materials include a new review section for previously taught concepts in the Phonics Review section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Component: 1st Grade Decodables (ISBN: 9798892398640)

Change Type: New Content

Submitted: 11/20/2024 3:00pm

Updated: 11/20/2024 3:00pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
1st Grade

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
1st Grade

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Lesson%20Plan%20Internalization.pdf>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%20Accelerating%20Learning%20Based%20>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/ELPS/QR%20IMRA%20EN%201st%20ELPS%20TX%20Tea>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%201st%20Pacing%20>

Change Type: New Content

Submitted: 11/20/2024 2:40pm

Updated: 11/20/2024 2:40pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: Lesson Plans

Proposed new Phonics Rules Lessons and Slides with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

https://drive.google.com/file/d/1bMS6SaX_-5dI4VIX4r_DCK8NAedoQM8b/view?usp=drive_link

<https://docs.google.com/presentation/d/1w3lledFYmR-PEsIxNqh1U2aDRlIeDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true>

Change Type: New Content

Submitted: 11/20/2024 1:50pm

Updated: 11/20/2024 2:56pm

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Can%20Help%201st%20Grade%20EN%20E>

Updated Text:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Can%20Help%201st%20Grade%20EN%20E>

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed Immediate and Corrective Feedback Guide per grade level, K-2, for the Teacher's Edition.
- A proposed Student Feedback section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the Independent Reading section for immediate and corrective feedback.
- A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Change Type: New Content

Submitted: 11/20/2024 3:06pm

Updated: 11/20/2024 3:06pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

Teacher guidance for preteaching unfamiliar vocabulary and references and guidance for implementing differentiated instruction for students who have not yet reached on grade-level proficiency.

- Proposed new guidance for vocabulary in the section New Vocabulary (pg 1). The teacher introduces new vocabulary words, the definitions, and images or actions to demonstrate the meaning of the new word.
- Proposed Update to the Differentiation (pg 4) section of the lesson provides more explicit guidance in using

Reading Workouts for students who have not yet reached on grade-level proficiency. These proposed materials include guidance for using Reading Workouts as extensions for students who have already mastered the grade level concepts.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Can%20Help%201st%20Grade%20EN%20E>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Can%20Help%201st%20Grade%20EN%20E>

Change Type: New Content

Submitted: 11/20/2024 2:01pm

Updated: 11/20/2024 2:01pm

Current Page Number(s): N/A

Location:

New content per SBOE feedback.

Original URL:

Original Text:

New content per SBOE feedback.

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAVCemz9TXmmIOnAo7TtR7FO7ch8a3tG/view?usp=drive_link
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Reader%20Pilot%20Spotlight.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20Pilot%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Change Type: New Content

Submitted: 11/20/2024 3:11pm

Updated: 11/20/2024 3:11pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/1%20Can%20Help%201st%20Grade%20EN%20E>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%201st%20Pacing%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%201st%20Pacing%20>

Component: First Grade Decodables (ISBN: 9798892398640)

Change Type: New Content

Submitted: 11/20/2024 1:28pm

Updated: 11/20/2024 1:28pm

Current Page Number(s): N/A

Location:

New content.

Original URL:

Original Text:

No content.

Updated URL:

https://drive.google.com/file/d/1xrE-hPi0IkOHsw-LeH_Lrmd34qOGBDV/view?usp=sharing

Updated Text:

<https://drive.google.com/file/d/1CGi3E9q1bou8xIFxj0hAxxEUfHeFOcax/view?usp=sharing>

Proposed Change: ELPS alignment in the Teacher Guide

ELAR, Phonics, Grade 2 (IMRA)

Program: 2nd Grade Decodables

Component: 2nd Grade Decodables (ISBN: 9798892398633)

Change Type: New Content

Submitted: 11/20/2024 1:32pm

Updated: 11/20/2024 1:32pm
Current Page Number(s): N/A
Location:
No content.

Original URL:

Original Text:
New Content

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/ELPS/QR%20IMRA%20EN%202nd%20ELPS%20TX%20Te>

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Change Type: New Content
Submitted: 11/20/2024 2:03pm
Updated: 11/20/2024 2:03pm
Current Page Number(s): N/A
Location:
New content per SBOE feedback

Original URL:

Original Text:
New content per SBOE feedback

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmIONAo7TtR7FO7ch8a3tG/view?usp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Reader%20Pilot%20Spotlight.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20Pilot%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Change Type: New Content
Submitted: 11/20/2024 3:12pm

Updated: 11/20/2024 3:12pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/1%20Love%20My%20Hair%20nd%20Grade%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20nd%20Pacing%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%20nd%20Pacing%20>

Change Type: New Content

Submitted: 11/20/2024 3:02pm

Updated: 11/20/2024 3:02pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
1st Grade

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.
2nd Grade

Proposed Change: Lesson Plan Internalization Template for the Teacher's Edition.

Proposed Change: Instructional Coach Guidance for the Teacher's Edition.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/ELPS/QR%20IMRA%20EN%202nd%20ELPS%20TX%20Te>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%202nd%20Pacing%2>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Lesson%20Plan%20Internalization.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%20Accelerating%20Learning%20Based%20C>

Change Type: New Content

Submitted: 11/20/2024 2:42pm

Updated: 11/20/2024 2:42pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: Lesson Plans

Proposed new Phonics Rules Lessons and Slides with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

https://drive.google.com/file/d/1bMS6SaX_-5dl4VIX4r_DCK8NAedoQM8b/view?usp=drive_link

[https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlIeDB7p/view?](https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlIeDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true)

[usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true](https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlIeDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true)

Change Type: New Content

Submitted: 11/20/2024 1:53pm

Updated: 11/20/2024 1:53pm

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

Updated Text:

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed Immediate and Corrective Feedback Guide per grade level, K-2, for the Teacher's Edition.
- A proposed Student Feedback section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the Independent Reading section for immediate and corrective feedback.
- A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Change Type: New Content

Submitted: 11/20/2024 4:29pm

Updated: 11/20/2024 4:29pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Updates: Pacing Guide

Proposed Update: Lesson Plans

Proposed Change: New Decodable Books

K-2 grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the Phonics Review (pg 2) where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the Pacing Guide also include new guidance for weekly and cumulative reviews of the spiraled curriculum.

The Lesson Plans include a proposed Student Feedback (pg 3) section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Second Grade: The existing Manipulating Phonemes lesson plan provides additional practice and reinforcement for phonemic awareness. In the lesson, students practice adding and deleting sounds to the beginning and ending of

words and changing sounds in the beginning, middle, and end of words.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%202nd%20Pacing%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%202nd%20Pacing%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%202nd%20Pacing%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20IMRA%20EN%202nd%20Pacing%20>

Change Type: New Content

Submitted: 11/20/2024 3:08pm

Updated: 11/20/2024 3:08pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

Teacher guidance for preteaching unfamiliar vocabulary and references and guidance for implementing differentiated instruction for students who have not yet reached on grade-level proficiency.

- Proposed new guidance for vocabulary in the section New Vocabulary (pg 1). The teacher introduces new vocabulary words, the definitions, and images or actions to demonstrate the meaning of the new word.
- Proposed Update to the Differentiation (pg 4) section of the lesson provides more explicit guidance in using Reading Workouts for students who have not yet reached on grade-level proficiency. These proposed materials include guidance for using Reading Workouts as extensions for students who have already mastered the grade level concepts.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%202nd%20Grade%20>

Change Type: New Content

Submitted: 11/20/2024 3:18pm

Updated: 11/20/2024 3:18pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

The proposed materials include a new review section for previously taught concepts in the Phonics Review section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%20nd%20Grade%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%20nd%20Grade%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love%20My%20Hair%20nd%20Grade%20)

Change Type: New Content

Submitted: 11/20/2024 3:41pm

Updated: 11/20/2024 3:41pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Progress Monitoring Guide

The proposed materials include updates for the Progress Monitoring Guide with new guidance for accelerating learning based on progress monitoring data to reach mastery of specific concepts.

<https://drive.google.com/file/d/17ltO0RFbalfTisdL9CnGdhFt2IIWaNO7/view?usp=sharing>

Change Type: New Content

Submitted: 11/20/2024 3:26pm

Updated: 11/20/2024 3:26pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide and Emergent Bilingual Support Guide for Dual Language Programs.

<https://drive.google.com/file/d/1mDmB-1Z0PHaYvPjCXs-Y39x9rb468xRT/view?usp=sharing>

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 3:40pm

Updated: 11/20/2024 3:40pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated Assessment and Progress Monitoring Guide includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic, formative (mastery measures), and summative assessments. Proposed new Oral Reading Fluency Reading Probes for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

<https://21778604.fs1.hubspotusercontent->

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20\(EN\).pdf](https://21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20(EN).pdf)

Spanish Language Arts and Reading

Publisher: Savvas Learning

SLAR, Grade 2 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 2

Component: miVisión Texas Grade 2 Student Interactive, Unit 4, Week 3 (ISBN: 9798213424027)

Change Type: New Content

Submitted: 08/26/2024 11:16am

Updated: 11/20/2024 6:37pm

Current Page Number(s): 356

Location:

First paragraph under "Reflexionar y comentar/En tus palabras"

Original URL:

https://us-school.pk12ls.com/school/c8879367-baf2-403d-97b1-38e19731cb93/TX_myV_2020_SP_SE_G2/TX_myV_2020_SP_SE_G2/html/html5forpc.html?page=779

Original Text:

"¿Qué otras cosas podrían hacer tú y tus vecinos para mejorar su comunidad? Habla en clase sobre este tema. Usa evidencia de los textos que leíste esta semana para apoyar tus ideas."

Updated URL:

https://us-school.pk12ls.com/school/52f82da6-487c-4b1c-9239-64c2d3a1e787/0356_000356_0328992275.pdf

Updated Text:

"¿Qué más podrían hacer tú y tus vecinos para mejorar su comunidad? Habla en clase sobre este tema. Con la ayuda de un adulto, usa evidencia de los textos que leíste esta semana para apoyar tus ideas."

Spanish Language Arts and Reading - Phonics

Publisher: Amplify

SLAR, Phonics, Grade K (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade K

Component: GK, Habilidades y Destrezas Unit 9 Teacher Guide (ISBN: 9798885761802)

Change Type: New Content

Submitted: 11/20/2024 3:36pm

Updated: 11/20/2024 3:48pm

Current Page Number(s): N/A

Location:

New Content - content will be added to Grade K, Amplify SLAR Texas Habilidades y Destrezas Unit 9 Teacher Guide after pg. 283

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we will incorporate additional enrichment passages to Grade K Habilidades y Destrezas Unit 9 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the proposed revisions to TEA on 11/20/24.

SLAR, Phonics, Grade 1 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 1

Component: G1, Habilidades y Destrezas Unit 9 Teacher Guide (ISBN: 9798885761840)

Change Type: New Content

Submitted: 11/20/2024 3:39pm

Updated: 11/20/2024 3:47pm

Current Page Number(s): N/A

Location:

New Content - content will be added to Grade 1, Amplify SLAR Texas Habilidades y Destrezas Unit 9 Teacher Guide after pg. 252

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we will incorporate additional enrichment passages to Grade 1 Habilidades y Destrezas Unit 9 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the proposed revisions to TEA on 11/20/24.

SLAR, Phonics, Grade 2 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 2

Component: G2, Skills Habilidades y Destrezas Unit 9 Teacher Guide (ISBN: 9798894044569)

Change Type: New Content

Submitted: 11/20/2024 3:41pm

Updated: 11/20/2024 3:46pm

Current Page Number(s): N/A

Location:

New Content - content will be added to Grade 2, Amplify SLAR Texas Habilidades y Destrezas Unit 9 Teacher Guide after pg. 334

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we will incorporate additional enrichment passages to Grade 2 Habilidades y Destrezas Unit 9 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the proposed revisions to TEA on 11/20/24.

Publisher: Just Right Reader, Inc.

SLAR, Phonics, Grade K (IMRA)

Program: Decodificables de jardín de infantes

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

Change Type: New Content

Submitted: 11/20/2024 3:43pm

Updated: 11/20/2024 3:43pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Phonics Rules Lessons for students who need further instruction and/or practice

https://drive.google.com/file/d/1ZRZqetpLASWvWx0Vw_zWjF9rUcgbfWk6/view?usp=sharing

https://drive.google.com/file/d/1ZRZqetpLASWvWx0Vw_zWjF9rUcgbfWk6/view?usp=sharing

<https://21778604.fs1.hubspotusercontent->

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%](na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%20)

Change Type: New Content

Submitted: 11/20/2024 2:06pm

Updated: 11/20/2024 2:06pm

Current Page Number(s): N/A

Location:

New content per SBOE feedback

Original URL:**Original Text:**

New content per SBOE feedback

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmIONAo7TtR7FO7ch8a3tG/view?usp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Reader%20Pilot%20Spotlight.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20Pilot%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

Change Type: New Content

Submitted: 11/20/2024 3:57pm

Updated: 11/20/2024 4:53pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Progress Monitoring Guide

The proposed materials include updates for the Progress Monitoring Guide with new guidance for accelerating learning based on progress monitoring data to reach mastery of specific concepts.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Change Type: New Content

Submitted: 11/20/2024 4:13pm

Updated: 11/20/2024 4:13pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide for Dual Language Programs

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide for Dual Language Programs

https://drive.google.com/file/d/1t9FVqD2sQuijKNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 3:56pm

Updated: 11/20/2024 3:56pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: Immediate Feedback Guide

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed Immediate and Corrective Feedback Guide Kindergarten, for the Teacher's Edition.
- A proposed Student Feedback (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the Independent Reading (pg 3) section for immediate and corrective feedback.
- A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%20)

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el%20ca%C3%B1%C3%B3n%20K%20SP%20)

SLAR, Phonics, Grade 1 (IMRA)

Program: Decodificables de primer grado

Component: Decodificables de primer grado (ISBN: 9798892398602)

Change Type: New Content

Submitted: 11/20/2024 4:16pm

Updated: 11/20/2024 4:16pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: Immediate Feedback Guide

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed Immediate and Corrective Feedback Guide 1st Grade, for the Teacher's Edition.
- A proposed Student Feedback (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the Independent Reading (pg 3) section for immediate and corrective feedback.
- A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

https://drive.google.com/file/d/1sCOeERbG0G_p2kgP85qEPSNMbRauoWbs/view?usp=sharing

<https://21778604.fs1.hubspotusercontent->

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2)

<https://21778604.fs1.hubspotusercontent->

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2)

Change Type: New Content

Submitted: 11/20/2024 3:54pm

Updated: 11/20/2024 4:54pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Progress Monitoring Guide

The proposed materials include updates for the Progress Monitoring Guide with new guidance for accelerating learning based on progress monitoring data to reach mastery of specific concepts.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Change Type: New Content

Submitted: 11/20/2024 3:51pm

Updated: 11/20/2024 3:51pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plan

The Teacher's Edition includes comprehensive Unit Overviews. Proposed changes to the Lesson Plans include a new Background Knowledge (pg 1) section with background content knowledge for teachers about phonics rule concepts that prepare them for explicit instruction directions when introducing new vocabulary words and context.

<https://drive.google.com/file/d/1Ocv5c0NaeVFZBgGFt3xT0BnVRnjmtAVu/view>

https://drive.google.com/file/d/1_BOGZhtxFtinIHYwpoSDQLBdwpjgXBYS/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 3:47pm

Updated: 11/20/2024 3:47pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2](https://drive.google.com/file/d/1zRfhBxBxIIFeYybCjzXg8kp123kOCfcq/view?usp=sharing)

<https://drive.google.com/file/d/1zRfhBxBxIIFeYybCjzXg8kp123kOCfcq/view?usp=sharing>

<https://drive.google.com/file/d/1zRfhBxBxIIFeYybCjzXg8kp123kOCfcq/view?usp=sharing>

Change Type: New Content

Submitted: 11/20/2024 4:15pm

Updated: 11/20/2024 4:15pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide for Dual Language Programs

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide for Dual Language Programs

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 3:52pm

Updated: 11/20/2024 3:52pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

Teacher guidance for preteaching unfamiliar vocabulary and references and guidance for implementing differentiated instruction for students who have not yet reached on grade-level proficiency.

- Proposed new guidance for vocabulary in the section New Vocabulary (pg 1). The teacher introduces new vocabulary words, the definitions, and images or actions to demonstrate the meaning of the new word.
- Proposed Update to the Differentiation (pg 4) section of the lesson provides more explicit guidance in using Reading Workouts for students who have not yet reached on grade-level proficiency. These proposed materials include guidance for using Reading Workouts as extensions for students who have already mastered the grade level concepts.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%20sabroso%20manjar%201st%20Grade%2>

<https://drive.google.com/file/d/12gL66xmXTHUTTLzWgXCKyRANqweyXydq/view?usp=sharing>

Component: Decodificables de primer grado (ISBN: 9798892398602)

Change Type: New Content

Submitted: 11/20/2024 2:07pm

Updated: 11/20/2024 2:07pm

Current Page Number(s): N/A

Location:

New content per SBOE feedback

Original URL:**Original Text:**

New content per SBOE feedback

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAVCemz9TXmmlIONAo7TtR7FO7ch8a3tG/view?usp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Reader%20Pilot%20Spotlight.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20Pilot%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFknMOVs/edit?

SLAR, Phonics, Grade 2 (IMRA)

Program: Decodificables de segundo grado

Component: Decodificables de segundo grado (ISBN: 9798892398596)

Change Type: New Content

Submitted: 11/20/2024 4:05pm

Updated: 11/20/2024 4:05pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide for Dual Language Programs

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide for Dual Language Programs

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 4:09pm

Updated: 11/20/2024 4:54pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Progress Monitoring Guide

The proposed materials include updates for the Progress Monitoring Guide with new guidance for accelerating learning based on progress monitoring data to reach mastery of specific concepts.
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Change Type: New Content

Submitted: 11/20/2024 4:07pm

Updated: 11/20/2024 4:07pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Change: Immediate Feedback Guide

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed Immediate and Corrective Feedback Guide 2nd Grade, for the Teacher's Edition.
- A proposed Student Feedback (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the Independent Reading (pg 3) section for immediate and corrective feedback.
- A proposed updated Small Group Reading Observation form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20)

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20)

<https://drive.google.com/file/d/1sCEjWjky8pDu5CqwUmprcuTAsDqRBbrq/view?usp=sharing>

Change Type: New Content

Submitted: 11/20/2024 4:11pm

Updated: 11/20/2024 4:11pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plan

The Teacher's Edition includes comprehensive Unit Overviews. Proposed changes to the Lesson Plans include a new Background Knowledge (pg 1) section with background content knowledge for teachers about phonics rule concepts that prepare them for explicit instruction directions when introducing new vocabulary words and context.

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20al%20b%C3%A9isbol%20)

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20SP/QR%20IMRA%20SP%202nd%20Pacing%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20SP/QR%20IMRA%20SP%202nd%20Pacing%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20SP/QR%20IMRA%20SP%202nd%20Pacing%20)

Change Type: New Content

Submitted: 11/20/2024 4:08pm

Updated: 11/20/2024 4:08pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated Assessment and Progress Monitoring Guide includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic, formative (mastery measures), and summative assessments. Proposed new Oral Reading Fluency Reading Probes for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20(EN).pdf)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20\(EN\).pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Fluency%20(EN).pdf)

Component: Decodificables de segundo grado (ISBN: 9798892398596)

Change Type: New Content

Submitted: 11/20/2024 2:10pm

Updated: 11/20/2024 2:10pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Evidence based on SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmlONao7TtR7FO7ch8a3tG/view?usp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Reader%20Pilot%20Spotlight.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20Pilot%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFknMOvs/edit?gid=733003293#gid=733003293

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFknMOvs/edit?gid=733003293#gid=733003293

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFknMOvs/edit?gid=733003293#gid=733003293

Change Type: New Content

Submitted: 11/20/2024 4:04pm

Updated: 11/20/2024 4:04pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

Teacher guidance for preteaching unfamiliar vocabulary and references and guidance for implementing differentiated instruction for students who have not yet reached on grade-level proficiency.

- Proposed new guidance for vocabulary in the section New Vocabulary (pg 1). The teacher introduces new vocabulary words, the definitions, and images or actions to demonstrate the meaning of the new word.

- Proposed Update to the Differentiation (pg 4) section of the lesson provides more explicit guidance in using Reading Workouts for students who have not yet reached on grade-level proficiency. These proposed materials include guidance for using Reading Workouts as extensions for students who have already mastered the grade level concepts.

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20)

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20)

<https://drive.google.com/file/d/12gL66xmXTHUTTlzWgXCKyRANqweyXydq/view>

Change Type: New Content

Submitted: 11/20/2024 3:49pm

Updated: 11/20/2024 3:49pm

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catalina%20juega%20a%20b%C3%A9isbol%20)

<https://drive.google.com/file/d/1bW2DULFpLLXTqPVDZVVImly7wXwiTZL3/view?usp=sharing>

<https://drive.google.com/file/d/1bW2DULFpLLXTqPVDZVVImly7wXwiTZL3/view?usp=sharing>

Publisher: Pacific Learning

SLAR, Phonics, Grade K (IMRA)

Program: El camino al éxito (Kindergarten)

Component: El camino al éxito (ISBN: PL9682SP)

Change Type: New Content

Submitted: 11/20/2024 6:34pm

Updated: 11/21/2024 1:52am
Current Page Number(s): N/A
Location:
New Content

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1ADPCyPSGQ9bPER6T8kIDHBtZ6ikfNHIF/view?usp=drive_link

Change Type: New Content
Submitted: 11/20/2024 6:32pm
Updated: 11/21/2024 1:53am
Current Page Number(s): N/A
Location:
New Content

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
<https://drive.google.com/file/d/1AITblyQ5msT4EmDBNSVXFk0g0a0sxAlO/view?usp=sharing>

Change Type: New Content
Submitted: 11/20/2024 6:35pm
Updated: 11/21/2024 1:51am
Current Page Number(s): N/A
Location:
New Content

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1veFzkthtUUqdRkjcdCbx_aUDqg97JUH0/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 6:33pm

Updated: 11/21/2024 1:52am

Current Page Number(s): N/A

Location:

New Content

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1mpXqPaSJIMC-vz2FI2S0dnNjHsADnIBU/view?usp=drive_link

SLAR, Phonics, Grade 1 (IMRA)

Program: El próximo paso al éxito (Grade 1)

Component: El próximo paso al éxito (ISBN: PL9683SP)

Change Type: New Content

Submitted: 11/20/2024 6:44pm

Updated: 11/21/2024 1:55am

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1DakMmDIX99-rfoUWdN9XTCbE_qF32sqF/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 6:42pm

Updated: 11/21/2024 1:55am

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/10Ro3BoaRn449_6-nCk6M6X8radvn-8ws/view?usp=sharing

Change Type: New Content

Submitted: 11/20/2024 6:41pm

Updated: 11/21/2024 1:56am

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1jWhUbNSPTDit4aJrTjkTjCESodwPElh5/view?...>

Change Type: New Content

Submitted: 11/20/2024 6:45pm

Updated: 11/21/2024 1:54am

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1fvDFJ4hQNd9yHXqVe8k4IfSAKkTPQqdQ/view?usp=drive_link

Mathematics

Publisher: Agile Mind, Inc.

