

# IMRA 2024 Public Errors

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## English Language Arts and Reading

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### **Publisher: Texas Education Agency, Open Education Resources**

#### **ELAR, Grade K (IMRA)**

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

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723154)**

#### **REPORTED ERROR:**

The lesson says that France gave the USA the Liberty Bell in 1886. The correct year is 1885.

#### **Explanation or Suggested Correction:**

Change 1886 to 1885.

**Page Number:** 112

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

[https://www.nps.gov/stli/learn/historyculture/places\\_creating\\_statue.ht...](https://www.nps.gov/stli/learn/historyculture/places_creating_statue.ht...)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 10 Lesson 8 has been revised.

**REPORTED ERROR:**

p. 12 Remind students that the Pilgrims came from England and landed at Plymouth Rock, along the coast of North America. same page: Ask students if they remember why the Pilgrims chose to leave England and go to America. p. 38: Ask students why the Pilgrims chose to leave England and go to America.

**Explanation or Suggested Correction:**

The Pilgrims did not arrive in America straight from England in 1620. They had left England years earlier in 1609 and had been living in Leiden in the Netherlands for 11 years when they boarded the Mayflower there to come to America. The wording should be corrected somehow to account for this fact. (If this error is in other lessons, it should be corrected there, too.)

**Page Number:** 12,

**Location:**

p. 12 1/3 down page p. 38 1st bullet point

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.smithsonianmag.com/travel/the-pilgrims-before-plymouth-1118...>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. Content may be introduced in one grade level as an opportunity to build background for a subsequent grade level. Knowledge coherence builds increased comprehension in this way.

**REPORTED ERROR:**

"To make sure the president didn't become like a king, they decided to write the Constitution, a set of rules for the president to follow."

**Explanation or Suggested Correction:**

Incorrect > the Constitution includes rules for all of government and rights for people, not just rules for the president. Suggestion: "To make sure the president didn't become like a king, they decided to write the Constitution, which outlined the rights of the people and the rules for the president and the rest of government to follow."

**Page Number:** 14-15**Location:**

Bottom of page 14 to top of page 15

**URL to Content:** [View Publisher Materials](#)**Reference or Source for Suggested Correction:**

<https://www.archives.gov/founding-docs/constitution-transcript>

**Submitted by:** Susan Nayak, ZIP Code 78756**Publisher Response:** Accept

Grade Kindergarten Unit 11 has been revised.

**REPORTED ERROR:**

Incomplete statements "Tell students that enslaved people could not leave the farms without permission, and they were not free to make their own choices." [Add "and they were not paid for their labor" — slave owners made money on the labor of their slaves and often treated them badly.] "Tell students that many people in the northern states thought slavery was wrong, whereas many people in the southern states felt that they needed slavery." [Change "felt" to "believed". Add: "to protect their economic interests"]

**Explanation or Suggested Correction:**

Suggested Text: "Tell students that enslaved people could not leave the farms without permission, they were not free to make their own choices, and they were not paid for their labor." "Tell students that many people in the northern states thought slavery was wrong, whereas many people in the southern states believed that they needed slavery to protect their economic interests."

**Page Number:** 83

**Location:**

Bottom of the page

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

Grade Kindergarten Unit 10 has been revised.

**REPORTED ERROR:**

Incorrect: "Tell students that many of the Founding Fathers, like Washington and Jefferson, realized that slavery was wrong and founded the country so that Americans could be free. However, when the country was founded, slavery still existed in most countries in the world, including America."

**Explanation or Suggested Correction:**

Both George Washington and Thomas Jefferson owned slaves. George Washington evidently felt conflicted about owning slaves and signed papers granting their freedom upon his death. Thomas Jefferson perhaps strove to be less violent than other plantations, but he had slaves who labored for free for his economic benefit. Neither did anything to abolish slavery. They did not found "the country so that Americans could be free." Unless you mean free from unjust taxation by the British. When they said all men are created equal, they did not mean slaves; they meant white, landed property gentlemen. Everyone else has had to fight really hard to be included in that statement, and we continue to have to fight. Suggestion: "Tell students that the Founding Fathers, like Washington and Jefferson, founded the country so that Americans could be free. However, when the country was founded, slavery still existed in most countries in the world, including America."