Math, Grade 6 (IMRA)

Program: Agile Mind Texas Mathematics 6

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

Change Type: New Content

Submitted: 11/20/2024 9:30pm

Updated: 11/20/2024 9:30pm

Current Page Number(s): Topic 14 Lesson 6 Lesson activities page 2

Location:

New Language Note in the bottom right of the page

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Updated Text:

Language Note - Some words you might use as you describe the differences in the graphs include: more, less, left, right, middle, a lot, none.

Change Type: New Content

Submitted: 11/20/2024 9:35pm

Updated: 11/20/2024 9:35pm

Current Page Number(s): Topic 15 Lesson 4 Constructed response 2

Location:

New sub-bullet added to part a, at the bottom of page 1.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/26_19z_PersonalFinance/resources/2619_PersonalFinance_CR2-student.pdf

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/content/work/26_19z_PersonalFinance/resources/2619_PersonalFinance_CR2-student.pdf

Updated Text:

Watch videos of people describing the occupation. Listen for the vocabulary they use to describe the work. Consider how you would feel doing similar work in the future.

Change Type: New Content

Submitted: 11/20/2024 9:32pm

Updated: 11/20/2024 9:32pm

Current Page Number(s): Topic 15, Lesson 3, Lesson activities page 8

Location:

Additional text added to the beginning of the text that appears after the Check button is clicked.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Updated Text:

Start a savings account, and add to it regularly, to save for college.

Change Type: New Content

Submitted: 11/20/2024 9:27pm

Updated: 11/20/2024 9:27pm

Current Page Number(s): Topic 3 Lesson 1 Lesson activities page 6

Location:

New Language Note in the bottom right of the page

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Updated Text:

New Language Note - This activity requires identifying, describing, and comparing objects. Listen for the ways the objects are named and described and start a class list of high frequency words for identifying and describing objects. You can continue to add to the list all year.

Change Type: New Content

Submitted: 11/20/2024 9:28pm

Updated: 11/20/2024 9:28pm

Current Page Number(s): Topic 4 Lesson 10, Practice page 3

Location:

New art added of strip diagram.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_tx_z/Texas%20Mathematics%206/

Updated Text:

(See new art below the question prompt on the page.)

Math, Grade 7 (IMRA)

Program: Agile Mind Texas Mathematics 7

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

Change Type: New Content

Submitted: 11/20/2024 9:41pm

Updated: 11/20/2024 9:41pm

Current Page Number(s): Topic 11 Lesson 6, Constructed Response 1

Location:

New part d added to page 2.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/08m7_14z_PrismsPyramids/resources/08m714_PrismsPyramidStudent.pdf

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/08m7_14z_PrismsPyramids/resources/08m714_PrismsPyramidsStudent.pdf

Updated Text:

d. In pairs, take turns asking each other to describe the parts of the container. First, use everyday words such as top, bottom, inside, and outside, when you ask the questions. Next, pick from the terms you have learned in this topic: lateral face, base, square pyramid, square prism, height of the pyramid, height of the prism, lateral surface area, and volume in your questions.

Change Type: New Content

Submitted: 11/20/2024 9:42pm

Updated: 11/20/2024 9:42pm

Current Page Number(s): Topic 12 Lesson 2, Lesson activities page 4

Location:

New text and table added to the end of the text that appears after clicking the Check button.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207/

Updated Text:

It is best to plan and save ahead for these emergencies by adding a line to the monthly budget. For Mike and Leslie, a possible budget is below. (Table added below)

Change Type: New Content

Submitted: 11/20/2024 9:47pm

Updated: 11/20/2024 9:47pm

Current Page Number(s): Topic 12 Lesson 4, Constructed Response 1

Location:

New part e added to new page 3.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/17_19z_PersonalFinance/resources/1719_PersonalFinance_CRStudent.pdf

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/17_19z_PersonalFinance/resources/1719_PersonalFinance_CR1-student.pdf

Updated Text:

e. Find and listen to media ads for various products. What words or phrases does the ad use to express the sale price of the item? Look for the vocabulary you have learned in this topic, as well as new terms to add here.

Math, Grade 8 (IMRA)

Program: Agile Mind Texas Mathematics 8

Component: Agile Mind Texas Mathematics 8 (ISBN: 9781961490208)

Change Type: New Content

Submitted: 11/20/2024 7:05pm

Updated: 11/20/2024 7:05pm

Current Page Number(s): Topic 10, Constructed Response 3

Location:

See new Constructed Response item part b.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/03tx_13z_LinearEquations/resources/03tx13_LinearEquations_student.pdf

Original Text:

- Hailey wants to find x , the missing dimension in the first rectangle. Write an equation to represent the situation.
- Solve the equation by any method and give the dimensions of the two rectangles.

Updated URL:

https://explore.agilemind.com/LMS/content/work/03tx_13z_LinearEquations/resources/03tx13_LinearEquations_CR_student.pdf

Updated Text:

- Hailey wants to find x , the missing dimension in the first rectangle. Write an equation to represent the situation.
- Create a model to represent the equation you wrote in part a.
- Solve the equation by any method and give the dimensions of the two rectangles.

Change Type: New Content

Submitted: 11/20/2024 7:27pm

Updated: 11/20/2024 7:27pm

Current Page Number(s): Topic 9 Constructed Response 2

Location:

Topic 9 Constructed Response 2 question 2 introduction.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/18_12z_FinancialDecisions/resources/1812_FinancialDecisions_student.pdf

Original Text:

2. Margo takes out a payday loan for \$500 to cover an unexpected expense, which is due in 14 days. The lender charges \$15 in interest for every \$100 borrowed. Answer the following questions using an online financial calculator such as the one found at <https://www.omnicalculator.com/finance/payday-loan>.

How much does Margo pay in interest for her 14 day loan? What is this as an APR?

Updated URL:

https://explore.agilemind.com/LMS/content/work/18_12z_FinancialDecisions/resources/1812_FinancialDecisions_CF_student.pdf

Updated Text:

In this next section, you will explore payday loans. Find a video that explains what payday loans are and why they are problematic. How did the video help you make sense of payday loans? What vocabulary was used that you are familiar with? Were there terms used that you are unfamiliar with?

2. Margo takes out a payday loan for \$500 to cover an unexpected expense, which is due in 14 days. The lender charges \$15 in interest for every \$100 borrowed. Answer the following questions using an online financial calculator such as the one found at <https://www.omnicalculator.com/finance/payday-loan>.

How much does Margo pay in interest for her 14 day loan? What is this as an APR?

Change Type: New Content

Submitted: 11/20/2024 7:21pm

Updated: 11/20/2024 7:21pm

Current Page Number(s): Topic 9 Lesson 5 Deliver Instruction

Location:

Teacher guidance for Topic 9 Lesson 5.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_tx_z/Texas%20Mathematics%20

Original Text:

Lesson activities (35 minutes)

Pages 2-3

Share the three options that Alicia is considering. Before making any calculations, have students discuss which option they think will be the best and why. Point out that one variable they need to consider is when Alicia will need the car.

Have students work in small groups, using the online financial calculator from Lesson 4 page 5, to complete the puzzle and compare the three options again. [SAS, question 1]

Based on the results, discuss Alicia's decision on page 3 Have students agree or disagree with Alicia's decision and support their claims.

At this point, students have seen traditional ways to access credit, such as through a bank loan or credit card. Have a discussion with students about other types of loans, called 'easy access' loans. These loans are things such as payday loans, pawn shop loans, or title loans. Oftentimes, these are very short term loans, but they come with astronomically high interest rates, sometimes upwards of a 400%-500% APR. These interest rates are usually discussed as a fee per \$100 borrowed, usually \$10-\$30 or as a percentage of the loan amount.

Discuss with students the main disadvantages of these types of loans. You may want to read online about some of the pitfalls of easy access loans and why they are bad for consumers. The government site

<https://www.debt.org/credit/payday-lenders/> has good information about payday loans.

Research financial calculators online that calculate payday loan information to share with students. Show how these calculators can be used to explore various interest rates, loan lengths (typically 14-30 days), and the total cost of the loan. One such calculator can be found at <https://www.omnicalculator.com/finance/payday-loan>. Students can use this calculator when they complete Constructed Response 2.

Constructed Response 1

Have students work in small groups on the various savings situations given in Constructed Response 1.
Have all students complete all four situations, but assign each group one situation to present on poster paper to the class. They should work on that situation first, and then move to the others as time allows.
Have students present their analyses to the class and discuss.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_tx_z/Texas%20Mathematics%208/

Updated Text:

Lesson activities (35 minutes)
Pages 2-3

Share the three options that Alicia is considering. Before making any calculations, have students discuss which option they think will be the best and why. Point out that one variable they need to consider is when Alicia will need the car.

Have students work in small groups, using the online financial calculator from Lesson 4 page 5, to complete the puzzle and compare the three options again. [SAS, question 1]

Based on the results, discuss Alicia's decision on page 3 Have students agree or disagree with Alicia's decision and support their claims.

Page 4

At this point, students have seen traditional ways to access credit, such as through a bank loan or credit card. Have a discussion with students about other types of loans, called 'easy access' loans. These loans are things such as payday loans, pawn shop loans, or title loans. Oftentimes, these are very short term loans, but they come with astronomically high interest rates, sometimes upwards of a 400%-500% APR. These interest rates are usually discussed as a fee per \$100 borrowed, usually \$10-\$30 or as a percentage of the loan amount.

Discuss with students the main disadvantages of these types of loans. You may want to read online about some of the pitfalls of easy access loans and why they are bad for consumers. The government site <https://www.debt.org/credit/payday-lenders/> has good information about payday loans.

Research financial calculators online that calculate payday loan information to share with students. Show how these calculators can be used to explore various interest rates, loan lengths (typically 14-30 days), and the total cost of the loan. One such calculator can be found at <https://www.omnicalculator.com/finance/payday-loan>. Students can use this calculator when they complete Constructed Response 2.

Work with students to use the suggested payday calculator to calculate the various cost of a payday loan given different interest rates and loan terms as shown in the table on page 4.

Students can use this calculator when they complete Constructed Response 2. The online calculator can be used to find the APR given the finance charge.

Constructed Response 1 and Page 5 calculator

Have students work in small groups on the various savings situations given in Constructed Response 1.
Have all students complete all four situations, but assign each group one situation to present on poster paper to the class. They should work on that situation first, and then move to the others as time allows.
Have students present their analyses to the class and discuss.

Change Type: New Content

Submitted: 11/20/2024 7:17pm

Updated: 11/20/2024 7:17pm

Current Page Number(s): Topic 9, Lesson 5

Location:

Content added to address TEKS breakouts on new Topic 9, Lesson 5 page 4. This is a new page.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_tx_z/Texas%20Mathematics%208/

Original Text:

Page 3 text in original submission:

As Alicia considers her three choices, she realizes that the bank loan or cash are her two best options. Even with the preferred credit card rate that Alicia has earned through her financial responsibility, she recognizes that the credit card is not the best option. Her strong credit rating has allowed her other loan options.

Alicia understands that she will pay an extra \$337.60 with the two-year bank loan, but she would get the car immediately. She has to decide how important it is to have the car now. If she can wait for a little over a year and half, she can use the \$337.60 for something else, like a vacation!

You have learned about various ways to access credit, for example, through a bank loan or a credit card. There are other loans available, called easy access loans. These are loans such as payday loans, title loans, and pawn shop loans. These loans are very different than traditional loans and have many disadvantages. You will now take some time to explore these different types of loans using an online calculator.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_tx_z/Texas%20Mathematics%208/

Updated Text:

New page 4 text, with page 3 final paragraph text moved to new page 4:

You have learned about various ways to access credit, for example, through a bank loan or a credit card. There are other loans available, called easy access loans. These are loans such as payday loans, title loans, and pawn shop loans. These loans are very different than traditional loans and have many disadvantages. You will now take some time to explore these different types of loans using an online calculator.

Use an online payday calculator, such as the one found at <https://www.omnicalculator.com/finance/payday-loan>, to calculate the total cost of a payday loan for different interest rates and loan terms as shown in the table.

[table with embedded check/reveal buttons for students to calculate the total cost of a loan based on APR and length of time.]

Algebra I (IMRA)

Program: Agile Mind Texas Algebra I

Component: Agile Mind Texas Algebra I (ISBN: 9781961490215)

Change Type: New Content

Submitted: 11/20/2024 9:40pm

Updated: 11/20/2024 9:40pm

Current Page Number(s): Course planning & pacing --> Lesson alignments

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resources/AlgI_TX_LessonAlignments.pdf

Original Text:

Each lesson did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources/AlgI_TX_LessonAlignments.pdf

Updated Text:

Lessons now have alignments to the process standards.

Change Type: New Content

Submitted: 11/20/2024 9:37pm

Updated: 11/20/2024 9:37pm

Current Page Number(s): Course planning & pacing --> Scope & Sequence

Location:

Process standards alignment added.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resources/AlgI_TX_SS_2024-25.pdf

Original Text:

Each topic did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources/AlgI_TX_SS_2024-25.pdf

Updated Text:

Topics now have alignments to the process standards

Change Type: New Content

Submitted: 11/20/2024 9:41pm

Updated: 11/20/2024 9:41pm

Current Page Number(s): Course planning & pacing --> Year at a glance

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resources/Year_at_a_Glance_TX_Alge_I_all_versions.pdf

Original Text:

Each topic did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources/Year_at_a_Glance_TX_Alge_I_all_versions.pdf

Updated Text:

Topics now have alignments to the process standards

Change Type: New Content

Submitted: 11/20/2024 9:31pm

Updated: 11/20/2024 9:31pm

Current Page Number(s): Deliver instruction

Location:

Teacher advice in Deliver Instruction for the quiz lesson (last lesson) in every topic of the course.

Original URL:

Original Text:

This block is intended for a topic level assessment. The Automatically scored questions and Constructed response can be used for such an assessment.

Updated URL:

N/A

Updated Text:

To assess their knowledge of the concepts and skills learned in this topic, students can complete the online Automatically scored items along with the Constructed response items found in this topic.

You will need to create a quiz of this topic's Automatically scored items and ensure your students have 1:1 technology access during the lesson.

Constructed response items can be printed from the online pages or assigned to students to view online and respond with paper and pencil. If printing, distribute a copy of the paper-based assessment to students.

Allow students approximately 45 minutes to complete both the online items and the paper-based assessment.

Using a paper tool to capture evidence of student thinking on the online items will benefit both teachers and students. Teachers will have more evidence to inform future instruction. Students will have more evidence to monitor and revise their understanding.

Change Type: New Content

Submitted: 11/20/2024 9:35pm

Updated: 11/20/2024 9:42pm

Current Page Number(s): Professional Support --> Essays --> Teaching English Language Learners

Location:

Material added to provide guidance for differentiating based on specific language proficiency levels.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resources/TeachingEnglishLanguageLearners.p

Original Text:

Example:

Vocabulary notebook. Even though ELL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). ELL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources/TeachingEnglishLearners.pdf

Updated Text:

Example:

Vocabulary notebook. Even though EL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). EL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks. Having beginning and intermediate learners create and label visuals for vocabulary reinforces meaning (Levine, 2013).

Change Type: New Content

Submitted: 11/20/2024 9:10pm

Updated: 11/20/2024 9:43pm

Current Page Number(s): Topic 5 Lesson 7 page 2

Location:

Content added In 2nd and 3rd check reveals below the graphs.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20/////Intercept/RES_lesson7_activities/lesson7_activities/page2.html

Original Text:

No text originally in these check reveals. Only graphs. Content being added below the graphs.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20/////c/T/Intercept/RES_lesson7_activities/lesson7_activities/page2.html

Updated Text:

2nd reveal:

Equations of lines that are parallel to the x-axis and perpendicular to the y-axis are written in the form $y = c$, where c is the value of the y-intercept. Write the equation of this line.

3rd reveal:

Equations of lines that are parallel to the y-axis and perpendicular to the x-axis are written in the form $x = c$, where c is the value of the x-intercept. Write the equation of this line.

Algebra II (IMRA)

Program: Agile Mind Texas Algebra II

Component: Agile Mind Texas Algebra II (ISBN: 9781961490222)

Change Type: New Content

Submitted: 11/20/2024 10:55pm

Updated: 11/20/2024 10:55pm

Current Page Number(s): N/A

Location:

Teacher advice in Deliver Instruction for the quiz lesson (last lesson) in each topic

Original URL:**Original Text:**

This block is intended for a topic level assessment. The Automatically scored questions and Constructed response can be used for such an assessment.

Updated URL:

N/A

Updated Text:

To assess their knowledge of the concepts and skills learned in this topic, students can complete the online Automatically scored items along with the Constructed response items found in this topic .

You will need to create a quiz of this topic's Automatically scored items and ensure your students have 1-to-1 technology access during the lesson.

Constructed response items can be printed from the online pages or assigned to students to view online and respond with paper and pencil. If printing, distribute a copy of the paper-based assessment to students.

Allow students approximately 45 minutes to complete both the online items and the paper-based assessment.

Using a paper tool to capture evidence of student thinking on the online items will benefit both teachers and students. Teachers will have more evidence to inform future instruction. Students will have more evidence to monitor and revise their understanding.

Change Type: New Content

Submitted: 11/20/2024 11:02pm

Updated: 11/20/2024 11:02pm

Current Page Number(s): Course planning & pacing --> Lesson alignments

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resources/AlgII_TX_LessonAlignments.pdf

Original Text:

Each lesson did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/TX_Algebra_II_Lesson_standards_alignmen25.pdf

Updated Text:

Lessons now have alignments to the process standards

Change Type: New Content

Submitted: 11/20/2024 10:58pm

Updated: 11/20/2024 10:58pm

Current Page Number(s): Course planning & pacing --> Scope & Sequence

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resources/AlgII_TX_SS_2024-2025.pdf

Original Text:

Each topic did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/AlgII_TX_SS_2024-2025.pdf

Updated Text:

Topics now have alignments to the process standards.

Change Type: New Content

Submitted: 11/20/2024 11:04pm

Updated: 11/20/2024 11:04pm

Current Page Number(s): Course planning & pacing --> Year at a glance

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resources/Year_at_a_Glance_TX_Algebra_II_all_versions.pdf

Original Text:

Each topic did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/Year_at_a_Glance_TX_Algebra_II_all_versions.pdf

Updated Text:

Topics now have alignments to the process standards

Change Type: New Content

Submitted: 11/20/2024 10:57pm

Updated: 11/20/2024 10:57pm

Current Page Number(s): Professional Support --> Essays --> Teaching English Language Learners

Location:

Material added to provide guidance for differentiating based on specific language proficiency levels.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resources/TeachingEnglishLanguageLearners.pdf

Original Text:

Example:

Vocabulary notebook. Even though ELL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). ELL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/TeachingEnglishLearners.pdf

Updated Text:

Example:

Vocabulary notebook. Even though EL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). EL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks. Having beginning and intermediate learners create and label visuals for vocabulary reinforces meaning (Levine, 2013).

Change Type: New Content

Submitted: 11/20/2024 10:48pm

Updated: 11/20/2024 10:48pm

Current Page Number(s): Topic 13 Constructed Response 1

Location:

Remove current part d and add new parts d, e, and f.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c

Original Text:

Now consider the parent function with base e , $f(x) = e^x$, also called $f(x) = e^x$. Which of your answers to a through c would be different for this function?

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c/T/t

Updated Text:

d. Describe the transformation of $f(x) = e^x$ to $f(x) = e^{x+1}$.

e. Describe the transformation of $f(x) = e^x$ to $f(x) = e^{x-1}$.

f. Now consider the functions $f(x) = e^x$ and $f(x) = e^{x+1}$. Which of your answers to a through e would be different for this function?

Answer key for teacher:

d. Answer: The graph is a vertical stretch by a factor of 2, a reflection across the x-axis, a horizontal shift 3 units to the left, and a vertical shift 5 units down.

e. Answer: The graph is a vertical stretch by a factor of , a horizontal shift 1 unit to the right, and a vertical shift 3 units up.

f. Answer: The domain, range, asymptote, and transformations are the same. However, specific numerical values would be different. The point (1, 0) indicates that and , instead of .

Solution:

Since [math ml], the graph of [math ml] has the same behavior as that of the graph of [math ml]. The transformations are the same for the functions in parts d and e. Students should include numerical discussions using base e and base 10 that are similar to those already given using base 2.

Change Type: New Content

Submitted: 11/20/2024 10:54pm

Updated: 11/20/2024 10:54pm

Current Page Number(s): Topic 16 Deliver instruction Block 1

Location:

Edits to advice in Lesson activities for pages 4 and 5

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c

Original Text:

Pages 4-5

Show page 4 with the final set up of the system of equations. Ask:

What is linear combination?

Why might it make more sense to begin by eliminating the coefficients of c , rather than a or b ?

Have students review linear combination by applying the method to the two-variable system of equations given on page 5. [SAS 2, question 2]

After students have had enough time to work through solving the system, ask a student volunteer to come up to the presentation computer to explain the reasoning behind, and outcomes of, each step of the animation.

Classroom strategy. Upon showing the animation, some students may state that they did it a different way.

Acknowledge the different correct methods, but do not spend so much time here that you are not able to move on to the core instruction for the day.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c/T/t

Updated Text:

Pages 4-5

Show page 4 with the final set up of the system of equations. This page goes through the steps of solving the system using substitution. There is not always one approach to this method, so students may get to the answer in a different way than the final reveal. The goal is to continue to write true equations and work down to solving for each variable.

Show page 5 to set up a different method for solving the system. Ask:

What is linear combination?

Why might it make more sense to begin by eliminating the coefficients of c , rather than a or b ?

Have students review linear combination by applying the method to the two-variable system of equations given on page 5. [SAS 2, question 2]

After students have had enough time to work through solving the system, ask a student volunteer to come up to

the presentation computer to explain the reasoning behind, and outcomes of, each step of the animation. Classroom strategy. Upon showing the animation, some students may state that they did it a different way. Acknowledge the different correct methods, but do not spend so much time here that you are not able to move on to the core instruction for the day.

Change Type: New Content

Submitted: 11/20/2024 10:49pm

Updated: 11/20/2024 10:49pm

Current Page Number(s): Topic 16 Exploring 1 page 4

Location:

Add check reveal content

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c

Original Text:

Vincent remembers a strategy from a previous math course: linear combination. "Look how each equation has the variable c . If we can eliminate the coefficients of that variable, we can focus on solving for a and b . We can do this by multiplying one or more of the equations by numbers that will make the coefficients of the c terms opposites of each other."

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c/T/t

Updated Text:

Bobby remembers using substitution to solve systems of equations. Since c has no coefficient, he decides to isolate c in the first two equations. What would that leave him?

[Check*]

[Start reveal]

[Math ml]

[End reveal]

Now Bobby can create a new equation by substituting one expression for c in the second equation. What is his new equation? Use your strategies to write the equation in terms of b .

[Check*]

[Start reveal]

[Math ml]

[End reveal]

Now he can use the third equation in the system to narrow down the value of a , b , and c . By substituting for b , he is left with . What happens when he simplifies this equation?

[Check*]

[Start reveal]

[Math ml]

[End reveal]

Bobby found the value of c ! He can continue to use substitution to solve for a and b .

[Check*]

[Start reveal]

[Math ml]

[End reveal]

What other strategies could be used to solve the system?

Change Type: New Content

Submitted: 11/20/2024 10:51pm

Updated: 11/20/2024 10:51pm

Current Page Number(s): Topic 16 Exploring 1 page 5

Location:

Edits to text above the animation

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c

Original Text:

He shows Bobby what he means with a simpler system of two equations in two variables. Click through this animation to learn the steps for using the coefficients of the x terms.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c/T/t

Updated Text:

Vincent remembers a strategy from a previous math course: linear combination. He sees that each equation has the variable c. Eliminating the coefficients of that variable allows him to focus on solving for a and b. Vincent knows he can do this by multiplying one or more of the equations by values that will make the coefficients of the c terms opposites of each other.

He shows Bobby what he means with a simpler system of two equations in two variables. Click through this animation to learn the steps for using the coefficients of the x terms in this example.

Change Type: New Content

Submitted: 11/20/2024 10:43pm

Updated: 11/20/2024 10:43pm

Current Page Number(s): Topic 7 Automatically scored page 4

Location:

New distractor answer

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c

Original Text:

The original question had 5 possible answer choices. A new correct answer choice was added.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c/T/t

Updated Text:

It's graph is a vertical stretch and a reflection of the parent function across the x-axis.

Change Type: New Content

Submitted: 11/20/2024 10:45pm

Updated: 11/20/2024 10:45pm

Current Page Number(s): Topic 7 Constructed Response 1

Location:

Add new part b, move current part b to part c.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c

Original Text:

The original question had parts a and b. A new part (new part b) is being added.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2_tx/Texas%20Algebra%20II/////c/T/t

Updated Text:

b. Describe the transformation of $f(x)$ to $h(x) = 3(-2x + 6)^3 - 5$. How is this different than part a?

Answer key (in teacher key):

The graph of $h(x)$ is a reflection across the x-axis, a horizontal shift 4 units to the right, and a vertical shift 1 unit down. It's different than part a which had a vertical stretch, shifted horizontally to the left, and shifted vertically up.

Geometry (IMRA)

Program: Agile Mind Texas Geometry

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

Change Type: New Content

Submitted: 11/21/2024 8:39am

Updated: 11/21/2024 8:39am

Current Page Number(s): Course planning & pacing --> Lesson alignments

Location:

Process standards alignment added.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/resources/TX_Geometry_Lesson_standards_alignment_25.pdf

Original Text:

Each lesson did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resources/TX_Geometry_Lesson_standards_alignment_25.pdf

Updated Text:

Lessons now have alignments to the process standards

Change Type: New Content

Submitted: 11/21/2024 8:37am

Updated: 11/21/2024 8:37am

Current Page Number(s): Course planning & pacing --> Scope & Sequence

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/resources/Geo_TX_SS_2024-25.pdf

Original Text:

Each topic did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resources/Geo_TX_SS_2024-25.pdf

Updated Text:

Topics now have alignments to the process standards.

Change Type: New Content

Submitted: 11/21/2024 8:40am

Updated: 11/21/2024 9:01am

Current Page Number(s): Course planning & pacing --> Year at a glance

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/resources/Year_at_a_Glance_TX_Geo_All.pdf

Original Text:

Each topic did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resources/Year_at_a_Glance_TX_Geo_All.pdf

Updated Text:

Each topic now has an alignment to the process standards.

Change Type: New Content

Submitted: 11/21/2024 8:36am

Updated: 11/21/2024 9:02am

Current Page Number(s): Professional Support --> Essays --> Teaching English Language Learners

Location:

Material added to provide guidance for differentiating based on specific language proficiency levels.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/resources/TeachingEnglishLanguageLearners.pdf

Original Text:

Example:

Vocabulary notebook. Even though ELL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). ELL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks.

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resources/TeachingEnglishLearners.pdf

Updated Text:

Example:

Vocabulary notebook. Even though EL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). EL

students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks. Having beginning and intermediate learners create and label visuals for vocabulary reinforces meaning (Levine, 2013).

Change Type: New Content

Submitted: 11/21/2024 1:59am

Updated: 11/21/2024 1:59am

Current Page Number(s): T22 L2, Lesson activities new page 5

Location:

Add new page 5 after the current page 4 to let students practice using the formulas.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%20C25/////c/T/topic_04_24z_PrismsCylinders/RES_lesson2_activities/lesson2_activities/page4.html

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/t

Updated Text:

Now practice applying the formulas you found for the lateral and surface area of a prism.

Total surface area of rectangular prism with dimensions of the base, l and w , and height, h :

$$SA = 2(l \cdot w) + (2l + 2w)h$$

Lateral surface area of rectangular prism with dimensions of the base, l and w , and height, h :

$$LA = (2l + 2w)h$$

Determine the lateral and total surface area of a rectangular prism with length of the base 8 cm, width of the base 3 cm, and height 6 cm.

Check reveal button:

$$\text{Lateral surface area} = (2 \cdot 8 \text{ cm} + 2 \cdot 3 \text{ cm}) \cdot 6 \text{ cm} = 132 \text{ cm}^2$$

$$\text{Total surface area} = 2(8 \text{ cm} \cdot 3 \text{ cm}) + 132 \text{ cm}^2 = 180 \text{ cm}^2$$

Change Type: New Content

Submitted: 11/21/2024 1:33am

Updated: 11/21/2024 2:55am

Current Page Number(s): Topic 10 Lesson 2 Student Activity Sheet, page 7, question 11

Location:

Add a new part c to question 11. See [Geometry additional development document](#) for teacher version answer details.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/04_09z_CongruentTrianglesUse/resources/_769a36abee6a536/04_teacher.pdf#page=7

Original Text:

None.

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_09z_CongruentTrianglesUse/resources/_769a36abee6a536/04_teacher.pdf#page=7

Updated Text:

11.c Given a point on the perpendicular bisector of a line segment, prove that the point is equidistant from the endpoint of the line segment.

Change Type: New Content

Submitted: 11/21/2024 1:36am

Updated: 11/21/2024 1:45am

Current Page Number(s): Topic 12 Lesson 2 Student Activity Sheet page 6, question 16

Location:

Add new part b to question 16.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/0414z_PolygonsSimilarity_Student.pdf#page=6

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/0414z_PolygonsSimilarity_Student.pdf#page=7

Updated Text:

16 b. Sketch a triangle and dilate the point by a scale factor of $\frac{1}{2}$. Then dilate the image about the same point by a scale factor of 2. What is the relationship between the resulting image and the original image?

Change Type: New Content

Submitted: 11/21/2024 1:54am

Updated: 11/21/2024 2:59am

Current Page Number(s): Topic 12 Lesson 5 SAS New question 15 part b

Location:

See the new SAS question 15 part b. The [Geometry additional development document](#) includes the image from part a that is being referenced.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/0414z_PolygonsSimilarity_Student.pdf#page=6

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/0414z_PolygonsSimilarity_Student.pdf#page=7

Updated Text:

15b. Determine which of the given triangles is similar to $\triangle ABC$. Explain your reasoning using the definition of similarity in terms of a dilation.

Change Type: New Content

Submitted: 11/21/2024 2:03am

Updated: 11/21/2024 2:03am

Current Page Number(s): Topic 23 Lesson 3 Lesson activities page 6

Location:

Add the following content to the text on page 6.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202025/////c/T/topic_04_25z_PyramidsCones/RES_lesson3_activities/lesson3_activities/page6.html

Original Text:

She figures that l , the lateral height of a cone, might be the perpendicular distance along the lateral face of a cone from the vertex to the base. She makes a sketch, as shown on the right.

Dee tries to visualize the net of a cone, but she is not sure what the lateral surface will look like when laid out flat.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/tc

Updated Text:

She figures that l , the lateral height of a cone, might be the perpendicular distance along the lateral face of a cone from the vertex to the base. She makes a sketch, as shown on the right.

She tries to apply the formulas that Ms. Postulate gave her, knowing that the total surface area is the lateral surface area plus the area of the base.

$$LA = \pi r l$$

$$SA = \pi r l + \pi r^2$$

Find the lateral and total surface area of a cone with radius 4 cm and lateral height 8 cm.

Check reveal button:

$$LA = \pi (4 \text{ cm})(8 \text{ cm}) = 32\pi \text{ cm}^2$$

$$SA = 32\pi \text{ cm}^2 + \pi(4 \text{ cm})^2 = 48 \text{ cm}^2$$

Dee tries to visualize the net of a cone, but she is not sure what the lateral surface will look like when laid out flat.

Change Type: New Content

Submitted: 11/21/2024 2:14am

Updated: 11/21/2024 3:04am

Current Page Number(s): Topic 26 Lesson 4 Lesson activities page 6

Location:

Add new paragraph and Check button to this page.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202025/////c/T/topic_04_28z_Non-EuclideanGeom/RES_lesson4_activities/lesson4_activities/page6.html

Original Text:

Think about the globe again. Are longitude lines great circles? (Remember, longitude lines run north and south.)

What about latitude lines? (Latitude lines run east and west.) Are they great circles?

[Check reveal]

For every longitude line, there is a corresponding longitude line on the opposite side of the globe. These two together make a great circle, with the center at the center of the Earth.

Most latitude lines are not great circles. Look at a latitude line close to the North Pole. Its center is certainly not the same as the center of the Earth. One latitude line is a great circle — the equator.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/tc/EuclideanGeom/RES_lesson4_activities/lesson4_activities/page6.html

Updated Text:

Think about the globe again. Are longitude lines great circles? (Remember, longitude lines run north and south.)

What about latitude lines? (Latitude lines run east and west.) Are they great circles?

[Check button]

For every longitude line, there is a corresponding longitude line on the opposite side of the globe. These two together make a great circle, with the center at the center of the Earth.

Most latitude lines are not great circles. Look at a latitude line close to the North Pole. Its center is certainly not the same as the center of the Earth. One latitude line is a great circle — the equator.

[end reveal]

In Euclidean geometry, lines can be parallel. Using the definition of lines on a sphere, can lines be parallel in spherical geometry? Think about the longitude lines on a globe.

[New Check reveal]

Longitude lines on a globe will always intersect at both poles of the globe. Since lines in spherical geometry are defined as great circles of the sphere, all spherical lines will always intersect in two points on the sphere. Therefore, unlike in Euclidean geometry, there are no parallel lines in spherical geometry.

Change Type: New Content

Submitted: 11/21/2024 2:17am

Updated: 11/21/2024 3:02am

Current Page Number(s): Topic 26 Lesson 4 Practice page 3

Location:

New Multiple Select Checkbox item to replace Practice page 3. In the online item, there are empty check boxes for students to select.

See [Geometry additional development doc](#) for details.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%20C25/////c/T/topic_04_28z_Non-EuclideanGeom/RES_lesson4_practice/lesson4_practice/page3.html

Original Text:

In spherical geometry, which statement is true?

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/tcEuclideanGeom/RES_lesson4_practice/lesson4_practice/page3.html

Updated Text:

For each statement in the table, check the box if it is true in Euclidean geometry, spherical geometry, or both.

Change Type: New Content

Submitted: 11/21/2024 2:24am

Updated: 11/21/2024 2:24am

Current Page Number(s): Topic 27, Lesson 6, NEW Constructed Response 3

Location:

Add a new Constructed Response 3.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%20C25/////c/T/topic_04_39z_ConditionalProb1/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.htmr

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_39z_ConditionalProb1/resources/_3ae386b2b2a4ebc/0439z_Cteacher.pdf

Updated Text:

Amelia just received a new AI device as a gift. To unlock the device, a 3-digit code is required using any number from 0-9. Although she is required to change the code periodically, Amelia is concerned that this is not safe enough to prevent someone else from accessing the device.

How can Amelia determine how many unlock codes are possible?

When it's time to change the code, Amelia learns that she cannot use the same 3 digits used before, even if they are in a different order. How does this impact what Amelia found in part a?

Does the information on part b make Amelia more or less concerned about the security of the device?

Solution:

Amelia could calculate the number of permutations of 3 digits out of a possible 10.

Amelia's strategy changes from finding the number of permutations to the number of combinations.

There are fewer combinations than permutations, so Amelia smay be more worried about the security of the device.

Change Type: New Content

Submitted: 11/21/2024 2:29am

Updated: 11/21/2024 3:06am

Current Page Number(s): Topic 28 Lesson 2, Lesson activities page 4

Location:

Update the page to add 2 check buttons to ensure that students actively apply conditional probability to solve a contextual problem. See [Geometry additional development document](#) for details of the change.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202025/////c/T/topic_04_40z_ConditionalProb2/RES_lesson2_activities/lesson2_activities/page4.html

Original Text:

None - new check button at end of page.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/t

Updated Text:

How does the conditional probability compare to the probability that the ship is armed?

[New Check reveal button]

Notice that this is larger than the "unconditional" probability that the ship is armed,

$P(E) = 65/160 = 0.406$

because the proportion of armed ships found among the 75 British ships that appear armed is greater than the proportion of armed ships found among all 160 British ships.

[end reveal]

[New check reveal: Show alternate solution]

An alternative expression for the conditional probability is:

[See Geometry additional development document for details]

Change Type: New Content

Submitted: 11/21/2024 1:25am

Updated: 11/21/2024 1:25am

Current Page Number(s): Topic 4 L2 Lesson activities page 7

Location:

New content being added to the end of the page meet the breakout.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202025/////c/T/topic_04_05z_DeductiveReasonProofs/RES_lesson2_activities/lesson2_activities/page7.html

Original Text:

Congratulations! You have just proven your first geometric statement. Once you prove a statement, it is called a theorem. A theorem is a statement that has been proven to be true for all cases.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry/////c/T/t

Updated Text:

Congratulations! You have just proven your first geometric statement. Once you prove a statement, it is called a theorem. A theorem is a statement that has been proven to be true for all cases. What is the difference between a theorem and a postulate?

So far in this course, you have used undefined terms, definitions, postulates, conjectures, and theorems. How can you distinguish between them?

[New Check button]

These ideas are related. They all help us investigate geometric relationships, but each is represented by specific conditions:

Undefined terms in geometry are point, line, and plane. These form the basis for defining all other geometric objects. It is possible to describe what the terms point, line, and plane mean, but mathematicians cannot give them formal definitions.

Definitions are precise descriptions of terms. For example, we have defined an angle as the union of two rays with a common endpoint.

Conjectures are statements we write based on explorations and inductive reasoning. A conjecture is a statement we believe to be true but is not yet known to be true or false.

Postulates are statements about geometric relationships that we accept as true without a formal proof. Because they are accepted to be true, postulates can be used in proofs.

Theorems are statements that have been proven true by a logical argument.

The undefined terms and definitions in geometry are used to describe objects, while conjectures, postulates, and theorems are statements that describe geometric relationships among objects. Conjectures can be proven true or false, postulates are accepted as always true, and theorems are conjectures that have been proven true. Undefined terms, definitions, postulates, and theorems can be used as part of an argument in a proof.

[End Check button]

Publisher: Cosenza & Associates, LLC

Math, Grade 6 (IMRA)

Program: Math - Grade 6

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

Change Type: New Content

Submitted: 11/20/2024 8:13pm

Updated: 11/20/2024 8:13pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af3&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af3&singleProductI)

Original Text:

table with list of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af3&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af3&singleProductI)

Updated Text:

table updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 7:45pm

Updated: 11/20/2024 7:45pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773c&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773c&singleProductI)

Original Text:

table with lessons addressed in Unit 5

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773c&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773c&singleProductI)

Updated Text:

updated table to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 8:21pm

Updated: 11/20/2024 8:21pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64ac8fa38cc00018f6af2&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64ac8fa38cc00018f6af2&singleProductI)

Original Text:

table with list of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64ac8fa38cc00018f6af2&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64ac8fa38cc00018f6af2&singleProductI)

Updated Text:

table updated to include spiral reviews

Change Type: New Content
Submitted: 11/20/2024 7:28pm
Updated: 11/20/2024 7:28pm
Current Page Number(s): 1
Location:
table at bottom of letter

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a86fa38cc00018f7738&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a86fa38cc00018f7738&singleProduct)

Original Text:
none

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a86fa38cc00018f7738&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a86fa38cc00018f7738&singleProduct)

Updated Text:
table updated to include spiral reviews

Change Type: New Content
Submitted: 11/20/2024 8:02pm
Updated: 11/20/2024 8:02pm
Current Page Number(s): 1
Location:
table at bottom of letter

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a8dc94920000127b4b4&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a8dc94920000127b4b4&singleProdu)

Original Text:
tables with lesson outline

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a8dc94920000127b4b4&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b67a8dc94920000127b4b4&singleProdu)

Updated Text:
tables updated with spiral review information

Change Type: New Content
Submitted: 11/20/2024 6:44pm
Updated: 11/20/2024 6:44pm
Current Page Number(s): 1
Location:
Questions 2 and 3

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d65b843f3800013823e4&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d65b843f3800013823e4&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d65b843f3800013823e4&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d65b843f3800013823e4&singleProduc)

Updated Text:

2. A recipe calls for 1-1/4 cups of milk. How many fluid ounces of milk are needed for the recipe?
3. The length of a football field is 360 feet from goalpost to goalpost. How long is a football field in yards?

Change Type: New Content

Submitted: 11/20/2024 7:36pm

Updated: 11/20/2024 7:36pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a89c94920000127b4af&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a89c94920000127b4af&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a89c94920000127b4af&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a89c94920000127b4af&singleProduc)

Updated Text:

table updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 8:24pm

Updated: 11/20/2024 8:24pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62c9cc94920000127a282&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62c9cc94920000127a282&singleProduc)

Original Text:

table with list of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62c9cc94920000127a282&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62c9cc94920000127a282&singleProduc)

Updated Text:

table updated to include spiral review

Change Type: New Content
Submitted: 11/20/2024 8:12pm
Updated: 11/20/2024 8:12pm
Current Page Number(s): 1
Location:
table at bottom of parent letter

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b64c03c94920000127ab45&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b64c03c94920000127ab45&singleProduc)

Original Text:
table with list of lessons

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b64c03c94920000127ab45&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66b64c03c94920000127ab45&singleProduc)

Updated Text:
table updated to include spiral review

Change Type: New Content
Submitted: 11/20/2024 6:43pm
Updated: 11/20/2024 6:43pm
Current Page Number(s): 1
Location:
Question 1

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66c8d65b843f3800013823e4&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66c8d65b843f3800013823e4&singleProduc)

Original Text:
none

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66c8d65b843f3800013823e4&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=66c8d65b843f3800013823e4&singleProduc)

Updated Text:
A container of rolled oats on a grocery store shelf weighs 18 ounces. How many pounds does the container of rolled oats weigh?

Change Type: New Content
Submitted: 11/20/2024 7:29pm
Updated: 11/20/2024 7:29pm
Current Page Number(s): 1
Location:
table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a87c94920000127b4ab&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a87c94920000127b4ab&singleProdu)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a87c94920000127b4ab&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a87c94920000127b4ab&singleProdu)

Updated Text:

table updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 8:21pm

Updated: 11/20/2024 8:21pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63953c94920000127a6be&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63953c94920000127a6be&singleProdu)

Original Text:

table with list of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63953c94920000127a6be&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63953c94920000127a6be&singleProdu)

Updated Text:

table updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 8:03pm

Updated: 11/20/2024 8:03pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b3&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b3&singleProdu)

Original Text:

n/a

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b3&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b3&singleProdu)

Updated Text:

table updated with spiral review information

Change Type: New Content
Submitted: 11/20/2024 7:37pm
Updated: 11/20/2024 7:37pm
Current Page Number(s): 1
Location:
table at bottom of letter

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a88fa38cc00018f7739&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a88fa38cc00018f7739&singleProduct)

Original Text:
table listing lessons addressed in the unit

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a88fa38cc00018f7739&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a88fa38cc00018f7739&singleProduct)

Updated Text:
table updated to include spiral review

Change Type: New Content
Submitted: 11/20/2024 8:25pm
Updated: 11/20/2024 8:25pm
Current Page Number(s): 1
Location:
table at bottom of letter

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64b6bfa38cc00018f6b20&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64b6bfa38cc00018f6b20&singleProduct)

Original Text:
table with list of lessons

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64b6bfa38cc00018f6b20&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64b6bfa38cc00018f6b20&singleProduct)

Updated Text:
table updated to include spiral review

Change Type: New Content
Submitted: 11/20/2024 6:50pm
Updated: 11/20/2024 6:50pm
Current Page Number(s): 1 and 3
Location:
Question 1 and Question 6

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66c8d92675095100014bd497&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66c8d92675095100014bd497&singleProdu)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66c8d92675095100014bd497&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66c8d92675095100014bd497&singleProdu)

Updated Text:

Use concrete models to determine the missing part, whole, or percent in each real-world problem.

1. Michael plays on the middle school football team. He caught 60% of the passes that the quarterback threw to him during the football season. If Michael caught 45 passes during the football season, how many passes did the quarterback throw to Michael during the football season?

6. Alex answered 85% of the questions correctly on the semester exam for social studies. There were just six questions that Alex answered

Change Type: New Content

Submitted: 11/20/2024 7:20pm

Updated: 11/20/2024 7:20pm

Current Page Number(s): 1-16

Location:

throughout

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66b67a84c94920000127b4a9&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66b67a84c94920000127b4a9&singleProdu)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66b67a84c94920000127b4a9&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66b67a84c94920000127b4a9&singleProdu)

Updated Text:

new version that accounts for the spiral reviews to provide opportunities for spaced and interleaved practice across lessons and units that we propose to add to Units 3, 4, 5, 6, 7, 8, and 9

Change Type: New Content

Submitted: 11/20/2024 7:35pm

Updated: 11/20/2024 7:35pm

Current Page Number(s): 2 and 3

Location:

Time allotments for lesson pacing (page 2)

Calendars (page 3)

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66b67a88c94920000127b4ad&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66b67a88c94920000127b4ad&singleProdu)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a88c94920000127b4ad&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a88c94920000127b4ad&singleProdu)

Updated Text:

tables updated to account for new spiral review

Change Type: New Content

Submitted: 11/20/2024 8:24pm

Updated: 11/20/2024 8:24pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62580c949200001279f01&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62580c949200001279f01&singleProdu)

Original Text:

tables with list of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62580c949200001279f01&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b62580c949200001279f01&singleProdu)

Updated Text:

tables updated to include spiral review information

Change Type: New Content

Submitted: 11/20/2024 8:12pm

Updated: 11/20/2024 8:12pm

Current Page Number(s): 2 and 3

Location:

page 2- time allotment

page 3- calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af6&singleProductl](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af6&singleProductl)

Original Text:

tables with list of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af6&singleProductl](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b64acafa38cc00018f6af6&singleProductl)

Updated Text:

tables updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 8:01pm

Updated: 11/20/2024 8:01pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3- calendar

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b2&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b2&singleProduc)

Original Text:

n/a

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b2&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8cc94920000127b4b2&singleProduc)

Updated Text:

tables updated with spiral review information

Change Type: New Content

Submitted: 11/20/2024 8:19pm

Updated: 11/20/2024 8:19pm

Current Page Number(s): 3

Location:

Time allotment and calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63e6afa38cc00018f692f&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63e6afa38cc00018f692f&singleProductI)

Original Text:

tables with lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63e6afa38cc00018f692f&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b63e6afa38cc00018f692f&singleProductI)

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 7:27pm

Updated: 11/20/2024 7:27pm

Current Page Number(s): 3

Location:

pacing calendars on page 3

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a83fa38cc00018f7737&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a83fa38cc00018f7737&singleProduct)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a83fa38cc00018f7737&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a83fa38cc00018f7737&singleProduct)

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 7:45pm

Updated: 11/20/2024 7:45pm

Current Page Number(s): 3 and 4

Location:

page 3 - time allotments for lesson pacing

page 4 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773b&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773b&singleProduct)

Original Text:

n/a

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773b&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66b67a8afa38cc00018f773b&singleProduct)

Updated Text:

updated tables to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 6:48pm

Updated: 11/20/2024 6:48pm

Current Page Number(s): Unit 1, Lesson 5

Location:

video

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8ddd2f2b1450001cb09e8&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8ddd2f2b1450001cb09e8&singleProduct)

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8ddd2f2b1450001cb09e8&singleProduc>

Updated Text:

new video

Change Type: New Content

Submitted: 11/20/2024 7:32pm

Updated: 11/20/2024 7:32pm

Current Page Number(s): Unit 3 Spiral Review 2

Location:

Unit 3, Spiral Review 2 located after Lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

Teacher narrative and spiral review content for students and teacher.