**Page Number:** 83

**Location:**

Middle of page

**URL to Content:** N/A

**Reference or Source for Suggested Correction:**

George Washington: <https://www.mountvernon.org/george-washington/slavery/ten-facts-about-w...> Thomas Jefferson: <https://www.monticello.org/slavery/slavery-faqs/property/>

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

Grade Kindergarten Unit 11 has been revised.

**REPORTED ERROR:**

"Show Image 6A-8: The Emancipation Proclamation However, even after President Lincoln told everyone about the new order, many people who supported slavery would not give up. It took nearly three more years of war before the army of the South surrendered to Lincoln's northern army. The war ended. Now, slavery was over. The Emancipation Proclamation, which made it happen was what Abraham Lincoln had been carrying under his hat." Incorrect statement: "Now, slavery was over."

**Explanation or Suggested Correction:**

Not true! Or at the very least, very misleading. The Emancipation Proclamation (1863) declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free." The proclamation didn't apply to all states (only the states not under Union control), and it was predicated on the Union winning the Civil War, which would finally end in 1865. The Emancipation Proclamation certainly started the process, but slavery was not "over" due to that Proclamation. Also, slavery continues to this day -- in modern times it's called human trafficking. It's certainly illegal, but not over. Suggested text: "Show Image 6A-8: The Emancipation Proclamation However, even after President Lincoln told everyone about the new order, many people who supported slavery would not give up. It took nearly three more years of a civil war before the army of the South surrendered to Lincoln's northern army. The Civil War ended. Now, slavery was illegal. The Emancipation Proclamation, which started the process, was what Abraham Lincoln had been carrying under his hat."

**Page Number:** 87

**Location:**

Bottom of the page

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.archives.gov/exhibits/featured-documents/emancipation-procl...>

[https://en.wikipedia.org/wiki/American\\_Civil\\_War](https://en.wikipedia.org/wiki/American_Civil_War)

<https://www.loc.gov/collections/civil-war-glass-negatives/articles-and-...>

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

Grade Kindergarten Unit 10 has been revised.

**Component:** Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723208)

**REPORTED ERROR:**

"The Aztec were an early civilization of people that lived in central and southern Mexico about 400 years after the Maya."

**Explanation or Suggested Correction:**

["that" should be "who"] Suggestion: "The Aztec were an early civilization of people who lived in central and southern Mexico about 400 years after the Maya."

**Page Number:** 25

**Location:**

Bottom of the page

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

Grade K Unit 11 Lesson 1 has been revised.

**REPORTED ERROR:**

The word genesis means the origin of something. The word originated with the book of Genesis...

**Explanation or Suggested Correction:**

The word "genesis" did not originate with the Book of Genesis. It was a regular Greek word that was already in use and that ancient scribes chose to use as the title for the Greek translation of the book, which was originally written in Hebrew. Suggested correction: The word genesis means the origin of something. It is also the title of the first book in the Jewish and Christian Bible.

**Page Number:** 36

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.04.0057...>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 11 Lesson 3 has been revised.

**REPORTED ERROR:**

"Genesis is the first book in the Bible and the Jewish Torah."

**Explanation or Suggested Correction:**

By distinguishing "the Bible" from "the Jewish Torah," the wording erroneously implies that the term "Bible" is reserved solely for Christian Bibles. In fact, it is also used for Jewish scripture as well. The curriculum frequently tries to avoid referring to Jewish scripture as the Bible and in doing so reflects a Christian bias. It would be better to use the term "Bible"

in ways that acknowledge that there are different forms of the Bible.  
Suggested correction: "Genesis is the first book in both the Jewish and Christian Bible."

**Page Number:** 39

**Location:** N/A

**URL to Content:** N/A

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**REPORTED ERROR:**

"Later on, the Book of Genesis story starts to describe how the early Earth looked."