Change Type: New Content

Submitted: 11/20/2024 7:31pm

Updated: 11/20/2024 7:31pm

Current Page Number(s): Unit 3, Spiral Review 1

Location:

Unit 3 Spiral Review 1 tab between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

Teacher narrative and spiral review content added for students and teacher.

Change Type: New Content

Submitted: 11/20/2024 7:40pm

Updated: 11/20/2024 7:40pm

Current Page Number(s): Unit 4 Lesson 2 Exploration tab

Location:

Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

Provide students with the opportunity to speak and listen to ideas and information in increasingly complex spoken language commensurate with converting metric units of measure.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

Provide students with the opportunity to speak and listen to ideas and information in increasingly complex spoken language commensurate with converting metric units of measure. Scaffold supports for students with various language proficiency levels:

Beginning: Use visual representations for length, capacity, and mass/weight and accept spoken ideas about metric conversion that reference correct Spanish units rather than English units.

Intermediate: Provide sentence stems in present tense to support conversation about metric conversions such as

The (length/capacity/mass) of the _____ is ____ (meters/liters/grams).

I know ____ meters is ____ kilometer(s).

I think you (multiply/divide) by ____ to convert _____ to _____.

Advanced: Provide the table of Spanish-English cognates as a reference that students can refer to as they use academic vocabulary to summarize what another classmate said.

Advanced High: Provide the table of Spanish-English cognates as a reference that students can refer to as they engage in mathematical discourse with peers about metric measurement conversions.

Change Type: New Content

Submitted: 11/20/2024 7:38pm

Updated: 11/20/2024 7:38pm

Current Page Number(s): Unit 4 Spiral Review tab

Location:

Unit 4 Spiral Review tab between lesson 1 and lesson 2

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student and teacher spiral review components

Change Type: New Content

Submitted: 11/20/2024 6:38pm

Updated: 11/20/2024 6:38pm

Current Page Number(s): Unit 4, Lesson 1 main page

Location:

Unit 4, Lesson 1 main page

Inside the document, page 2, question 6

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8a7bbf2b1450001caf94c&singleProduct>

Original Text:

Represent the ratios of these lengths as a proportion. Verify that the ratios are equivalent.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8a7bbf2b1450001caf94c&singleProduct>

Updated Text:

Represent the ratios of these lengths as a proportion. Use mental math to verify that the ratios are equivalent.

Change Type: New Content

Submitted: 11/20/2024 7:50pm

Updated: 11/20/2024 7:50pm

Current Page Number(s): Unit 5 Spiral Review 2 tab

Location:

Unit 5 Spiral Review 2 tab, located between Lesson 5 and Lesson 8

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components for spiral review

Change Type: New Content

Submitted: 11/20/2024 8:06pm

Updated: 11/20/2024 8:06pm

Current Page Number(s): Unit 6 Spiral Review 1 tab

Location:

Unit 6 Spiral Review 1 tab, located between lesson 2 and lesson 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative

Link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee859dcfe00016410c5&singleProdu)

[courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee859dcfe00016410c5&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee859dcfe00016410c5&singleProdu)

Link to Google Slides: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee859dcfe00016410c5&singleProdu)

[courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee859dcfe00016410c5&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee859dcfe00016410c5&singleProdu)

Link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aeea029b190001ed57d4&singleProd)

[courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aeea029b190001ed57d4&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aeea029b190001ed57d4&singleProd)

Change Type: New Content

Submitted: 11/20/2024 8:11pm

Updated: 11/20/2024 8:11pm

Current Page Number(s): Unit 6 Spiral Review 2 tab

Location:

Unit 6 Spiral Review 2 tab, after Lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aeeb029b190001ed57d5&singleProd)

[courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aeeb029b190001ed57d5&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aeeb029b190001ed57d5&singleProd)

link to Google Slides:

<https://docs.google.com/presentation/d/1alrZNYqETj7xOULmTiRFMNQLWWSw4RybHBrH9jLKMw/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee59dcfe00016410c7&singleProdu)

[courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee59dcfe00016410c7&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aee59dcfe00016410c7&singleProdu)

Change Type: New Content

Submitted: 11/20/2024 8:14pm

Updated: 11/20/2024 8:14pm

Current Page Number(s): Unit 7 Spiral Review 1 tab

Location:

Unit 7 Spiral Review 1 tab, between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aeed59dcfe00016410c9&singleProdu)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aeed59dcfe00016410c9&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aeed59dcfe00016410c9&singleProdu)

link to Google Slides: [https://docs.google.com/presentation/d/15OEaEPTW-](https://docs.google.com/presentation/d/15OEaEPTW-NhqF2G3a5mZG4BIBTNRngVz6UrJMF1gweU/copy)

[NhqF2G3a5mZG4BIBTNRngVz6UrJMF1gweU/copy](https://docs.google.com/presentation/d/15OEaEPTW-NhqF2G3a5mZG4BIBTNRngVz6UrJMF1gweU/copy)

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aeee029b190001ed57d6&singleProd)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aeee029b190001ed57d6&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aeee029b190001ed57d6&singleProd)

Change Type: New Content

Submitted: 11/20/2024 8:16pm

Updated: 11/20/2024 8:16pm

Current Page Number(s): Unit 7 Spiral Review 2 tab

Location:

Unit 7 Spiral Review 2 tab, between lesson 4 and Unit 7 test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components for spiral review

link to blackline master form A: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef059dcfe00016410cc&singleProdu)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef059dcfe00016410cc&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef059dcfe00016410cc&singleProdu)

link to blackline master form B: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef159dcfe00016410cd&singleProdu)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef159dcfe00016410cd&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef159dcfe00016410cd&singleProdu)

link to Google Slides: [https://docs.google.com/presentation/d/1Bu7YFXvPej3ODh1EpUmCtFFyVeRRCR4lAs6m-](https://docs.google.com/presentation/d/1Bu7YFXvPej3ODh1EpUmCtFFyVeRRCR4lAs6m-3NFgkdM/copy)

[3NFgkdM/copy](https://docs.google.com/presentation/d/1Bu7YFXvPej3ODh1EpUmCtFFyVeRRCR4lAs6m-3NFgkdM/copy)

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef3029b190001ed57d8&singleProdu)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef3029b190001ed57d8&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssestId=66a3aef3029b190001ed57d8&singleProdu)

Change Type: New Content

Submitted: 11/20/2024 8:23pm

Updated: 11/20/2024 8:23pm

Current Page Number(s): Unit 8 Spiral Review 1 tab

Location:

Unit 8 Spiral Review 1 tab, between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative with student/teacher components for spiral review

link to blackline master: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aef459dcfe00016410cf&singleProduct>

link to Google Slides:

<https://docs.google.com/presentation/d/1tshcanNfc6HUaxj2mjgjBOSiML52WKxP9WuHVgPND4w/copy>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aef559dcfe00016410d0&singleProduct>

Change Type: New Content

Submitted: 11/20/2024 8:26pm

Updated: 11/20/2024 8:26pm

Current Page Number(s): Unit 9 Spiral Review tab

Location:

Unit 9 Spiral Review tab, between lesson 3 and Unit 9 test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components for spiral review

link to blackline master: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aef9029b190001ed57dd&singleProduct>

link to Google Slides:

<https://docs.google.com/presentation/d/1aLpsBWU8XIdEUBCcdX19KHxosTAVhtCLpbOBuwp2MZk/copy>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66a3aefa59dcfe00016410d3&singleProduct>

Change Type: New Content

Submitted: 11/20/2024 6:54pm

Updated: 11/20/2024 6:54pm

Current Page Number(s): video

Location:

Unit 5, Lesson 7

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d65a75095100014bd36f&singleProduct>

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d65a75095100014bd36f&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66c8d65a75095100014bd36f&singleProduc)

Updated Text:

video

Change Type: New Content

Submitted: 11/20/2024 7:42pm

Updated: 11/20/2024 7:42pm

Current Page Number(s): video

Location:

Unit 4, Lesson 5 Overview page

Unit 4, Lesson 5, Exploration page

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66abb143fa38cc00018e62d0&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66abb143fa38cc00018e62d0&singleProduc)

Original Text:

old video had no sound

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66abb143fa38cc00018e62d0&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66abb143fa38cc00018e62d0&singleProduc)

Updated Text:

new video has sound (per SRP feedback)

Component: Grade 6 TEKS Companion Guide (ISBN: 9781948709088)

Change Type: New Content

Submitted: 11/20/2024 6:24pm

Updated: 11/20/2024 6:24pm

Current Page Number(s): 4

Location:

page 4- "Griddable Response Practice"

Original URL:

[https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?
=1721780499559&pageNo=null](https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?=1721780499559&pageNo=null)

Original Text:

We know that each Grade 6 Mathematics STAAR assessment contains four griddable constructed response items. Students need practice using the place value grid in order to correctly answer these questions. Students must have an understanding of place value in order to effectively use the grid and communicate their correct answer. As appropriate, examples in the lessons provide students with an opportunity to practice gridding their response in the consumable Grade 6 Math TEKS Companion Guide. As well, practice problems contain griddable response questions as appropriate.

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting this section.

Change Type: New Content

Submitted: 11/20/2024 6:26pm

Updated: 11/20/2024 6:26pm

Current Page Number(s): 6

Location:

page 6- "Using the Practice Problems" - Griddable Response section

Original URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Original Text:

Griddable response problems are a type of constructed response problem in which students are expected to enter their numerical answer on a place value based grid.

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting this sentence.

Change Type: New Content

Submitted: 11/20/2024 6:21pm

Updated: 11/20/2024 6:25pm

Current Page Number(s): Teacher manual, page 2

Location:

page 2- last paragraph about "stepped out examples"

Original URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Original Text:

We also include examples with griddable response questions so that students can practice using the grid to communicate their answers (integrating Mathematical Process 6.1F).

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting the sentence.

Change Type: New Content

Submitted: 11/20/2024 6:22pm

Updated: 11/20/2024 6:22pm

Current Page Number(s): Teacher manual, page 3

Location:

page 3- first paragraph about "practice problems"

Original URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Original Text:

Students also encounter griddable response questions in which their numerical answer must be entered and bubbled on a grid.

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting this sentence.

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709347)

Change Type: New Content

Submitted: 11/20/2024 6:16pm

Updated: 11/20/2024 6:16pm

Current Page Number(s): Grade 6 Course Level Documents

Location:

Top of page - first paragraph, second sentence

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Original Text:

Top of "Grade 6 Teacher Materials" -First Paragraph: Math-Grade 6 by Cosenza & Associates is a full, Tier 1 curriculum resource. We address 100% of the TEKS and required ELPS for Grade 8 Mathematics.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Updated Text:

Top of "Grade 6 Teacher Materials" -First Paragraph: Math-Grade 6 by Cosenza & Associates is a full, Tier 1 curriculum resource. We address 100% of the TEKS and required ELPS for Grade 6 Mathematics.

Change Type: New Content

Submitted: 11/20/2024 6:17pm

Updated: 11/20/2024 6:17pm

Current Page Number(s): Unit 5

Location:

Unit 5 Teacher Materials Page

Unit Introduction, second paragraph, second sentence

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Original Text:

sentence states "Students apply their prior knowledge of locating rational numbers on a number line to represent the solution to the equation (inequalities are saved for Unit 6)."

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Updated Text:

We have revised the sentence to "Students apply their prior knowledge of locating rational numbers on a number line to represent the solution to the equation and inequality."

Math, Grade 7 (IMRA)**Program: Math - Grade 7****Component: Math-Grade 7 Teacher Course (ISBN: 9781948709354)**

Change Type: New Content

Submitted: 11/20/2024 9:21pm

Updated: 11/20/2024 9:21pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc94920000127c004&singleProductId=>

Original Text:

table with list of lessons:

Lesson 1: Similar Figures and Scale Factors

Lesson 2: Scale Drawings

Unit 5 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc94920000127c004&singleProductId=>

Updated Text:

table updated to include spiral review

Lesson 1: Similar Figures and Scale Factors

Lesson 2: Scale Drawings

Unit 5 Spiral Review

Unit 5 Test

Change Type: New Content

Submitted: 11/20/2024 9:45pm

Updated: 11/20/2024 9:45pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a521c94920000127c00c&singleProdu>

Original Text:

table with list of lessons:

Lesson 1: Surface Area and Nets

Lesson 2: Volume of Rectangular Prisms and Pyramids

Lesson 3: Volume of Triangular Prisms and Pyramids

Lesson 4: Solving Problems with Volume

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a521c94920000127c00c&singleProdu)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a521c94920000127c00c&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a521c94920000127c00c&singleProdu)

Updated Text:

table updated with spiral reviews

Lesson 1: Surface Area and Nets

Unit 8 Spiral Review 1

Lesson 2: Volume of Rectangular Prisms and Pyramids

Lesson 3: Volume of Triangular Prisms and Pyramids

Lesson 4: Solving Problems with Volume

Unit 8 Spiral Review 2

Unit 8 Spiral Review 3

Change Type: New Content

Submitted: 11/20/2024 9:59pm

Updated: 11/20/2024 10:00pm

Current Page Number(s): 1

Location:

Same document is linked in two places:

Unit 9 Lesson 5 Overview

Exploration: Unit 9 Lesson 5

All of page 1 is new content

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ef843f3800013812e2&singleProdu)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ef843f3800013812e2&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ef843f3800013812e2&singleProdu)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ef843f3800013812e2&singleProdu)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ef843f3800013812e2&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ef843f3800013812e2&singleProdu)

Updated Text:

https://drive.google.com/drive/u/0/folders/10sXpgB1Y4SybKXR_vLBY7aGCmxl...

Change Type: New Content

Submitted: 11/20/2024 9:14pm

Updated: 11/20/2024 9:14pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51bfa38cc00018f84ca&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51bfa38cc00018f84ca&singleProduct)

Original Text:

table with list of lessons:
Lección 1: Relaciones lineales
Lección 2: Relaciones más lineales
Prueba de la Unidad 4

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51bfa38cc00018f84ca&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51bfa38cc00018f84ca&singleProduct)

Updated Text:

table updated to include spiral reviews
Lección 1: Relaciones lineales
Lección 2: Relaciones más lineales
Repaso espiral 1 de la Unidad 4
Repaso espiral 2 de la Unidad 4
Prueba de la Unidad 4

Change Type: New Content

Submitted: 11/20/2024 8:59pm

Updated: 11/20/2024 8:59pm

Current Page Number(s): 1

Location:

directions (first paragraph)

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897e375095100014bbd62&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897e375095100014bbd62&singleProduct)

Original Text:

Use the tiles on the last page, using each digit no more than once in any problem, make true equations. Once you find an answer, see how many other answers you can discover for each problem.

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897e375095100014bbd62&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897e375095100014bbd62&singleProduct)

Updated Text:

Use mental math and the tiles on the last page, using each digit no more than once in any problem, make true equations. Once you find an answer, see how many other answers you can discover for each problem.

Change Type: New Content

Submitted: 11/20/2024 9:31pm

Updated: 11/20/2024 9:31pm

Current Page Number(s): 1

Location:

Same document linked in two places:

Unit 6, Lesson 4 Overview

Exploration: Unit 6, Lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4af843f380001381c3c&singleProduct>

Original Text:

Directions: Use the image or information in each situation to determine the simple probability of each event. Give the probability in fraction form and simplify each fraction.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4af843f380001381c3c&singleProduct>

Updated Text:

Directions: Use the image or information in each situation to create a sample space and then use the sample space to determine the probability of each event. Give the probability in fraction form and simplify each fraction.

Change Type: New Content

Submitted: 11/20/2024 8:56pm

Updated: 11/20/2024 8:56pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a518fa38cc00018f84c5&singleProduct>

Original Text:

table with list of lessons:

Lesson 1: Visualizing Sets of Rational Numbers

Lesson 2: Adding and Subtracting Rational Numbers

Lesson 3: Multiplying and Dividing Rational Numbers

Lesson 4: Applying Rational Numbers

Lesson 5: Calculating Sales Tax

Lesson 6: Calculating Income Tax

Lesson 7: Net Worth

Unit 1 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a518fa38cc00018f84c5&singleProduct>

Updated Text:

table updated to include spiral review

Lesson 1: Visualizing Sets of Rational Numbers

Lesson 2: Adding and Subtracting Rational Numbers

Lesson 3: Multiplying and Dividing Rational Numbers

Lesson 4: Applying Rational Numbers

Unit 1 Spiral Review

Lesson 5: Calculating Sales Tax

Lesson 6: Calculating Income Tax

Lesson 7: Net Worth

Unit 1 Test

Change Type: New Content
Submitted: 11/20/2024 9:54pm
Updated: 11/20/2024 9:54pm
Current Page Number(s): 1
Location:
table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a524c94920000127c00e&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a524c94920000127c00e&singleProdu)

Original Text:

table with list of lessons:
Lesson 1: Problem Solving Using Data from Bar Graphs
Lesson 2: Problem Solving Using Data from Dot Plots
Lesson 3: Comparing Dot Plots
Lesson 4: Problem Solving Using Data from Circle Graphs
Lesson 5: Comparing Boxplots
Lesson 6: Inferences from Random Samples
Lesson 7: Comparing Populations from Random Samples
Unit 9 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a524c94920000127c00e&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a524c94920000127c00e&singleProdu)

Updated Text:

table updated with spiral reviews:
Lesson 1: Problem Solving Using Data from Bar Graphs
Lesson 2: Problem Solving Using Data from Dot Plots
Lesson 3: Comparing Dot Plots
Unit 9 Spiral Review 1
Lesson 4: Problem Solving Using Data from Circle Graphs
Lesson 5: Comparing Boxplots
Lesson 6: Inferences from Random Samples
Unit 9 Spiral Review 2
Lesson 7: Comparing Populations from Random Samples
Unit 9 Spiral Review 3
Unit 9 Test

Change Type: New Content
Submitted: 11/20/2024 9:22pm
Updated: 11/20/2024 9:22pm
Current Page Number(s): 1
Location:
table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc94920000127c005&singleProductId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc94920000127c005&singleProductId=)

Original Text:

table with list of lessons:
Lección 1: Figuras similares y factores de escala

Lección 2: Dibujos a escala
Prueba de la Unidad 5

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&singleAssesId=66b7a51dc94920000127c005&singleProductId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesId=66b7a51dc94920000127c005&singleProductId=)

Updated Text:

table updated to include spiral review
Lección 1: Figuras similares y factores de escala
Lección 2: Dibujos a escala
Repaso espiral de la Unidad 5
Prueba de la Unidad 5

Change Type: New Content

Submitted: 11/20/2024 9:30pm

Updated: 11/20/2024 9:30pm

Current Page Number(s): 1

Location:

Same document linked in two places:

Unit 6 Lesson 4 Overview

Exploration: Unit 6, Lesson 4

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4b075095100014bc76f&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4b075095100014bc76f&singleProdu)

Original Text:

Directions: Use the image or information in each situation to determine the simple probability of each event. Give the probability in fraction form and simplify each fraction.

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4b075095100014bc76f&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4b075095100014bc76f&singleProdu)

Updated Text:

Directions: Use the image or information in each situation to create a sample space and then use the sample space to determine the probability of each event. Give the probability in fraction form and simplify each fraction.

Change Type: New Content

Submitted: 11/20/2024 9:46pm

Updated: 11/20/2024 9:46pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a522c94920000127c00d&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a522c94920000127c00d&singleProdu)

Original Text:

table with list of lessons:
Lección 1: Área de superficie y redes

Lección 2: Volumen de prismas y pirámides rectangulares
Lección 3: Volumen de prismas y pirámides triangulares
Lección 4: Resolver problemas con volumen
Prueba de la Unidad 8

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a522c94920000127c00d&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a522c94920000127c00d&singleProdu)

Updated Text:

table updated with spiral reviews
Lección 1: Área de superficie y redes
Repaso espiral 1 de la Unidad 8
Lección 2: Volumen de prismas y pirámides rectangulares
Lección 3: Volumen de prismas y pirámides triangulares
Lección 4: Resolver problemas con volumen
Repaso espiral 2 de la Unidad 8
Repaso espiral 3 de la Unidad 8
Prueba de la Unidad 8

Change Type: New Content

Submitted: 11/20/2024 10:02pm

Updated: 11/20/2024 10:02pm

Current Page Number(s): 1

Location:

Same document is linked in two places:

Unit 9 Lesson 5 overview

Exploration: Unit 9 Lesson 5

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897f0843f3800013812e3&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897f0843f3800013812e3&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897f0843f3800013812e3&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897f0843f3800013812e3&singleProduc)

Updated Text:

See page 5 of this document: https://drive.google.com/drive/u/0/folders/10sXpgB1Y4SybKXR_vLBY7aGCmxIIVBvq

Change Type: New Content

Submitted: 11/20/2024 9:27pm

Updated: 11/20/2024 9:27pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51fc94920000127c008&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51fc94920000127c008&singleProduc)

Original Text:

table with list of lessons:

Lección 1: Representación de espacios muestrales para eventos simples y compuestos
Lección 2: Probabilidades y sus complementos
Lección 3: Resolver problemas a partir de experimentos simples
Lección 4: Probabilidad teórica
Lección 5: Uso de simulaciones para eventos simples y compuestos
Lección 6: Probabilidad experimental
Prueba de la Unidad 6

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51fc94920000127c008&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51fc94920000127c008&singleProduc)

Updated Text:

table updated with spiral reviews:

Lección 1: Representación de espacios muestrales para eventos simples y compuestos
Lección 2: Probabilidades y sus complementos
Lección 3: Resolver problemas a partir de experimentos simples
Lección 4: Probabilidad teórica
Repaso espiral 1 de la Unidad 6
Lección 5: Uso de simulaciones para eventos simples y compuestos
Lección 6: Probabilidad experimental
Repaso espiral 2 de la Unidad 6
Repaso espiral 3 de la Unidad 6
Prueba de la Unidad 6

Change Type: New Content

Submitted: 11/20/2024 9:27pm

Updated: 11/20/2024 9:27pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a520c94920000127c009&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a520c94920000127c009&singleProdu)

Original Text:

table with list of lessons:

Lesson 1: Representing Sample Spaces for Simple and Compound Events
Lesson 2: Probabilities and Their Complements
Lesson 3: Solving Problems from Simple Experiments
Lesson 4: Theoretical Probability
Lesson 5: Using Simulations for Simple and Compound Events

Lesson 6: Experimental Probability
Unit 6 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a520c94920000127c009&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a520c94920000127c009&singleProdu)

Updated Text:

table updated with spiral reviews
Lesson 1: Representing Sample Spaces for Simple and Compound Events
Lesson 2: Probabilities and Their Complements
Lesson 3: Solving Problems from Simple Experiments
Lesson 4: Theoretical Probability
Unit 6 Spiral Review 1
Lesson 5: Using Simulations for Simple and Compound Events
Lesson 6: Experimental Probability
Unit 6 Spiral Review 2
Unit 6 Spiral Review 3
Unit 6 Test

Change Type: New Content

Submitted: 11/20/2024 9:13pm

Updated: 11/20/2024 9:13pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51afa38cc00018f84c9&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51afa38cc00018f84c9&singleProduct)

Original Text:

table with list of lessons:
Lesson 1: Linear Relationships
Lesson 2: More Linear Relationships
Unit 4 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51afa38cc00018f84c9&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51afa38cc00018f84c9&singleProduct)

Updated Text:

table update to include spiral review:
Lesson 1: Linear Relationships
Lesson 2: More Linear Relationships
Unit 4 Spiral Review 1
Unit 4 Spiral Review 2
Unit 4 Test

Change Type: New Content

Submitted: 11/20/2024 8:58pm

Updated: 11/20/2024 8:58pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a518c94920000127c002&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a518c94920000127c002&singleProdu)

Original Text:

table with list of lessons:

Lección 1: Visualización de conjuntos de números racionales

Lección 2: Sumar y restar números racionales

Lección 3: Multiplicar y dividir números racionales

Lección 4: Aplicar números racionales

Lección 5: Calcular el impuesto sobre las ventas

Lección 6: Calcular el impuesto sobre la renta

Lección 7: Valor neto

Prueba de la unidad 1

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a518c94920000127c002&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a518c94920000127c002&singleProdu)

Updated Text:

table updated to include spiral review

Lección 1: Visualización de conjuntos de números racionales

Lección 2: Sumar y restar números racionales

Lección 3: Multiplicar y dividir números racionales

Lección 4: Aplicar números racionales

Repaso espiral de la Unidad 1

Lección 5: Calcular el impuesto sobre las ventas

Lección 6: Calcular el impuesto sobre la renta

Lección 7: Valor neto

Prueba de la unidad 1

Change Type: New Content

Submitted: 11/20/2024 9:55pm

Updated: 11/20/2024 9:55pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a524fa38cc00018f84d0&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a524fa38cc00018f84d0&singleProduc)

Original Text:

table with list of lessons:

Lección 1: Resolución de problemas utilizando datos de gráficos de barras

Lección 2: Resolución de problemas utilizando datos de diagramas de puntos

Lección 3: Comparación de diagramas de puntos

Lección 4: Resolución de problemas utilizando datos de gráficas circulares

Lección 5: Comparación de diagramas de caja

Lección 6: Inferencias a partir de muestras aleatorias

Lección 7: Comparación de poblaciones a partir de

muestras aleatorias
Prueba de la Unidad 9

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a524fa38cc00018f84d0&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a524fa38cc00018f84d0&singleProduc)

Updated Text:

table updated with spiral reviews
Lección 1: Resolución de problemas utilizando datos
de gráficos de barras
Lección 2: Resolución de problemas utilizando datos
de diagramas de puntos
Lección 3: Comparación de diagramas de puntos
Repaso espiral 1 de la Unidad 9
Lección 4: Resolución de problemas utilizando datos
de gráficas circulares
Lección 5: Comparación de diagramas de caja
Lección 6: Inferencias a partir de muestras aleatorias
Repaso espiral 2 de la Unidad 9
Lección 7: Comparación de poblaciones a partir de
muestras aleatorias
Repaso espiral 3 de la Unidad 9
Prueba de la Unidad 9

Change Type: New Content

Submitted: 11/20/2024 9:12pm

Updated: 11/20/2024 9:12pm

Current Page Number(s): 1 and 2

Location:

page 1 - time allotment

page 2 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a519fa38cc00018f84c7&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a519fa38cc00018f84c7&singleProduct)

Original Text:

tables included list of lessons with pacing

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a519fa38cc00018f84c7&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a519fa38cc00018f84c7&singleProduct)

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 8:52pm

Updated: 11/20/2024 8:52pm

Current Page Number(s): 1-16

Location:

Throughout document

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7ac95c94920000127c06a&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7ac95c94920000127c06a&singleProdu)

Original Text:

Pacing guide included suggestions for lessons in the course

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7ac95c94920000127c06a&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7ac95c94920000127c06a&singleProdu)

Updated Text:

New version accounts for the spiral reviews to provide opportunities for spaced and interleaved practice across lessons and units that we propose to add to Units 1, 4, 5, 6, 8, and 9.

Change Type: New Content

Submitted: 11/20/2024 9:09pm

Updated: 11/20/2024 9:09pm

Current Page Number(s): 1-2

Location:

Same document linked in two places:

Unit 3 Lesson 1 Overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897f1f2b1450001caf3d6&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897f1f2b1450001caf3d6&singleProduct)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897f1f2b1450001caf3d6&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897f1f2b1450001caf3d6&singleProduct)

Updated Text:

Directions: Answer all questions to the best of your ability. Justify your responses.

1. Use what you know about the relationship between distance and time in the equation $d = rt$ to

a. determine the rate of change from the algebraic representation $d = 2.5t$. The rate of change is 2.5.

b. represent the rate of change using a table for $d = 2.5t$, and

The rate of change is the change in the dependent variable for every unit of change in the independent variable, as shown.

c. represent the rate of change using a graph of $d = 2.5t$.

The rate of change for a line in a graph is the rate at which the line slopes—in this case, a vertical change of 2.5 for every horizontal change of 1.

2. Thani and her family are going on a road trip to see the Grand Canyon. Their travel distance, d , in miles over the time driving, t , in hours can be represented by the equation $d = 67t$.

a. At what speed did Thani and her family travel over the course of their road trip?

Their speed is 67 miles per hour.

b. How can their speed during the road trip be represented as a rate of change using a table?

The rate of change is the change in the dependent variable for every unit of change in the independent variable, as shown, in miles per hour.

c. How can their speed for the road trip be represented as a rate of change using a graph?

The rate of change for a line in a graph is the rate at which the line slopes—in this case, a vertical change of 67 miles for every horizontal change of 1 hour.

Change Type: New Content

Submitted: 11/20/2024 9:20pm

Updated: 11/20/2024 9:20pm

Current Page Number(s): 1-2

Location:

page 1 - time allotment

page 2 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51cfa38cc00018f84cb&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51cfa38cc00018f84cb&singleProduct)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51cfa38cc00018f84cb&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66b7a51cfa38cc00018f84cb&singleProduct)

Updated Text:

tables updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 9:05pm

Updated: 11/20/2024 9:05pm

Current Page Number(s): 1-2

Location:

Same document linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66c897f075095100014bbd65&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66c897f075095100014bbd65&singleProduct)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66c897f075095100014bbd65&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=66c897f075095100014bbd65&singleProduct)

Updated Text:

Directions: Answer all questions to the best of your ability. Justify your responses.

1. Use what you know about the relationship between distance and time in the equation $d = rt$ to

a. determine the rate of change from the algebraic representation $d = 2.5t$,

b. represent the rate of change using a table for $d = 2.5t$, and

- c. represent the rate of change using a graph of $d = 2.5t$.
2. Thani and her family are going on a road trip to see the Grand Canyon. Their travel distance, d , in miles over the time driving, t , in hours can be represented by the equation $d = 67t$.
- At what speed did Thani and her family travel over the course of their road trip?
 - How can their speed during the road trip be represented as a rate of change using a table?
 - How can their speed for the road trip be represented as a rate of change using a graph?

Change Type: New Content

Submitted: 11/20/2024 9:44pm

Updated: 11/20/2024 9:44pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a520c94920000127c00a&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a520c94920000127c00a&singleProdu)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a520c94920000127c00a&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a520c94920000127c00a&singleProdu)

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 9:52pm

Updated: 11/20/2024 9:52pm

Current Page Number(s): 2 and 4

Location:

page 2 - time allotment

page 4 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a523fa38cc00018f84cf&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a523fa38cc00018f84cf&singleProduct)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a523fa38cc00018f84cf&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66b7a523fa38cc00018f84cf&singleProduct)

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 9:25pm

Updated: 11/20/2024 9:25pm

Current Page Number(s): 3 and 4

Location:

page 3 - calendars

page 4 - time allotment

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51ec94920000127c007&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51ec94920000127c007&singleProdu)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51ec94920000127c007&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51ec94920000127c007&singleProdu)

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Submitted: 11/20/2024 8:53pm

Updated: 11/20/2024 8:53pm

Current Page Number(s): 8

Location:

Page 8 - paragraph and table

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a96308c94920000126792c&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a96308c94920000126792c&singleProdu)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a96308c94920000126792c&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a96308c94920000126792c&singleProdu)

Updated Text:

Grade 7 Mathematics Teacher's Guide

Guidance for Teachers to Provide Linguistic Accommodations and Support Emergent Bilinguals

Students who are emergent bilinguals may have very different levels of English language proficiency.

Differentiated supports are required to effectively support and engage students in the use of increasingly more academic language as they speak and write about their mathematical understanding. The table below outlines examples of teacher actions that support emergent bilingual students at any level of English language proficiency to make cross-linguistic connections through oral and written discourse.

Change Type: New Content

Submitted: 11/20/2024 9:36pm

Updated: 11/20/2024 9:36pm

Current Page Number(s): all

Location:

Same document linked in two places:

Unit 6, Lesson 5 overview

Exploration: Unit 6, Lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c89c2df2b1450001caf512&singleProduct>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c89c2df2b1450001caf512&singleProduct>

Updated Text:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c89c2df2b1450001caf512&singleProduct>

Change Type: New Content

Submitted: 11/20/2024 9:39pm

Updated: 11/20/2024 9:39pm

Current Page Number(s): all

Location:

Same document linked in two places:

Unit 6 Lesson 6 overview

Exploration: Unit 6 Lesson 6

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4bbf2b1450001cafcd&singleProduct>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4bbf2b1450001cafcd&singleProduct>

Updated Text:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8b4bbf2b1450001cafcd&singleProduct>

Change Type: New Content

Submitted: 11/20/2024 9:37pm

Updated: 11/20/2024 9:37pm

Current Page Number(s): all

Location:

Same document linked in two places:

Unit 6, Lesson 5 Overview

Exploration: Unit 6, Lesson 5

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8979c843f3800013812d5&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8979c843f3800013812d5&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8979c843f3800013812d5&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c8979c843f3800013812d5&singleProduc)

Updated Text:

https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a0...

Change Type: New Content

Submitted: 11/20/2024 9:38pm

Updated: 11/20/2024 9:38pm

Current Page Number(s): all

Location:

same document linked in two places:

Unit 6 Lesson 5 Overview

Exploration: Unit 6 Lesson 5

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897e2f2b1450001caf3d2&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897e2f2b1450001caf3d2&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897e2f2b1450001caf3d2&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c897e2f2b1450001caf3d2&singleProduc)

Updated Text:

https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a0...

Change Type: New Content

Submitted: 11/20/2024 9:37pm

Updated: 11/20/2024 9:37pm

Current Page Number(s): all

Location:

same document linked in two places:

Unit 6 Lesson 5 Overview

Exploration: Unit 6 Lesson 5

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c89c2d75095100014bbe15&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c89c2d75095100014bbe15&singleProdu)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c89c2d75095100014bbe15&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c89c2d75095100014bbe15&singleProdu)

Updated Text:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c89c2d75095100014bbe15&singleProdu>

Change Type: New Content

Submitted: 11/20/2024 9:43pm

Updated: 11/20/2024 9:43pm

Current Page Number(s): Exploration: Unit 7 Lesson 1 tab

Location:

Exploration: Unit 7 Lesson 1, Support for Emergent Bilinguals

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Create structures that empower students to use support from you and their peers to develop background knowledge needed to comprehend increasingly challenging language. For example, in class discussions based on text, use the following sentence frames.

Will you please explain what ____ means?

Why does the text have...?

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Create structures that empower students to use support from you and their peers to develop background knowledge needed to comprehend increasingly challenging language. For example, in class discussions based on text, use the following sentence frames.

Will you please explain what ____ means?

Why does the text have...?

Utilize Spanish-English cognates to facilitate comprehension of students' mathematical discourse and written classroom materials. See table below. Scaffold support for students with various levels of language proficiency:

Beginning: Use the visual of a circle on the top of the third page of the exploration activity to connect the Spanish-English cognates in the table to a visual representation. Then ask the student to point to or create a visual of each academic vocabulary term. Accept drawn answers in lieu of written answers and pointing to or creating correct visual representations in lieu of spoken words during lesson activities.

Intermediate: Use the table of Spanish-English cognates to pre-teach students academic vocabulary involved in the lesson. Provide sentence stems in present tense for the student to use during mathematical discourse and in writing about their mathematical understanding during lesson activities such as

The _____ is this part of the circle.
The _____ measures two times the _____.

Advanced: Provide the table of Spanish-English cognates and ask the student to use these academic vocabulary terms along with sentence stems with complex structures as they speak and write about their understanding of the lesson, such as

The _____ of the _____ measured exactly half of the length of the circle's _____.
Pi is the ratio between the _____ and _____ of any _____.

Advanced High: Provide the table of Spanish-English cognates for the student to use as they engage in verbal discourse and write about their mathematical ideas about circles using newly learned academic vocabulary during lesson activities.

Change Type: New Content

Submitted: 11/20/2024 9:01pm

Updated: 11/20/2024 9:01pm

Current Page Number(s): Unit 1 Spiral Review 1 tab

Location:

Unit 1 Spiral Review 1 tab, between lesson 4 and lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db27029b190001ed5ecd&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db27029b190001ed5ecd&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db27029b190001ed5ecd&singleProc)

link to Google Slides:

<https://docs.google.com/presentation/d/1zRrgLObXRIQDI50bvggDnofQtX8eaBnUrMzYmKqEapg/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db2859dcfe0001641784&singleProd)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db2859dcfe0001641784&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db2859dcfe0001641784&singleProd)

Change Type: New Content

Submitted: 11/20/2024 9:03pm

Updated: 11/20/2024 9:03pm

Current Page Number(s): Unit 3, Lesson 1 overview tab and Exploration page

Location:

Same document linked twice

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c4cb59c949200001296513&singleProdu>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66c4cb59c949200001296513&singleProdu>

Updated Text:

video

Change Type: New Content

Submitted: 11/20/2024 9:11pm

Updated: 11/20/2024 9:11pm

Current Page Number(s): Unit 3, Lesson 5, Exploration tab

Location:

Exploration: Unit 3, Lesson 5

Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Provide students with multiple opportunities to write so they describe and explain the mathematics they are doing as more English is acquired. Reflective Journal Entry prompts or explanations of how they determined their answer are instructional routines that are practiced in effective mathematics classrooms.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Provide students with multiple opportunities to write so they describe and explain the mathematics they are doing as more English is acquired. Reflective Journal Entry prompts or explanations of how they determined their answer are instructional routines that are practiced in effective mathematics classrooms. Scaffold writing support for students of various levels of language proficiency:

Beginning: Ask students to draw their response to a reflective journal entry prompt such as, "How does the size of a liter compare to the size of a quart? Explain your response. Refer to #9 in the Converting Between Measurement Systems Using Unit Rates activity and the STAAR® Grade 7 Mathematics Reference Materials as needed."

Intermediate: Provide simple sentence stem(s) written in present tense for students to use as they respond to a reflective journal entry prompt such as the one described above.

A liter is _____ than a quart.

A gallon has ____ liters.
A gallon has ____ quarts.

Advanced: Provide sentence stem(s) with complex structures for students to refer to as they respond in writing to a reflective journal entry prompt such as the one described above.

A gallon is comprised of more _____ than _____ because it takes only _____ to make a gallon while it requires _____ to make a gallon.
Since there are ____ quarts in one gallon and ____ liters in one gallon, this means that one quart is equivalent to ____ liter(s).

Advanced High: Provide students feedback on a first draft of their response to a reflective journal entry prompt such as the one described above and allow students to make revisions to their response.

Use Spanish-English cognates to foster student cross-linguistic connections in oral and written mathematical discourse and increase comprehension of metric and customary measurement systems. See the table below.

Change Type: New Content

Submitted: 11/20/2024 9:15pm

Updated: 11/20/2024 9:15pm

Current Page Number(s): Unit 4 Spiral Review 1 tab

Location:

Unit 4 Spiral Review 1 tab, after Lesson 2

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db2d59dcfe0001641789&singleProd)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db2d59dcfe0001641789&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db2d59dcfe0001641789&singleProd)

link to Google Slides:

<https://docs.google.com/presentation/d/1IGjtEI2vNbO4rXPYXxtIzmRh57jTuG8zwDEPCvm2QY/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db2e029b190001ed5ed0&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db2e029b190001ed5ed0&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db2e029b190001ed5ed0&singleProc)

Change Type: New Content

Submitted: 11/20/2024 9:17pm

Updated: 11/20/2024 9:17pm

Current Page Number(s): Unit 4 Spiral Review 2 tab

Location:

Unit 4 Spiral Review 2 tab, after Unit 4 Spiral Review 1 and before Unit 4 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db2a59dcfe0001641786&singleProd>

link to Google slides: <https://docs.google.com/presentation/d/1Ft-o8fOfNVvauBAzwalAuQ5ZUA5VrG6MmYOnb-ulxt4/copy>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db2c59dcfe0001641787&singleProd>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db2c59dcfe0001641787&singleProd>

Change Type: New Content

Submitted: 11/20/2024 9:24pm

Updated: 11/20/2024 9:24pm

Current Page Number(s): Unit 5 Spiral Review tab

Location:

Unit 5 Spiral Review tab, after Lesson 2 before Unit 5 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db2e029b190001ed5ed1&singleProc>

link to Google Slides:

https://docs.google.com/presentation/d/1zO_V4yTt43dURkRtcMjkkmO3l3h4eBDg98iAPj7ftpA/copy

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db3059dcfe000164178b&singleProd>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db3059dcfe000164178b&singleProd>

Change Type: New Content

Submitted: 11/20/2024 9:33pm

Updated: 11/20/2024 9:33pm

Current Page Number(s): Unit 6 Spiral Review 1 tab

Location:

Unit 6 Spiral Review 1 tab, between lesson 4 and lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master Form A: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db31029b190001ed5ed2&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db31029b190001ed5ed2&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db31029b190001ed5ed2&singleProc)

link to blackline master Form B: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db32029b190001ed5ed3&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db32029b190001ed5ed3&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db32029b190001ed5ed3&singleProc)

link to Google Slides:

<https://docs.google.com/presentation/d/1f83mFfQ88ajxwvjUmUcHU7kNQ0h2zx7oY3vPYQMUPs/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db33029b190001ed5ed4&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db33029b190001ed5ed4&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db33029b190001ed5ed4&singleProc)

Change Type: New Content

Submitted: 11/20/2024 9:40pm

Updated: 11/20/2024 9:40pm

Current Page Number(s): Unit 6 Spiral Review 2 tab

Location:

Unit 6 Spiral Review tab, after Lesson 6

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db33029b190001ed5ed5&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db33029b190001ed5ed5&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db33029b190001ed5ed5&singleProc)

link to Google Slides:

<https://docs.google.com/presentation/d/1pqtJ3H41JjotYLYJMoU6Adr4K3eYRU67jwdeZr7ddOw/copy>

Link to Answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db35029b190001ed5ed6&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db35029b190001ed5ed6&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db35029b190001ed5ed6&singleProc)

Change Type: New Content

Submitted: 11/20/2024 9:42pm

Updated: 11/20/2024 9:42pm

Current Page Number(s): Unit 6 Spiral Review 3 tab

Location:

Unit 6 Spiral Review 3 tab, after Spiral Review 2 and before Unit 6 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db36029b190001ed5ed8&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db36029b190001ed5ed8&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db36029b190001ed5ed8&singleProc)

link to Google Slides:

<https://docs.google.com/presentation/d/1cefvE5LIU3yOt9DRL47pQaNpFfwM2vihbx9KEa2dbz4/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3759dcfe0001641790&singleProd)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3759dcfe0001641790&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3759dcfe0001641790&singleProd)

Change Type: New Content

Submitted: 11/20/2024 9:47pm

Updated: 11/20/2024 9:47pm

Current Page Number(s): Unit 8 Spiral Review 1 tab

Location:

Unit 8 Spiral Review, between lesson 1 and lesson 2

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3859dcfe0001641791&singleProd)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3859dcfe0001641791&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3859dcfe0001641791&singleProd)

link to Google Slides:

https://docs.google.com/presentation/d/119kMSZke3unyA_SKNG788I3J4X1IfEDPQrb0wHSm5Qo/copy

link to Answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db39029b190001ed5eda&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db39029b190001ed5eda&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db39029b190001ed5eda&singleProc)

Change Type: New Content

Submitted: 11/20/2024 9:49pm

Updated: 11/20/2024 9:49pm

Current Page Number(s): Unit 8 Spiral Review 2 tab

Location:

Unit 8 Spiral Review 2, after Lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master Form A: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3d59dcfe0001641793&singleProd>

link to blackline master Form B: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3e59dcfe0001641794&singleProd>

link to Google Slides:

https://docs.google.com/presentation/d/1VvizVS1sNMQpugBIBZS8CErL_xFnHENh9e3TQU8Wak/copy

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3f029b190001ed5ede&singleProd>

Change Type: New Content

Submitted: 11/20/2024 9:50pm

Updated: 11/20/2024 9:50pm

Current Page Number(s): Unit 8 Spiral Review 3 tab

Location:

Unit 8 Spiral Review 3, between Spiral Review 2 and Unit 8 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3a029b190001ed5edc&singleProc>

link to Google Slides: https://docs.google.com/presentation/d/1PknV-4npGgBDQNe9BwpuAixw5L9_7RfHYWjrkxVI6c/copy

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66a3db3c59dcfe0001641792&singleProd>