**Explanation or Suggested Correction:**

This unnuanced, literalistic wording encourages 5-year-olds to accept Genesis's religious claim as an accurate description. This is a typical example of inappropriate wording in this and other Bible-related lessons. Referring to the passage a "story" will probably do little to offset this impression.

**Page Number:** 40

**Location:** N/A

**URL to Content:** N/A

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 11 Lesson 3 has been revised.



**REPORTED ERROR:**

"Some of da Vinci's drawings were engineering ideas, including flying machines."

**Explanation or Suggested Correction:**

The text treats "da Vinci" as if it were Leonardo's last name. "Da Vinci" means "from the village of Vinci." It is not a surname and should not be treated as such. The appropriate abbreviated reference to Leonardo da Vinci would be simply "Leonardo." This point may be relevant for other passages and lessons.

**Page Number:** 92

**Location:** N/A

**URL to Content:** N/A

**Reference or Source for Suggested Correction:**

See examples of usage here:

<https://www.britannica.com/biography/Leonardo-da-Vinci>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 11 Lesson 7 has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890728739)****REPORTED ERROR:**

The images of Solomon, David, and Solomon's subjects inaccurately portray them all as white Europeans. None of these people had white skin as depicted here (and obviously, none was a European).

**Explanation or Suggested Correction:**

Skin tones should be darker to reflect their Middle Eastern context.

**Page Number:** Problem is in Flip Book for which there is no option in this form

**Location:**

Pages 35-37, 40 of flip book

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kinder Unit 8 Teacher Guide has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723017)**

**REPORTED ERROR:**

"Everyone who came did so because they wanted a new opportunity, or chance, in the Americas."

**Explanation or Suggested Correction:**

Not everyone came for these reasons, of course. This sentence is factually incorrect because it ignores the experiences of the many enslaved people who were brought to the Americas. Enslaved people did not come "because they wanted a new opportunity, or chance."

**Page Number:** 29

**Location:**

first full paragraph

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 6 Lesson 2 has been revised.

**REPORTED ERROR:**

The Pilgrims wanted something called religious freedom. This means they wanted to be able to pray and worship God as they believed, in their own way, instead of being told how to do so by the king.

**Explanation or Suggested Correction:**

Many of the lessons throughout this curriculum present an idealized and inaccurate depiction of religion in the colonies. While the Pilgrims did indeed come so that they themselves would have the freedom to worship as they chose, they did not always extend that freedom to others. They came for the right to establish their own religion as the norm, to the exclusion of others. The Pilgrims persecuted Quakers, for example. They were strongly anti-Catholic. They absolutely did not come to establish religious freedom or religious toleration.

**Page Number:** 56

**Location:**

second full paragraph

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

There are many sources, of course, as this point is very clear in the historical record. But here is one that is online: <https://www.neh.gov/blog/plymouth-colony-and-beginnings-liberty-america...>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision needed. Information is factual within context.

**REPORTED ERROR:**

Bottom of page 117 (of 149 pages) on the PDF. Just below the header, ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.), the text introduces William Penn. It says, "Show Image 8A-1: Wiliam Penn". William Penn is spelled William Penn.

**Explanation or Suggested Correction:**

Correct the spelling to William Penn.

**Page Number:** PDF page 118

**Location:**

Bottom of page 117 (of 149 pages) on the PDF. Just below the header, ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.), the text introduces William Penn.