Change Type: New Content

Submitted: 11/20/2024 9:56pm

Updated: 11/20/2024 9:56pm

Current Page Number(s): Unit 9 Spiral Review 1 tab

Location:

Unit 9 Spiral Review 1, between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db40029b190001ed5edf&singleProd)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db40029b190001ed5edf&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db40029b190001ed5edf&singleProd)

link to Google Slides:

<https://docs.google.com/presentation/d/1o5QMT73SuyFbwd7B6n70E0tMOtqzCKYFvjpiHx6sa8/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db4159dcfe0001641797&singleProd)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db4159dcfe0001641797&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db4159dcfe0001641797&singleProd)

Change Type: New Content

Submitted: 11/20/2024 10:03pm

Updated: 11/20/2024 10:03pm

Current Page Number(s): Unit 9 Spiral Review 2 tab

Location:

Unit 9 Spiral Review 2 tab, between lesson 6 and lesson 7

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db42029b190001ed5ee0&singleProc)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db42029b190001ed5ee0&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db42029b190001ed5ee0&singleProc)

link to Google Slides:

https://docs.google.com/presentation/d/1o1lplIH04AT3_gPjg9rMuM1UTEkjm0iMULa7DZJlOug/edit?usp=drive_link

link to Answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db4359dcfe0001641799&singleProd)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db4359dcfe0001641799&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=66a3db4359dcfe0001641799&singleProd)

Change Type: New Content

Submitted: 11/20/2024 10:04pm

Updated: 11/20/2024 10:04pm

Current Page Number(s): Unit 9 Spiral Review 3 tab

Location:

Unit 9 Spiral Review tab, between lesson 7 and Unit 9 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=66a3db44029b190001ed5ee1&singleProc)

[courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=66a3db44029b190001ed5ee1&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=66a3db44029b190001ed5ee1&singleProc)

link to Google Slides:

<https://docs.google.com/presentation/d/1blvOTPAAdCgnRUYqAj3ewEEzdPYsEDbKIIM9257gYShM/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=66a3db45029b190001ed5ee2&singleProc)

[courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=66a3db45029b190001ed5ee2&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=66a3db45029b190001ed5ee2&singleProc)

Change Type: New Content

Submitted: 11/20/2024 9:57pm

Updated: 11/20/2024 9:57pm

Current Page Number(s): video

Location:

Same document linked in two places:

Unit 9 Lesson 4 overview

Exploration: Unit 9 Lesson 4

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ee75095100014bbd64&singleProdu)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ee75095100014bbd64&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ee75095100014bbd64&singleProdu)

Original Text:

video

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ee75095100014bbd64&singleProdu)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ee75095100014bbd64&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66c897ee75095100014bbd64&singleProdu)

Updated Text:

video

Math, Grade 8 (IMRA)

Program: Math - Grade 8

Component: Math-Grade 8 Teacher Course (ISBN: 9781948709361)

Change Type: New Content

Submitted: 11/20/2024 10:17pm

Updated: 11/20/2024 10:17pm

Current Page Number(s): N/A

Location:

Unit 1 Overview page

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7cefa38cc00018f8fec&singleProductI)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7cefa38cc00018f8fec&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7cefa38cc00018f8fec&singleProductI)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cefa38cc00018f8fec&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cefa38cc00018f8fec&singleProductI)

Updated Text:

tables updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 10:23pm

Updated: 11/20/2024 10:23pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7ccc94920000127cc0c&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7ccc94920000127cc0c&singleProductI)

Original Text:

table with list of lessons

Lesson 1: Model and Solve One-Variable Equations

Lesson 2: Writing One-Variable Equations

Lesson 3: Writing Real-World Problems from Equations and Inequalities

Unit 3 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7ccc94920000127cc0c&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7ccc94920000127cc0c&singleProductI)

Updated Text:

table updated with spiral review

Lesson 1: Model and Solve One-Variable Equations

Lesson 2: Writing One-Variable Equations

Lesson 3: Writing Real-World Problems from Equations and Inequalities

Unit 3 Spiral Review

Unit 3 Test

Change Type: New Content

Submitted: 11/20/2024 11:14pm

Updated: 11/20/2024 11:14pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7bffa38cc00018f8fd8&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7bffa38cc00018f8fd8&singleProductI)

Original Text:

table with list of lessons

Lección 1: Inversiones

Lección 2: Préstamos

Lección 3: Métodos de pago y responsabilidad financiera

Prueba de la Unidad 10

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7bffa38cc00018f8fd8&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7bffa38cc00018f8fd8&singleProduct)

Updated Text:

table updated to include spiral review
Lección 1: Inversiones
Lección 2: Préstamos
Repaso espiral de la Unidad 10
Lección 3: Métodos de pago y responsabilidad financiera
Prueba de la Unidad 10

Change Type: New Content

Submitted: 11/20/2024 10:48pm

Updated: 11/20/2024 10:48pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c5c94920000127cc06&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c5c94920000127cc06&singleProduct)

Original Text:

table with list of lessons
Lección 1: Traslaciones, reflexiones y rotaciones
Lección 2: Introducción a las dilataciones
Lección 3: Dilatación y Semejanza
Lección 4: Generalizaciones de transformaciones y dilataciones de congruencia
Prueba de la Unidad 7

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c5c94920000127cc06&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c5c94920000127cc06&singleProduct)

Updated Text:

table updated with spiral review
Lección 1: Traslaciones, reflexiones y rotaciones
Lección 2: Introducción a las dilataciones
Lección 3: Dilatación y Semejanza
Lección 4: Generalizaciones de transformaciones y dilataciones de congruencia
Repaso espiral de la Unidad 7
Prueba de la Unidad 7

Change Type: New Content

Submitted: 11/20/2024 10:18pm

Updated: 11/20/2024 10:18pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cfa38cc00018f8fee&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cfa38cc00018f8fee&singleProductI)

Original Text:

table with list of lessons:
Lesson 1: Scientific Notation
Lesson 2: Irrational Numbers
Lesson 3: Sets of Real Numbers
Lesson 4: Ordering Real Numbers
Unit 1 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cfa38cc00018f8fee&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cfa38cc00018f8fee&singleProductI)

Updated Text:

table updated to include spiral review
Lesson 1: Scientific Notation
Lesson 2: Irrational Numbers
Lesson 3: Sets of Real Numbers
Lesson 4: Ordering Real Numbers
Unit 1 Spiral Review
Unit 1 Test

Change Type: New Content

Submitted: 11/20/2024 10:41 pm

Updated: 11/20/2024 10:41 pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c8c94920000127cc09&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c8c94920000127cc09&singleProduc)

Original Text:

table with list of lessons
Lesson 1: Linear and Non-Linear Bivariate Data
Lesson 2: Trend Lines
Lesson 3: Writing Equations for Linear Relationships
Unit 6 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c8c94920000127cc09&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c8c94920000127cc09&singleProduc)

Updated Text:

table updated with spiral reviews
Lesson 1: Linear and Non-Linear Bivariate Data
Lesson 2: Trend Lines
Unit 6 Spiral Review 1
Lesson 3: Writing Equations for Linear Relationships
Unit 6 Spiral Review 2
Unit 6 Test

Change Type: New Content

Submitted: 11/20/2024 10:47pm

Updated: 11/20/2024 10:47pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c6fa38cc00018f8fe3&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c6fa38cc00018f8fe3&singleProductI)

Original Text:

table with list of lessons

Lesson 1: Translations, Reflections, and Rotations

Lesson 2: Introduction to Dilations

Lesson 3: Dilations and Similarity

Lesson 4: Generalizations of Congruence Transformations and Dilations

Unit 7 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c6fa38cc00018f8fe3&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c6fa38cc00018f8fe3&singleProductI)

Updated Text:

table updated with spiral review

Lesson 1: Translations, Reflections, and Rotations

Lesson 2: Introduction to Dilations

Lesson 3: Dilations and Similarity

Lesson 4: Generalizations of Congruence Transformations and Dilations

Unit 7 Spiral Review

Unit 7 Test

Change Type: New Content

Submitted: 11/20/2024 10:59pm

Updated: 11/20/2024 10:59pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c3fa38cc00018f8fde&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c3fa38cc00018f8fde&singleProductI)

Original Text:

table with list of lessons

Lección 1: Teorema de Pitágoras

Lección 2: Resolver problemas con el teorema de Pitágoras y su recíproco

Lección 3: Ángulos en triángulos y ángulos formados por rectas paralelas y transversales

Prueba de la Unidad 8

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c3fa38cc00018f8fde&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c3fa38cc00018f8fde&singleProductI)

Updated Text:

table updated with spiral review
Lección 1: Teorema de Pitágoras
Lección 2: Resolver problemas con el teorema de Pitágoras y su recíproco
Lección 3: Ángulos en triángulos y ángulos formados por rectas paralelas y transversales
Repaso espiral de la Unidad 8
Prueba de la Unidad 8

Change Type: New Content

Submitted: 11/20/2024 10:24pm

Updated: 11/20/2024 10:24pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cdc94920000127cc0d&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cdc94920000127cc0d&singleProduc)

Original Text:

table with list of lessons

Lección 1: Modelar y resolver ecuaciones de una variable

Lección 2: Escribir ecuaciones de una variable

Lección 3: Escribir problemas del mundo real a partir de ecuaciones y desigualdades

Prueba de la Unidad 3

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cdc94920000127cc0d&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cdc94920000127cc0d&singleProduc)

Updated Text:

table updated with spiral review

Lección 1: Modelar y resolver ecuaciones de una variable

Lección 2: Escribir ecuaciones de una variable

Lección 3: Escribir problemas del mundo real a partir de ecuaciones y desigualdades

Repaso espiral de la Unidad 3

Prueba de la Unidad 3

Change Type: New Content

Submitted: 11/20/2024 10:36pm

Updated: 11/20/2024 10:36pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c9fa38cc00018f8fe6&singleProductl](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c9fa38cc00018f8fe6&singleProductl)

Original Text:

table with list of lessons:

Lesson 1: Direct Variation

Lesson 2: Distinguish Between Proportional and Non-Proportional Relationships

Lesson 3: Identifying Functions

Lesson 4: Graphs of Intersecting Linear Equations
Unit 5 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c9fa38cc00018f8fe6&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c9fa38cc00018f8fe6&singleProductI)

Updated Text:

table updated with spiral review
Lesson 1: Direct Variation
Unit 5 Spiral Review
Lesson 2: Distinguish Between Proportional and Non-Proportional Relationships
Lesson 3: Identifying Functions
Lesson 4: Graphs of Intersecting Linear Equations
Unit 5 Test

Change Type: New Content

Submitted: 11/20/2024 10:57pm

Updated: 11/20/2024 10:57pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c4fa38cc00018f8fe0&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c4fa38cc00018f8fe0&singleProductI)

Original Text:

table with list of lessons
Lesson 1: Pythagorean Theorem
Lesson 2: Solving Problems with the Pythagorean Theorem and its Converse
Lesson 3: Angles in Triangles and Angles Formed by Parallel Lines and Transversals
Unit 8 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c4fa38cc00018f8fe0&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c4fa38cc00018f8fe0&singleProductI)

Updated Text:

table updated with spiral review
Lesson 1: Pythagorean Theorem
Lesson 2: Solving Problems with the Pythagorean Theorem and its Converse
Lesson 3: Angles in Triangles and Angles Formed by Parallel Lines and Transversals
Unit 8 Spiral Review
Unit 8 Test

Change Type: New Content

Submitted: 11/20/2024 11:03pm

Updated: 11/20/2024 11:03pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c0fa38cc00018f8fdb&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c0fa38cc00018f8fdb&singleProduct)

Original Text:

table with list of lessons
Lección 1: Área de superficie lateral y total de los prismas
Lección 2: Área de superficie y volumen de cilindros
Lección 3: Volumen de los conos
Lección 4: Volumen de esferas
Prueba de la Unidad 9

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c0fa38cc00018f8fdb&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c0fa38cc00018f8fdb&singleProduct)

Updated Text:

table updated to include spiral review
Lección 1: Área de superficie lateral y total de los prismas
Lección 2: Área de superficie y volumen de cilindros
Lección 3: Volumen de los conos
Lección 4: Volumen de esferas
Repaso espiral de la Unidad 9
Prueba de la Unidad 9

Change Type: New Content

Submitted: 11/20/2024 11:13pm

Updated: 11/20/2024 11:13pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7bec94920000127cc03&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7bec94920000127cc03&singleProduct)

Original Text:

table with list of lessons
Lesson 1: Investments
Lesson 2: Loans
Lesson 3: Payment Methods and Financial Responsibility
Unit 10 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7bec94920000127cc03&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7bec94920000127cc03&singleProduct)

Updated Text:

table updated to include spiral review
Lesson 1: Investments
Lesson 2: Loans
Unit 10 Spiral Review
Lesson 3: Payment Methods and Financial Responsibility
Unit 10 Test

Change Type: New Content

Submitted: 11/20/2024 10:19pm

Updated: 11/20/2024 10:19pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cefa38cc00018f8fed&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cefa38cc00018f8fed&singleProductI)

Original Text:

table with list of lessons

Lección 1: Notación científica

Lección 2: Números irracionales

Lección 3: Conjuntos de números reales

Lección 4: Ordenar números reales

Prueba de la Unidad 1

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cefa38cc00018f8fed&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cefa38cc00018f8fed&singleProductI)

Updated Text:

table updated with spiral review

Lección 1: Notación científica

Lección 2: Números irracionales

Lección 3: Conjuntos de números reales

Lección 4: Ordenar números reales

Repaso espiral de la Unidad 1

Prueba de la Unidad 1

Change Type: New Content

Submitted: 11/20/2024 10:42pm

Updated: 11/20/2024 10:42pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c7fa38cc00018f8fe5&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c7fa38cc00018f8fe5&singleProductI)

Original Text:

table with list of lessons

Lección 1: Datos bivariados lineales y no lineales

Lección 2: Líneas de tendencia

Lección 3: Escribir ecuaciones para relaciones lineales

Prueba de la Unidad 6

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c7fa38cc00018f8fe5&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c7fa38cc00018f8fe5&singleProductI)

Updated Text:

table updated with spiral reviews
Lección 1: Datos bivariados lineales y no lineales
Lección 2: Líneas de tendencia
Repaso espiral 1 de la Unidad 6
Lección 3: Escribir ecuaciones para relaciones lineales
Repaso espiral 2 de la Unidad 6
Prueba de la Unidad 6

Change Type: New Content

Submitted: 11/20/2024 11:02pm

Updated: 11/20/2024 11:02pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c1c94920000127cc05&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c1c94920000127cc05&singleProduc)

Original Text:

table with list of lessons
Lesson 1: Lateral and Total Surface Area of Prisms
Lesson 2: Surface Area and Volume of Cylinders
Lesson 3: Volume of Cones
Lesson 4: Volume of Spheres
Unit 9 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c1c94920000127cc05&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c1c94920000127cc05&singleProduc)

Updated Text:

table updated with spiral review
Lesson 1: Lateral and Total Surface Area of Prisms
Lesson 2: Surface Area and Volume of Cylinders
Lesson 3: Volume of Cones
Lesson 4: Volume of Spheres
Unit 9 Spiral Review
Unit 9 Test

Change Type: New Content

Submitted: 11/20/2024 10:37pm

Updated: 11/20/2024 10:37pm

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c1c94920000127cc05&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c1c94920000127cc05&singleProduc)

Original Text:

table with list of lessons
Lección 1: Variación directa
Lección 2: Distinguir entre relaciones proporcionales y no proporcionales
Lección 3: Identificar funciones
Lección 4: Gráficas de ecuaciones lineales que se cruzan
Prueba de la Unidad 5

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7cafa38cc00018f8fe7&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7cafa38cc00018f8fe7&singleProductI)

Updated Text:

table updated with spiral review
Lección 1: Variación directa
Repaso espiral de la Unidad 5
Lección 2: Distinguir entre relaciones proporcionales y no proporcionales
Lección 3: Identificar funciones
Lección 4: Gráficas de ecuaciones lineales que se cruzan
Prueba de la Unidad 5

Change Type: New Content

Submitted: 11/20/2024 11:06pm

Updated: 11/20/2024 11:06pm

Current Page Number(s): 1 and 2

Location:

Same document is linked in two places:

Unit 9 Lesson 2 overview

Exploration: Unit 9, Lesson 2

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c76eae75095100014b9ac8&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c76eae75095100014b9ac8&singleProdu)

Original Text:

Please see https://drive.google.com/drive/u/0/folders/1r_UdIA1qejcVHPyR0EPrTDvBnrV51AZf

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c76eae75095100014b9ac8&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c76eae75095100014b9ac8&singleProdu)

Updated Text:

Please see highlighted portions of
https://drive.google.com/drive/u/0/folders/1r_UdIA1qejcVHPyR0EPrTDvBnrV51AZf

Change Type: New Content

Submitted: 11/20/2024 10:14pm

Updated: 11/20/2024 10:14pm

Current Page Number(s): 1-16

Location:

All pages

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00018f8fd5&singleProductId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00018f8fd5&singleProductId=)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00018f8fd5&singleProductId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00018f8fd5&singleProductId=)

Updated Text:

tables updated with spiral review. Please see [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00018f8fd5&singleProductId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00018f8fd5&singleProductId=)

Change Type: New Content

Submitted: 11/20/2024 10:54pm

Updated: 11/20/2024 10:54pm

Current Page Number(s): 1-3

Location:

Same document is linked in two places:

Unit 7 Lesson 1 Overview

Exploration: Unit 7 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604843f38000137ec1b&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604843f38000137ec1b&singleProdu)

Original Text:

Please see pages 4-6 on https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrV51AZf

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604843f38000137ec1b&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604843f38000137ec1b&singleProdu)

Updated Text:

Please see yellow highlighted portions on pages 4-6 on https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrV51AZf

Change Type: New Content

Submitted: 11/20/2024 10:52pm

Updated: 11/20/2024 10:52pm

Current Page Number(s): 1-3

Location:

Same document is linked in two places:

Unit 7, Lesson 1 overview

Exploration: Unit 7 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76605f2b1450001cacd85&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76605f2b1450001cacd85&singleProdu)

Original Text:

Please see https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrV51AZf

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76605f2b1450001cacd85&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76605f2b1450001cacd85&singleProdu)

Updated Text:

Please see the yellow highlighted portions of pages 1-3 on
https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrV51AZf

Change Type: New Content

Submitted: 11/20/2024 11:08pm

Updated: 11/20/2024 11:08pm

Current Page Number(s): 1-3

Location:

Same document is linked in two places:

Unit 9 Lesson 2 overview

Exploration: Unit 9 Lesson 2

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76ead843f38000137ee16&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76ead843f38000137ee16&singleProdu)

Original Text:

Please see https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrV51AZf

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76ead843f38000137ee16&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76ead843f38000137ee16&singleProdu)

Updated Text:

Please see highlighted portions of
https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrV51AZf

Change Type: New Content

Submitted: 11/20/2024 10:33pm

Updated: 11/20/2024 10:33pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendar

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cbfa38cc00018f8fe8&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cbfa38cc00018f8fe8&singleProduct)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cbfa38cc00018f8fe8&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7cbfa38cc00018f8fe8&singleProduct)

Updated Text:

tables updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 11:12pm

Updated: 11/20/2024 11:12pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendar

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7bac94920000127cc02&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7bac94920000127cc02&singleProduct)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7bac94920000127cc02&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7bac94920000127cc02&singleProduct)

Updated Text:

tables updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 11:01pm

Updated: 11/20/2024 11:01pm

Current Page Number(s): 2 and 3

Location:

page 2 -time allotments

page 3 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c0fa38cc00018f8fda&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66b8f7c0fa38cc00018f8fda&singleProduct)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c0fa38cc00018f8fda&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c0fa38cc00018f8fda&singleProductI)

Updated Text:

tables updated to include spiral review

Change Type: New Content

Submitted: 11/20/2024 10:22pm

Updated: 11/20/2024 10:22pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cbfa38cc00018f8fe9&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cbfa38cc00018f8fe9&singleProductI)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cbfa38cc00018f8fe9&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7cbfa38cc00018f8fe9&singleProductI)

Updated Text:

tables updated with spiral review

Change Type: New Content

Submitted: 11/20/2024 10:56pm

Updated: 11/20/2024 10:56pm

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c2fa38cc00018f8fdc&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c2fa38cc00018f8fdc&singleProductI)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c2fa38cc00018f8fdc&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66b8f7c2fa38cc00018f8fdc&singleProductI)

Updated Text:

tables updated with spiral review

Change Type: New Content
Submitted: 11/20/2024 10:40pm
Updated: 11/20/2024 10:40pm
Current Page Number(s): 2 and 3
Location:
page 2- time allotment

page 3 - calendars

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c7fa38cc00018f8fe4&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c7fa38cc00018f8fe4&singleProductI)

Original Text:
tables with lists of lessons

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c7fa38cc00018f8fe4&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c7fa38cc00018f8fe4&singleProductI)

Updated Text:
tables updated with spiral reviews

Change Type: New Content
Submitted: 11/20/2024 10:46pm
Updated: 11/20/2024 10:46pm
Current Page Number(s): 2 and 3
Location:
page 2- time allotment

page 3- calendars

Original URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c4fa38cc00018f8fe1&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c4fa38cc00018f8fe1&singleProductI)

Original Text:
tables with lists of lessons

Updated URL:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c4fa38cc00018f8fe1&singleProductI](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66b8f7c4fa38cc00018f8fe1&singleProductI)

Updated Text:
tables updated to include spiral review

Change Type: New Content
Submitted: 11/20/2024 10:28pm
Updated: 11/20/2024 10:28pm
Current Page Number(s): 4 and 5
Location:
Same document is linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604f2b1450001cacd84&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604f2b1450001cacd84&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604f2b1450001cacd84&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76604f2b1450001cacd84&singleProduc)

Updated Text:

Please see pages 1 and 3 in this document:

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrvS1AZf

Change Type: New Content

Submitted: 11/20/2024 10:29pm

Updated: 11/20/2024 10:29pm

Current Page Number(s): 4 and 5

Location:

Same document is linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76603f2b1450001cacd82&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76603f2b1450001cacd82&singleProduc)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76603f2b1450001cacd82&singleProduc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66c76603f2b1450001cacd82&singleProduc)

Updated Text:

Please see pages 2 and 4 in this document

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBnrvS1AZf

Change Type: New Content

Submitted: 11/20/2024 10:15pm

Updated: 11/20/2024 10:15pm

Current Page Number(s): 8

Location:

Page 8 in document

Link to document is on Grade 8 Course Level Documents tab

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00018e2e66&singleProductId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00018e2e66&singleProductId=)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00018e2e66&singleProductId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00018e2e66&singleProductId=)

Updated Text:

Grade 8 Mathematics Teacher's Guide

Guidance for Teachers to Provide Linguistic Accommodations and Support Emergent Bilinguals

Students who are emergent bilinguals may have very different levels of English language proficiency.

Differentiated supports are required to effectively support and engage students in the use of increasingly more academic language as they speak and write about their mathematical understanding. The table below outlines examples of teacher actions that support emergent bilingual students at any level of English language proficiency to make cross-linguistic connections through oral and written discourse.

for accompanying table, please view the document at [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a0...](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a0...)

Change Type: New Content

Submitted: 11/20/2024 10:31pm

Updated: 11/20/2024 10:31pm

Current Page Number(s): Exploration: Unit 3 Lesson 1 tab

Location:

Exploration: Unit 3 Lesson 1, Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Addressing ideas and opinions is important in mathematical discourse. Placing emergent bilinguals in small groups with their peers provides a safe environment for them to sharpen their skills using the English language while they are learning about mathematics.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Addressing ideas and opinions is important in mathematical discourse. Placing emergent bilinguals in small groups with their peers provides a safe environment for them to sharpen their skills using the English language while they are learning about mathematics. Scaffold supports for students of various levels of language proficiency:

Beginning: Pair students with a same-language partner if possible. Accept discourse in the student's native language. Refer the student to a bilingual and visual classroom word wall to begin to introduce more English terms into their mathematical discourse.

Intermediate: Orally pre-teach academic vocabulary for the lesson. Provide students with a word bank to use during mathematical discourse in a group of no more than three students.

Advanced: Provide a table of terms like that shown below and ask students to use academic vocabulary to summarize what another person in their peer group said.

Advanced High: Remind students to use academic vocabulary as they share their mathematical ideas during small group discourse.

Provide Spanish-English translations of important terms in the debriefing questions for the exploration activity, including Spanish-English cognates, as indicated with an asterisk in the table below, to support students in making cross-linguistic connections in oral and written discourse.

Change Type: New Content

Submitted: 11/20/2024 11:10pm

Updated: 11/20/2024 11:10pm

Current Page Number(s): Exploration: Unit 9 Lesson 2 tab

Location:

Exploration: Unit 9 Lesson 2, Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Provide structures for students to demonstrate comprehension of increasingly complex English by retelling or summarizing material.

Ask students to summarize the word problem they just read.

Ask for elaborated student responses:

Explain what ___ just said.

Tell me more about that.

Do you agree with ___? Why or why not?.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Provide structures for students to demonstrate comprehension of increasingly complex English by retelling or summarizing material.

Ask students to summarize the word problem they just read. Scaffold supports for students of various levels of language proficiency:

Beginning: Accept drawn responses and/or spoken responses in the student's native language to a same language partner.

Intermediate: Provide simple sentence stems for the student to use to summarize the word problem such as:

The problem asks _____.

Each layer is a _____.

The diameters are ____, ____, and ____.

The height of each layer is the (same/different).

Advanced: Provide the student time to rehearse with a partner in a Think-Pair-Share structure before sharing their spoken or written summary with a larger group.

Advanced High: Prompt the student to use academic vocabulary in their summary as needed.

Ask for elaborated student responses:

Explain what ___ just said.

Tell me more about that.

Do you agree with ___? Why or why not?.

Provide support for students to make cross-linguistic connections using Spanish-English cognates related to the formulas for surface area and volume of cylinders involved in the lesson. See table below.

Change Type: New Content

Submitted: 11/20/2024 10:21pm

Updated: 11/20/2024 10:21pm

Current Page Number(s): Unit 1 Spiral Review 1 tab

Location:

Unit 1 spiral review tab, after lesson 4 before Unit 1 test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd0fa38cc00018e1c4c&singleProdu)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd0fa38cc00018e1c4c&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd0fa38cc00018e1c4c&singleProdu)

link to Google Slides:

https://docs.google.com/presentation/d/1esGQS4mnhX7sanZjxsZlruG_kZTf_bp05tChgE7Ki2E/copy

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd1c949200001266673&singleProd)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd1c949200001266673&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd1c949200001266673&singleProd)

Change Type: New Content

Submitted: 11/20/2024 11:15pm

Updated: 11/20/2024 11:15pm

Current Page Number(s): Unit 10 spiral review tab

Location:

Unit 10 spiral review tab, between lesson 2 and lesson 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8ede1c949200001266680&singleProd)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8ede1c949200001266680&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8ede1c949200001266680&singleProd)

link to Google Slides: https://docs.google.com/presentation/d/1eOdHsOILTQQmdctMiBIUC6_0qzmsGrnGfDMdcx-igg/copy

link to Answer Key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8ede2fa38cc00018e1c5c&singleProdu)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8ede2fa38cc00018e1c5c&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8ede2fa38cc00018e1c5c&singleProdu)

Change Type: New Content

Submitted: 11/20/2024 10:32pm

Updated: 11/20/2024 10:32pm

Current Page Number(s): Unit 3 Spiral Review 1 tab

Location:

Unit 3 Spiral Review tab, after Lesson 3 before Unit 3 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd2fa38cc00018e1c4e&singleProdu)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd2fa38cc00018e1c4e&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd2fa38cc00018e1c4e&singleProdu)

link to Google Slides:

https://docs.google.com/presentation/d/1oOa9LUruY5HpuMfxtBTDYcKu_QaxO2BxDarkymINkCA/copy

link to Answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd3c949200001266674&singleProd)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd3c949200001266674&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd3c949200001266674&singleProd)

Change Type: New Content

Submitted: 11/20/2024 10:39pm

Updated: 11/20/2024 10:39pm

Current Page Number(s): Unit 5 Spiral Review tab

Location:

Unit 5 spiral review tab, between lesson 1 and lesson 2

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd4c949200001266675&singleProd>

link to Google Slides: <https://docs.google.com/presentation/d/1gy-YLopHZOLKW-4Ha73men6kbYtYJWs0aLERuS5yajw/copy>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd5c949200001266676&singleProd>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd5c949200001266676&singleProd>

Change Type: New Content

Submitted: 11/20/2024 10:43pm

Updated: 11/20/2024 10:43pm

Current Page Number(s): Unit 6 Spiral Review 1 tab

Location:

Unit 6 spiral review tab, between lesson 2 and lesson 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd6c949200001266677&singleProd>

link to Google Slides: <https://docs.google.com/presentation/d/1EyXpg188Pi8FWq-kIIQobFahwKgw6nF58j8I1IWTE6Q/copy>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd6c949200001266678&singleProd>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd6c949200001266678&singleProd>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66a8edd6c949200001266678&singleProd>

Change Type: New Content

Submitted: 11/20/2024 10:45pm

Updated: 11/20/2024 10:45pm

Current Page Number(s): Unit 6 Spiral Review 2 tab

Location:

Unit 6 spiral review 2, after lesson 3 before Unit 6 test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd7fa38cc00018e1c52&singleProd)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd7fa38cc00018e1c52&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd7fa38cc00018e1c52&singleProd)

link to Google Slides: [https://docs.google.com/presentation/d/1tjcck0N29kn4ynB2Y0TkwwRLPCh1P-](https://docs.google.com/presentation/d/1tjcck0N29kn4ynB2Y0TkwwRLPCh1P-TOzxAR8lh5X3c/copy)

[TOzxAR8lh5X3c/copy](https://docs.google.com/presentation/d/1tjcck0N29kn4ynB2Y0TkwwRLPCh1P-TOzxAR8lh5X3c/copy)

link to Answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd8c94920000126667a&singleProd)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd8c94920000126667a&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd8c94920000126667a&singleProd)

Change Type: New Content

Submitted: 11/20/2024 10:55pm

Updated: 11/20/2024 10:55pm

Current Page Number(s): Unit 7 Spiral Review tab

Location:

Unit 7 spiral review tab, after lesson 4 and before Unit 7 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd9fa38cc00018e1c54&singleProd)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd9fa38cc00018e1c54&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8edd9fa38cc00018e1c54&singleProd)

link to Google Slides:

<https://docs.google.com/presentation/d/1JEvXaHTtjJI0sgPyC4vdvi4M43Blu3YoxpzGG0jLipg/copy>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8eddafa38cc00018e1c56&singleProd)

[courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8eddafa38cc00018e1c56&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=66a8eddafa38cc00018e1c56&singleProd)

Change Type: New Content

Submitted: 11/20/2024 11:00pm

Updated: 11/20/2024 11:00pm

Current Page Number(s): Unit 8 Spiral Review tab

Location:

Unit 8 spiral review tab, after lesson 3 and before Unit 8 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components
link to blackline master Form A: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddbfa38cc00018e1c58&singleProdt](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddbfa38cc00018e1c58&singleProdt)
link to blackline master Form B: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddcc94920000126667c&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddcc94920000126667c&singleProd)
link to Google slides: [https://docs.google.com/presentation/d/1sP_n0GDWgdmJ5hSJ-
tNJ1low2KzR5_3BlAcnKjMcLQs/copy](https://docs.google.com/presentation/d/1sP_n0GDWgdmJ5hSJ-tNJ1low2KzR5_3BlAcnKjMcLQs/copy)
link to answer key: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddec94920000126667d&singleProc](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddec94920000126667d&singleProc)

Change Type: New Content

Submitted: 11/20/2024 11:11pm

Updated: 11/20/2024 11:11pm

Current Page Number(s): Unit 9 Spiral Review tab

Location:

Unit 9 spiral review tab, after lesson 4 and before Unit 9 test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components
link to blackline master: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddfc94920000126667e&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8eddfc94920000126667e&singleProd)
link to Google Slides: [https://docs.google.com/presentation/d/1VOTjY-
MaQJmpceko5Ao0CU_PqkCfLvWcP5ImoKfMso/copy](https://docs.google.com/presentation/d/1VOTjY-MaQJmpceko5Ao0CU_PqkCfLvWcP5ImoKfMso/copy)
link to answer key: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8ede0c94920000126667f&singleProd](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssestId=66a8ede0c94920000126667f&singleProd)

Change Type: New Content

Submitted: 11/20/2024 10:25pm

Updated: 11/20/2024 10:25pm

Current Page Number(s): video

Location:

Same document linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66c4cd20c949200001296608&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=66c4cd20c949200001296608&singleProdu)

Original Text:

video

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c4cd20c949200001296608&singleProdu](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=66c4cd20c949200001296608&singleProdu)

Updated Text:

video

Algebraic Reasoning (IMRA)

Program: Algebraic Reasoning Program

Component: Algebraic Reasoning TWE (ISBN: 9781948709163)

Change Type: New Content

Submitted: 11/20/2024 8:39pm

Updated: 11/20/2024 8:39pm

Current Page Number(s): 301

Location:

p. 302, You Try It! #2

Original URL:

<https://drive.google.com/drive/u/0/folders/1rGhLz2zXTj0SkfNcijzYFs-Ab3yu3fVu>

Original Text:

Using graphs and tables, verify whether or not $f(x) = (x-1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses if the domain of $f(x)$ is restricted to $\{x | x \geq 1\}$ including checking the domain restrictions.

Updated URL:

<https://drive.google.com/drive/u/0/folders/1rGhLz2zXTj0SkfNcijzYFs-Ab3yu3fVu>

Updated Text:

Using graphs and tables, verify whether or not $f(x) = (x-1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses if the domain of $f(x)$ is restricted to $\{x | x \geq 1\}$ including checking the domain restrictions. Communicate your reasoning using mathematical language as appropriate.

Component: Algebraic Reasoning - Teacher Course (ISBN: 9781948709637)

Change Type: New Content

Submitted: 11/20/2024 8:30pm

Updated: 11/20/2024 8:30pm

Current Page Number(s): 8

Location:

page 8

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669e7aa458c8e200017a0d5f&isPreview=true&singleAssesstId=66a95d7cc94920000126788f&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true&singleAssesstId=66a95d7cc94920000126788f&singleProduct)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669e7aa458c8e200017a0d5f&isPreview=true&singleAssesstId=66a95d7cc94920000126788f&singleProduct](https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true&singleAssesstId=66a95d7cc94920000126788f&singleProduct)

Updated Text:

Algebraic Reasoning Teacher's Guide

Guidance for Teachers to Provide Linguistic Accommodations and Support Emergent Bilinguals

Students who are emergent bilinguals may have very different levels of English language proficiency. Differentiated supports are required to effectively support and engage students in the use of increasingly more academic language as they speak and write about their mathematical understanding. The table below outlines examples of teacher actions that support emergent bilingual students at any level of English language proficiency to make cross-linguistic connections through oral and written discourse.

Change Type: New Content

Submitted: 11/20/2024 8:32pm

Updated: 11/20/2024 8:32pm

Current Page Number(s): Explore: Unit 1, Lesson 5

Location:

Support for Emergent Bilinguals section of teacher narrative

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

As appropriate, encourage emergent bilinguals to speak using grade-level mathematics vocabulary. Doing so helps students internalize new English words and make connections between prior knowledge and new content.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

As appropriate, encourage emergent bilinguals to speak using grade-level mathematics vocabulary. Doing so helps students internalize new English words and make connections between prior knowledge and new content. Scaffold supports, including use of Spanish-English cognates and translations to support students in making cross-linguistic connections in oral discourse, for students with various levels of language proficiency:

Beginning: If possible, provide a same-language partner for the student in their group. Coach the student through visual representations (tables, gestures, pictures) to build on what they have learned in the course so far about the patterns in common finite differences (for linear functions) and second finite differences (for quadratic functions) to understand the pattern in third finite differences (for cubic functions). As you speak each term, connect it to both the visual and the Spanish-English terms in the table below. Accept verbal responses in the student's native language. Encourage use of English grade-level mathematics vocabulary heard multiple times previously in the course, such as "function".

Intermediate: While pre-teaching academic vocabulary before the lesson, ask the student to identify which terms such as those in the table they have heard previously in the course or somewhere else. Allow the student to practice pronunciation before asking them to use sentence stems during student discourse.

There (is/is not) a pattern in the finite differences.

The second finite _____ are all ____ away from one another.

The _____ finite difference is ____.

The shape of a (linear/quadratic/cubic) function is ...

Advanced: Provide a table of terms in Spanish and English such as those below. Ask the student to circle any terms that are unfamiliar and discuss these. Allow the student to rehearse their responses in small group before sharing

with a larger group, using sentence stems with complex sentence structures as needed.

I know that the data (does/does not) represent an exponential function since ...

I noticed that the second differences are (constant/not constant), but I see a pattern in them because ...

Advanced High: Provide a table of terms in Spanish and English such as those below for the student to refer to as they make cross-linguistic connections in mathematical discourse during exploration activities.

Change Type: New Content

Submitted: 11/20/2024 8:40pm

Updated: 11/20/2024 8:40pm

Current Page Number(s): Explore: Unit 10, Lesson 1

Location:

Unit 10, Lesson 1, Explore: Unit 10, Lesson 1

Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Students have seen the term "absolute value" in middle school. They have also working in middle school and Algebra 1 extensively with linear functions. In this lesson, the accessible terms "absolute value", "linear", "function", "domain", and "range" come together for students to learn new and essential language relating to absolute value functions. Making those connections explicit supports students who are learning the English language.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Students have seen the term "absolute value" in middle school. They have also working in middle school and Algebra 1 extensively with linear functions. In this lesson, the accessible terms "absolute value", "linear", "function", "domain", and "range" come together for students to learn new and essential language relating to absolute value functions. Making those connections explicit supports students who are learning the English language. Scaffold support for students with various levels of language proficiency to make cross-linguistic connections in oral and written discourse:

Beginning: Provide the student with a visual glossary of terms in both English and Spanish, such as the terms in the table of Spanish-English cognates below. When grouping students as directed above, consider altering random groups to provide a same-language partner within a group for the student. Accept spoken responses in the student's native language. Accept written responses that are pictorial rather than verbal.

Intermediate: Provide the student with a visual glossary of terms in both English and Spanish, such as the Spanish-English cognates in the table below. Provide simple sentence stems for the student to use in mathematical discourse during exploration activities such as:

I notice _____ about the data.

The graph is in a _____ shape.

I think absolute value means ...

The (domain/range) of the data is ...

Advanced: Provide the student with a table of Spanish-English cognates such as those shown in the table below to refer to in mathematical discourse during exploration activities. Provide complex sentence stems for the student to use such as:

When we graphed _____ functions before, a negative value of a transformed the graph by ...

The (domain/range) is affected by the parameter(s) _____ because ...

A linear function will become an absolute value function if ...

Advanced High: Provide the student with a table of Spanish-English cognates such as those shown in the table below to prompt the student to use English academic vocabulary in mathematical discourse during exploration activities.

Publisher: Curriculum Associates, LLC

Math, Grade K (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade K

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

Change Type: New Content

Submitted: 11/20/2024 5:50pm

Updated: 11/20/2024 5:50pm

Current Page Number(s): N/A

Location:

i-Ready Classroom Mathematics Digital Teacher Toolbox within the teacher digital access.

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Count Backward

Objective: Count backward from 20.

Materials:

- Counting Tape (page 3)
- Small, countable objects
- Cups or bags

Counting backward is often more difficult for children than counting forward. In these activities, children are introduced to counting backward. The activities are easily modified, and you may choose to begin with counting backward from 5, then expand to 10, and eventually 20 and beyond. The activities can be repeated to develop proficiency with counting backward. Counting backward can help reinforce concepts of more and less, and counting backward is one strategy children may use to subtract.

Step by Step

Understand counting backward.

- Prepare a counting tape by cutting out the halves (page 3) and attaching the segments together in order. Alternatively, you can prepare a larger version on the floor or on the board.
- Place five objects such as counters next to the counting tape so they correspond with the numerals 1–5. Ask children to count how many objects there are. Listen for the forward count sequence (1, 2, 3, 4, 5), and write it on the board. Remind children that each number in the sequence represents one more object.
- Remove one object at a time, and ask children how many there are after each removal, writing the backward count sequence (5, 4, 3, 2, 1) on the board as children say the numbers. Tell children this is counting backward and have them repeat the sequence a few times.
- Ensure children understand the meaning of backward by asking questions such as What do you do if I ask you to come closer? (take a few steps forward) and What do you do if I ask you to back up? (take a few steps backward). Point to numbers on the counting tape to show how counting backward is like counting forward but in the opposite direction.
- Ask children to compare the forward and backward count sequences. Ensure children see that the numbers are in the same sequence but the opposite order. Point out that when you count backward, each number you say represents one less than the number before.

Practice by counting collections.

- Prepare cups or bags filled with different numbers of small, countable objects such as buttons, connecting cubes, or counters. Provide each child with a counting tape.
- Ask children to count the number of objects in each cup, placing objects alongside the counting tape to show one-to-one correspondence. Then ask children to count backward from that number, sliding one object at a time away from the counting tape as they say each number in the backward count sequence.
- As children progress, challenge them to count the collection forward and backward without the use of a counting tape, noting that the order of objects counted doesn't matter as long as the proper sequence is used.

Practice by choral counting.

- Give children an appropriate number and ask the class to count forward from 1 to that number, then count backward from that number to 1. Repeat with other numbers.
- You may include visual support such as counting tapes during the count, pointing at numbers as children say them in the count sequence. Over time, consider covering up some numbers on the counting tape to support efforts to eventually remove the visual supports completely.
- As children progress, have them start and end with numbers other than 1. For example, have children count forward from 10 to 18, then backward from 18 to 10.

Check for Understanding

Ask the student to perform the following counting tasks.

- Count forward from 1 to 20.
- Count backward from 5 to 1.
- Count backward starting with 10.
- Count backward starting with 20.
- Count backward from 17 to 10.

For the student who struggles, use the chart below to help pinpoint where extra help may be needed.

If you observe ...

the student may ...

Then try ...

the student confuses counting forward and backward

not understand what it means to count backward

reteaching the Understand Counting Backward activity with the student or a small group.

the student does not use the correct backward count sequence (e.g. skips numbers)

need more practice connecting visual representations to the count sequence

providing additional practice using the counting tape.

the student can count backward starting with smaller numbers but not with larger numbers
need more practice counting backward
providing addition practice with choral counting and/or counting collections.

Math, Grade 7 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 7

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

Change Type: New Content

Submitted: 11/20/2024 5:57pm

Updated: 11/20/2024 5:57pm

Current Page Number(s): N/A

Location:

i-Ready Classroom Mathematics Digital Teacher Toolbox within the Teacher Digital Access

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Tools for Instruction (New Resource for Grade 7: Breakouts 6.B.i, 6.B.ii, 6.B.v, and 6.B.vi)

(For use after Lesson 32)

Selecting and Using Simulations for Simple Events

Objective Select different simulations to represent simple events with and without technology. Use the selected simulations to represent situations and answer questions about them.

Materials copies of Spinners (page 4) and Situations (pages 5 and 6), paperclips, standard 6-sided number cubes, colored cubes or counters and paper bags

access to digital spinners, number cubes, coin tosses, and other technology that can be used to simulate simple events

Preparation Note: There are many free online versions of spinners, number cubes, and coin tosses. Take time before teaching this activity to locate some for student use. Be sure the spinners and number cubes allow students to specify the probabilities represented by the sections of the spinner or faces of the number cubes, as well as the number of spins or tosses to be performed.

Many real-world situations involve probabilities of simple events. For example, we might consider the probability that a basketball player will make a free throw, a coin will land heads up, or a spinner will land on a number we need to move ahead in a game. We can use tools or models to simulate real-world simple events. Then we can use the simulations to conduct repeated trials and generate data.

Students have used tools including number cubes and spinners to consider both theoretical and experimental probabilities. In this activity they will select and use tools to simulate simple events, both with and without technology. Students will explain why the tool they have selected is appropriate. Then they will carry out the simulation and use the results to answer questions about the situation.

A tool is an appropriate choice if it can be used to represent the probability of the outcomes of the real-world situation in question. Technology tools are more efficient for carrying out large numbers of trials, and they can also eliminate some opportunities for human error or bias. Discussion during this activity will draw out these ideas from students.

Step by Step 50–60 minutes

1. Give students a few minutes to explore the different tools and make connections to their knowledge of probability.

Give students access to coins, spinners, and number cubes.

Show students how to access and use the virtual tools you selected.

2. Review the first situation on the Situations page together as a class. Assign each group of three students one of the tools. Each group should:

determine whether the tool can be used to simulate the situation

prepare to explain their answer to the other students

3. Discuss the tools as a class. Which ones can be used to simulate the situation and why?

Tools that can simulate the situation must be able to

represent a probability of $\frac{1}{6}$

reasonably carry out 20 repetitions to simulate the situation

Students will identify that the number cube can be used to simulate the situation. Some might also suggest modifying the spinner divided into thirds so that it has six equal parts. Virtual spinners and number cubes are also appropriate for this situation.

4. For each tool that can be used to simulate the situation, ask students to talk in pairs about how they would use the tool to simulate the situation. Then discuss as a class.

How would they use the tool?

What part of the situation would each possible outcome represent?

How many times would they repeat the action (flipping, spinning, tossing)?

How many times would they want to repeat the simulation before they felt confident answering the question?

5. Have students work in pairs to select at least two situations on the Situations page. (They can use the first situation as one of their selections.) For each situation, students will need to complete two parts: selecting an appropriate simulation and then using the simulation to help answer a question about the situation. One of the simulations must use technology.

6. While students work in pairs, circulate to listen to their conversations and offer support as needed. After students have had time to work, reconvene the class to discuss each situation. Use questions like the following to prompt discussion:

What part of the situation did each possible outcome in the simulation represent?

How many times did you flip/toss/spin? Why did you choose that number?

Did anything about your results surprise you? Why?

Compare this simulation to another simulation for the same situation. What are the advantages and disadvantages of each?

Is there any way the simulation could be improved to better represent the situation or help you answer the question?

Check for Understanding

If you observe ...

the student may ...

Then try ...

students selecting tools that do not represent the probabilities in question

need support to understand the relationship between the situation and the simulation.

asking the student to first clearly identify the probability in the situation. Then identify which tool can represent that probability and how.

students selecting a random or inappropriate number of repetitions in their simulation

need support to understand that the number of repetitions in the simulation should be the same as the number of

repetitions in the situation.

asking the student to clearly identify the number of repetitions in the situation and use that number of repetitions in their simulation.

Spinners

Hold a paperclip in place using the tip of a pencil placed at the center of each circle. Flick the paperclip to use it as a spinner.

Situations, page 1 of 2

1. At Karim's school there are 20 school days in the month of January. Each day, there is a 1 in 6 chance that school will be canceled because of weather.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many days of school in January do you predict will be canceled because of weather? Perform the simulation and use your data to explain your prediction.

2. A store sells breakfast cereal. Each box of cereal has a small prize. There is a 1 in 12 chance that the prize will be a special action figure. There are 50 boxes of cereal on the store shelves right now.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many action figures is it reasonable to expect to find in the 50 boxes? Perform the simulation and use your data to explain your prediction.

Situations, page 2 of 2

3. Sam's school has a fair to celebrate the end of the end of the school year. As each person enters the fair, they pull a marble from a bag to see if they win a prize. There are 20 marbles in the bag. Five of the marbles are red and the rest are white. If the person pulls a red marble they get a prize. (Each person returns the marble to the bag when they are done.) In the first hour of the fair, 75 people enter the fair.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many prizes would you expect to be given out during the first hour? Perform the simulation and use your data to explain your prediction.

4. Lisa is a basketball player. She has a 30% success rate making three-point shots. She attempts 80 three-point shots this week.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many 3-point shots would it be reasonable to expect Lisa to make this week? Perform the simulation and use your data to explain your prediction.

5. Luis and his grandfather planted flower seeds in their garden. Most of the flowers will be yellow but there is a 1 in 4 chance that a flower will be red. They planted 115 seeds.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many red flowers would it be reasonable to expect will grow in Luis's garden? Perform the simulation and use your data to explain your prediction.

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

Change Type: New Content

Submitted: 11/20/2024 5:55pm

Updated: 11/20/2024 5:55pm

Current Page Number(s): N/A

Location:

i-Ready Classroom Mathematics Digital Teacher Toolbox within the Teacher Digital Access

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Part 6: Additional Practice

Lesson 20

(Resource to support breakout 9.D.iv)

Solve the problems.

[1] A triangular pyramid has a triangle as the base and three triangles as the other faces. Which of the following nets could form a triangular pyramid? Select all that apply.

A. [art of a net for a rectangular pyramid]

B. [art of a net for a regular (equilateral) triangular pyramid, with triangles clustered around the base, like a star] [correct]

C. [art of a net for a regular (equilateral) triangular pyramid, with triangles in a "linear" arrangement] [correct]

D. [art of a net for a triangular prism]

E. [art of a net for a right, isosceles pyramid, with triangles in the "star" configuration] [correct]

F. [art of a net for an irregular triangular pyramid] [correct]

[2] In the triangular pyramid shown here, all sides of all four triangles are the same length.

[art of an equilateral triangular pyramid with the base and length of one triangle identified]

What is the lateral surface area of the pyramid?

What is the total surface area of the pyramid?

[3] As part of a show, a triangular pyramid will open and reveal what's hidden inside. The producer wants to paint the outside of the pyramid purple. The set designer purchased a can of paint that will cover 30 square feet. Do they have enough paint to cover the pyramid? Explain.

[art of a right triangular pyramid with base and height dimensions in feet indicated; add a note to the art that the base will not be visible to the audience and does not need to be painted]

[4] Which of these pyramids has a greater total surface area? Show your work.

[art of a smaller rectangular pyramid with base and height dimensions and congruence marks indicated]

[art of a larger triangular pyramid with base and height dimensions and congruence marks indicated]

[5] In some triangular pyramids, each face has different dimensions. What is the lateral surface area of the triangular pyramid shown below? What is the total surface area? Show your work.

[art of an irregular triangular pyramid and its net; indicate base and height dimensions to the nearest tenth.]

Lateral Surface Area [write-on line]

Total Surface Area [write-on-line]

Publisher: OpenStax

Algebra I (IMRA)

Program: Algebra 1

Component: Algebra 1 (ISBN: 9781961584471)

Change Type: New Content

Submitted: 11/20/2024 3:30pm

Updated: 11/20/2024 3:30pm

Current Page Number(s): 1

Location:

Add to Appendix >> Course Design >> Unit Sequence and Resources

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1856&pageid=12446>

Original Text:

In response to Commissioner's Recommendations shared with SBOE on Nov. 18 regarding Suitability Rubric Indicator 2.1.1: NEW CONTENT

We now have more clarification of the expectation and are providing this section to highlight how our materials support students learning about the United States' free enterprise system in the context of the algebra 1 topics they are studying.

This new content will be accessible to teachers, students, and parents.

Updated URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1856&pageid=12446>

Updated Text:

Link to new content: <https://drive.google.com/file/d/1xuuxBOeZFHUezlOjOicRbC8a1WWxHD/view?usp=sharing>

IMRA 2024 SRP Errors

Mathematics

Publisher: Curriculum Associates, LLC

Math, Grade K (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade K

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade K (ISBN: 9781728047010)

REPORTED ERROR ID 8940456:

Correct the spelling of connect.

Page Number: 114b

Location:

Lesson 6; Coonect To Culture; Anytime During the lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will fix this error.

Response Submitted: 09/16/2024 3:54pm

Response Updated: 11/20/2024 3:43pm

Component: N/A (ISBN: 9781728047010)

REPORTED ERROR ID 9637181:

The last sentence reads "As you plan for this unit, use the examples of language expectations to help you differentiate instruction and meet the needs of your English Learners." Every other unit in the Kindergarten materials say "meet the needs of your English Language".

This section in the Unit Overviews in the grade 1 materials and grade 2 materials but with different language. The grade 1 materials say "meet the needs of your English Learners" and grade 2 materials say "meet the needs of your English Language Learners"

Page Number: 711

Location:

Teacher's Guide > Unit 2 > Connect Language Development to Mathematics > Differentiation for English Language Learners > Language Expectations Description paragraph > Last sentence

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

In response to feedback from the SBOE, we will modify the page to make it consistent with the other units.

Response Submitted: 09/18/2024 9:59am

Response Updated: 11/20/2024 10:28am

Math, Grade 1 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 1

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 1 (ISBN: 9781728047034)

REPORTED ERROR ID 8090001:

Reflect and Revise
second sentence
Remove the second "to"

Page Number: 124

Location:

Unit 1; Session 1; Math in Action; Apply it; Make Fruit Snacks Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will fix this.

Response Submitted: 09/18/2024 10:15am

Response Updated: 11/20/2024 4:11pm

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED ERROR ID 8334981:

Wrong number on Guided practice. 117 is typed-should be 114

Page Number: 174

Location:

Lesson 21 > p 174 > p 5 of 8 in the PDF > Guided Practice

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will fix this.

Response Submitted: 09/18/2024 10:14am

Response Updated: 11/20/2024 4:10pm

Component: N/A (ISBN: 9781728047034)

REPORTED ERROR ID 9634861:

The numbers in the column "DOK" contain the numbers for the Standards of Mathematical Practice. The numbers in the column "SMP" contain the levels for Depth of Knowledge.

Page Number: 260e

Location:

Orange Scoring Guide Chart

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will fix this.

Response Submitted: 09/18/2024 10:10am

Response Updated: 11/20/2024 4:08pm

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 1 (ISBN: 9781728047041)

REPORTED ERROR ID 8230806:

Instead of "show it", use "represent it"

Page Number: 615a

Location:

Lesson 24; Session 3; Start; Number Sense; Show it another way

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We encourage educators to use more precise language as appropriate with their students. We chose to use "Show It Another Way" to make the language more accessible to Grade 1 students.

Response Submitted: 09/18/2024 10:13am

Response Updated: 11/20/2024 4:10pm

Math, Grade 2 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 2

Component: N/A (ISBN: 9781728047058)

REPORTED ERROR ID 9637201:

The first sentence reads "In Grade 2 are expected to become fluent in two digit addition and subtraction." The word 'students' is missing.

Page Number: 139a

Location:

Middle Column > Grade 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will add the missing word "students".

Response Submitted: 09/18/2024 10:29am

Response Updated: 11/20/2024 4:14pm

REPORTED ERROR ID 9634841:

The word "Differentiation" is misspelled as "Differentation"

Page Number: A60

Location:

Title on pg. A60

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will correct this mis-spelling.

Response Submitted: 09/18/2024 10:29am

Response Updated: 11/20/2024 4:14pm

Component: N/A (ISBN: 9781728047065)

REPORTED ERROR ID 9637191:

Unit 4 reads "use the examples of language expectations to help you differentiate instruction and meet the needs of your English Learners". Every other unit in Grade 2 reads. "use the examples of language expectations to help you differentiate instruction and meet the needs of your English Language Learners"

Page Number: 505n

Location:

Language Expectations for Differentiation paragraph > last sentence

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will modify the page to make it consistent with the other units.

Response Submitted: 09/18/2024 10:30am

Response Updated: 11/20/2024 4:15pm

Math, Grade 3 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 3

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (ISBN: 9781728047089)

REPORTED ERROR ID 8804091:

Texas does not use an inclusive definition for trapezoid. Therefore, rhombuses, squares and rectangles are not classified as trapezoids according to the TEKS. Trapezoids have exactly one set of parallel sides.

Page Number: 697-698

Location:

Practice problems 1-7

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We have chosen to include the inclusive definition of trapezoids, which is commonly used across multiple educational contexts. This broader definition supports consistency for students who may encounter various interpretations of geometric terms in different resources and in future

Response Submitted: 09/18/2024 10:46am

Response Updated: 11/20/2024 4:19pm

Math, Grade 5 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 5

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED ERROR ID 9200181:

There is no data shown on Shane's graph.

Page Number: 262

Location:

8/13 in the PDF; Modeled Instruction

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will correct this error.

Response Submitted: 09/18/2024 10:34am

Response Updated: 11/11/2024 10:02am

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (ISBN: 9781728047126)

REPORTED ERROR ID 9187071:

9 3 ? tenths 5 27 tenths and 2.7 4 9 5 k are not equations

Page Number: 352

Location:

Lesson 17, Page 352, Deepen Understanding

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will correct this error.

Response Submitted: 09/18/2024 10:35am

Response Updated: 11/11/2024 10:02am

Publisher: Kiddom

Math, Grade 4 (IMRA)

Program: Texas Math: Grade 4 Powered by Kiddom

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED ERROR ID 9601326:

The question states, "Here is Andre and Elena's work," but the work below is labeled "Tyler's and Elena's." Also, consider correcting the question wording to "Andre's and Elena's," so that both names show possession.

Page Number: online

Location:

Unit 6, Lesson 19

The revised lesson will be embedded in the original digital URL:

<https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b3...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

The original lesson had the correct name, therefore we will include "Andre" and not "Tyler" in the errata changes.

Response Submitted: 08/18/2024 7:46pm

Response Updated: 11/15/2024 8:47am

IMRA 2024 SRP Feedback

English Language Arts and Reading - Phonics

Publisher: Amplify

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: N/A (ISBN: 9798894040202)

REPORTED FEEDBACK ID 8393761:

Only 1 word (scrub). Would recommend adding more words with initial consonant trigraphs. It is good that there is a focus on these words being clusters and that the teacher puts them in their own category.

Page Number: p. 119

Location:

Skills Unit 6 TG: Lesson 11: Introduce Spelling Words (scrub) (PDF p. 126)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

[UPDATED RESOURCES](#) - Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include additional initial trigraph word and review of trigraphs.

Lesson 11, Introduce Spelling Words, p. 119 (PDF p. 126) [INSERT after 4th bullet] <bullet>Point to the words *split* and *scrub*. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace *skipped* with *split* in the Clusters column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 11.4, p. 5 (PDF p. 10) REPLACE 5. skipped WITH 5. split

Lesson 15, Spelling Assessment, p. 153 (PDF p. 160) REPLACE 5. skipped WITH 5. split

G1, Skills Unit 6 TG, Teacher Resources, p. 307 (PDF p. 314) REPLACE skipped WITH split

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 407 (PDF p. 414)

REPLACE Activity Page 15.1 redux WITH Activity Page 15.1 redux that shows 5. split

G1, Skills Unit 6 Lesson Slides

Lesson 11, slide PDF p. 239

REPLACE skipped WITH split in the Clusters column of the chart

Lesson 11, slide PDF p. 242

REPLACE image of Activity Page 11.4 redux on the clipboard WITH image of new version of Activity Page 11.4 that shows number 5 word is split

Response Submitted: 08/21/2024 9:38am

Response Updated: 11/20/2024 7:44pm

REPORTED FEEDBACK ID 8341921:

There is only 1 word with an initial consonant trigraph (shredded) and it isn't explicitly taught (or even reviewed or mentioned) in this lesson. Consider addressing the initial trigraph review to the teacher instructions and adding more words with initial trigraphs.

Page Number: p. 16-17

Location:

Skills Unit 6 TG: Lesson 1: Introduce Spelling Words (shredded) (PDF p. 23-24)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

[UPDATED RESOURCES](#) - Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include an additional initial trigraph word and review of trigraphs.

Lesson 1, Introduce Spelling Words, p. 16 (PDF p. 23) [INSERT after 5th bullet] <bullet>Point to the words *strumming* and *shredded*. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace *swimming* with *strumming* in the /m/ > 'mm' column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 1.3, p. 5 (PDF p. 10) REPLACE 1. swimming WITH 1. strumming

Lesson 5, Spelling Assessment, p. 52 (PDF p. 59) REPLACE 5. swimming WITH 5. strumming

G1, Skills Unit 6 TG, Teacher Resources, p. 298 (PDF p. 305) REPLACE swimming WITH strumming

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 400 (PDF p. 407) REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 5. strumming

G1, Skills Unit 6 Lesson Slides Lesson 1, slide PDF p. 22, p. 26 REPLACE image of Activity Page 1.3 on the clipboard WITH an image of new version of Activity Page 1.3 that shows number 1 word is strumming

Lesson 1, slide PDF p. 23 REPLACE swimming WITH strumming in the /m/ > 'mm' column of the chart

Response Submitted: 08/21/2024 8:44am

Response Updated: 11/20/2024 7:43pm

Component: Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (ISBN: 9798894040219)

REPORTED FEEDBACK ID 8540426:

Consider adding more words that end in -tch.

Page Number: p. 49

Location:

Skills Unit 7 TG: Lesson 5: Language Spelling Assessment (PDF p. 56)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

[UPDATED RESOURCES](#) - Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include an additional final trigraph word.

Lesson 1, Introduce Spelling Words, p. 14–15 (PDF p. 21–22) [DELETE *knocked* from word list] [ADD *catch* to /ch/ > 'tch' column]

G1, Skills 7 Activity Book, Activity Page 1.2, p. 3 (PDF p. 8) DELETE 2. *knocked* ADD 5. *catch* [Renumber word list]

Lesson 5, Spelling Assessment, p. 49 (PDF p. 56) REPLACE 3. *knocked* WITH 3. *catch*

G1, Skills Unit 7 TG, Teacher Resources, p. 226 (PDF p. 233) DELETE *knocked* from Column 3 ADD *catch* to Column 2 G1,

G1, Skills Unit 7 TG, Activity Book Answer Key, p. 279 (PDF p. 286) REPLACE Activity Page 5.1 *redux* WITH Activity Page 5.1 *redux* that shows 3.*catch*

Skills Unit 7 Lesson Slides

Lesson 1, slide PDF p. 20 REPLACE image of Activity Page 1.2 *redux* on clipboard WITH image of new version of Activity Page 1.2 *redux* that shows deletion of the word *knocked* and addition of the number 5. word *catch*

Lesson 1, slide PDF p. 21 DELETE *knocked* from the /n/ > 'kn' column of the chart ADD *catch* to /ch/ > 'tch' column of the chart after pitch

Response Submitted: 08/21/2024 8:44am

Response Updated: 11/20/2024 7:45pm

Mathematics

Publisher: Curriculum Associates, LLC

Math, Grade 4 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 4

Component: N/A (ISBN: 6795136)

REPORTED FEEDBACK ID 9632251:

This session teaches prime and composite numbers which are not taught in Texas until TEKS 5.4A in Grade 5.

Page Number: 159-164

Location:

Entire Session

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The implementation supports we provide help educators determine when there is content that is not fully aligned with the TEKS.

Response Submitted: 09/18/2024 10:41 am

Response Updated: 11/20/2024 4:24pm

Math, Grade 5 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 5

Component: N/A (ISBN: 6796631)

REPORTED FEEDBACK ID 9632181:

This expression uses exponents and Grade 5 TEKS do not incorporate equations with exponents.

Page Number: 300

Location:

In question number one, the expression within the question.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The implementation supports we provide help educators determine when there is content that is not fully aligned with the TEKS.

Response Submitted: 09/18/2024 10:37am

Response Updated: 11/20/2024 4:29pm

REPORTED FEEDBACK ID 9632201:

In this practice opportunity students are dividing by the decimal fraction of tenths. The grade 5 TEKS states that students are dividing by whole number divisors in this grade level. 5.3(F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models

Page Number: 361-362

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The implementation supports we provide help educators determine when there is content that is not fully aligned with the TEKS.

Response Submitted: 09/18/2024 10:36am

Response Updated: 11/20/2024 4:28pm

REPORTED FEEDBACK ID 9632231:

The lesson focuses on multiplying a fraction by a fraction. In Texas, 5th graders only multiply a fraction by a whole number or a whole number by a fraction per TEKS 5.3I

Page Number: 401a-422b

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The implementation supports we provide help educators determine when there is content that is not fully aligned with the TEKS.

Response Submitted: 09/18/2024 10:36am

Response Updated: 11/20/2024 4:29pm

REPORTED FEEDBACK ID 9632221:

The materials refer to a Line Plot rather than a Dot Plot as included in the TEKS 5.9A. Texas Standards include Dot Plot and do not reference a Line Plot.

Page Number: 551a-572f

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

In our materials, we use the term "Line Plot" to provide consistency across various educational resources, as it is a widely recognized term. This approach allows students to become familiar with terminology they may encounter in multiple contexts and prepares them for flexibility in interpreting data representations. However, teachers can certainly refer to it as a "Dot Plot" in their instruction to ensure alignment with Texas standards.

Response Submitted: 09/18/2024 10:36am

Response Updated: 11/20/2024 4:32pm

REPORTED FEEDBACK ID 9632191:

Students in 5th grade do not multiply fraction x fraction. The standard for multiplying a fraction is 5.3I represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models. This lesson utilizes fraction x fraction throughout the lesson.

Page Number: Interactive Digital Lesson

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The implementation supports we provide help educators determine when there is content that is not fully aligned with the TEKS.

Response Submitted: 09/18/2024 10:37am

Response Updated: 11/20/2024 4:28pm

Math, Grade 6 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 6

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK ID 9606856:

This citation can be accepted on the condition that graphs are added, as noted in the citation.

Page Number: 1-2

Location:

Tools for Instruction - Visualize Rate (Activity will be modified to include graphing rates of real-world problems.)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for providing this feedback. [We will ensure the TFI includes graphs.]

Response Submitted: 09/18/2024 11:20am

Response Updated: 11/20/2024 4:36pm

REPORTED FEEDBACK ID 9607006:

This citation meets the criteria as long as representation of solutions on number lines is added.

Page Number: 1-2

Location:

Tools for Instruction - Solve Equations (Activity will be modified to include representing solutions of equations on number lines.)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for providing this feedback. [We will ensure the TFI includes representation of solutions on a number line.]

Response Submitted: 09/18/2024 11:19am

Response Updated: 11/20/2024 4:36pm

IMRA 2024 Public Comments

English Language Arts and Reading - Phonics

Publisher: Amplify

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: Amplify ELAR Texas Skills, Grade 1 (ISBN: N/A)

COMMENT ID 9647086:

Reader 1st grade Reader On page 31 the book has a picture of the girl in bed with her mom. The book states, "Nate and I had a lot of fun. Then, Mom and I slept in a bed next to Nate's bed" This is inappropriate. Why are we introducing boyfriend and girlfriend relationships, embraced by the parent with them sleeping in the same room? This is in line with sexualizing children and teaching the next generation that this is normal. This is not normal for mom to pay for a ticket to go to a foreign country after meeting someone at camp. This looks like a girlfriend and boyfriend. They embrace on page 28. This will cause inappropriate discussion in the classroom and the teacher will be having to spend time on appropriate hugs and when you should be doing that with a boy. That is the parent's job and we should not be placing the teacher in the position to be parent or to address this because we inserted it into the curriculum. I am also not sure why there needs to be a bed scene for first graders. They fly across the world to see a friend she met at camp and then they sleep in the same room. Look at the mom's face in the picture. p. 31 What does that say to you as an adult? Furthermore, it introduces concepts and themes that are unnecessary to discuss with first graders. These pages need to be struck entirely from the books. In the instruction for specialization in reading I received in college, the idea behind the picture book is that the pictures are telling a message. This is not a picture book, but the pictures are telling a story. Why did the author choose these pictures as content in this book? Children and teachers alike in the foundational reading years spend time learning to comprehend and develop skills of comprehension through pictures. We were taught to see the deeper meaning and understanding of the pictures. This content in pictures are representing a message. In conclusion, this inappropriate content with relationships for first graders. As a minimum the bedroom scene and the hug scene need to be removed from the book. When reviewing the content of the oer the pictures and themes are global themes. This is the case in this book as well.

Page Number: N/A

Location: N/A

URL to Content: N/A

Submitted by: Francine Erickson, ZIP Code 78628

Publisher Response: Accept

[UPDATED RESOURCES](#) - Thank you for your feedback. This story is about two close friends who are 10 years old. They are not at all romantically involved. We will take your feedback into account as we make adjustments to the images.

Mathematics

Publisher: Curriculum Associates, LLC

Math, Grade 3 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 3

Component: Texas i-Ready Classroom Mathematics Grade 3 (ISBN: 9781663002754)

COMMENT ID 9580356:

i-Ready does not address all of the TEKS for 3rd grade math. Specifically missing is 3.2A, B, C and D (place value to the hundred thousands, expanded form, expanded notation, and comparing and ordering numbers to the hundred thousands place). The link to the TEKS correlation was not available. Also missing is Financial Literacy according to the TEKS.

Page Number: N/A

Location: N/A

URL to Content: N/A

Submitted by: Carrie Brinkley, ZIP Code 77656

Publisher Response: Reject

The correlation document indicates where there are multiple opportunities to cover all the TEKS for each grade level.