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

[https://en.wikipedia.org/wiki/William\\_Penn](https://en.wikipedia.org/wiki/William_Penn)

**Submitted by:** Michael Davis, ZIP Code 75098

**Publisher Response:** Accept

The errant copy-edit has been corrected.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723055)**

**REPORTED ERROR:**

There are several errors in this section. The first is how the Hebrew Bible and the Christian Bible are referred as "Two versions of the Golden Rule come from the Bible. The Bible is a collection of ancient texts that are organized as books and grouped into different parts, and its different parts are the core books of the Jewish and Christian religions." This phrase incorrectly describes the Bible. There is the Hebrew Bible, and there is the Christian Bible, and there are other bibles, such as the Quoran. Any reference to the "Bible" must clearly state which bible you are referring to. In Judaism, there are not core books--there is only the Hebrew Bible. On page 20, this happens again where it says "Besides the two versions in the Bible..." Again, the curriculum inaccurately saying "Bible" and not being clear what is meant, which Bible? The second error is the attribution of the golden rule as being from Jesus's sermon on the mount. Since the golden rule originated in Leviticus in the Old Testament, the references that follow about Jesus and the sermon on the mount are completely unwarranted. The lesson goes on to misrepresent Jesus and Christianity as the origin of all moral values. The only reference to other religions is a gratuitous one at the end "Do unto others as you would have them do unto you." is explained as

"one of the core values presented in the Bible." This incorrectly states the origins of this teaching. It actually originates in the Hebrew Bible, Leviticus 19:18 "Love your neighbor as yourself." Christianity is presented as the place where this core value is taught. It comes from Judaism, not Christianity. Christianity is presented as the only religion that teaches this value. Jews, Muslims, Christians all teach it. It is only mentioned in one sentence at the end at "ancient books from their religions" mention it: Hinduism and Islam. Are these "ancient books" not also bibles? And why do these other religions get short-shrift here? Muslims: Quoran verse 4:36 says "Do good to parents, kinsfolk, orphans, those in need, neighbors who are near, neighbors who are strangers..." There is no need to reference religion at all here since this is a universal value. There is no need to mention Jesus sermon on the mount as the principle does not have origins in Jesus nor is it only found by Jesus. The next error is: Saying: "The Jewish Torah is made up of five books, and those are also the first five books of the Christian Bible. " This statement represents Christianity as having superseded, or replaced, Judaism. Also, this is the first time "Torah" is used and all other times the word "bible" is used.

**Explanation or Suggested Correction:**

Corrections: 1. Please correct any reference to Bible, and be clear on which Bible you are referring to. 2. Discuss the golden rule as a universal principle taught. If you want to bring in religion, you can state plainly that many religions teach it in their own ways. 3. Jesus's sermon on the mount is inappropriate content for kindergarteners, inaccessible at that age, and is more of a Sunday School lesson. Delete those references. The content here is heavy on Christianity and is not necessary, and in fact, incorrect, in its representation.

**Page Number:** 17-19

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Lisa Epstein, ZIP Code 78258

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**REPORTED ERROR:**

"Jesus said that the Golden Rule sums up, or combines, all of the other rules described throughout the Bible into one."

**Explanation or Suggested Correction:**

This is erroneous and does not match what is said in Matthew 7:12: "In everything do to others as you would have them do to you, for this is the Law and the Prophets" (NRSVue). Matthew's Jews makes no claim about "all the other rules" in the Bible, because "the Bible" did not exist in Jesus' day. He talks specifically about commandments in two collections of Jewish texts that would become part of the Jewish Bible and thus the Christian Old Testament, the Law and the Prophets. The present description in the teacher's guide misrepresents Jesus' teaching, diminishes the specifically Jewish nature of that saying, and gives an anachronistic impression about the formation of the Bible.

**Page Number:** 18

**Location:**

Under show image 1A-2

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

Matthew 7:12

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**REPORTED ERROR:**

"Display a map of Israel. Point out Jericho and Jerusalem."

**Explanation or Suggested Correction:**

Jericho is not in Israel. Jericho is in the West Bank, one of the Palestinian territories. Israel has not annexed this area, so referring simply to a map of Israel is factually incorrect. Suggested correction: "Display a map of Israel

and the Palestinian territories. Point out Jericho and Jerusalem."

**Page Number:** 86

**Location:**

middle of page

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kinder Unit 8 Teacher's Guide has been revised.

**REPORTED ERROR:**

"This story from long ago includes people known as the Israelites and people known as the Samaritans. These people lived in different kingdoms in a place that was called Israel. Explain that Israel is a country today and point to it on a map."

**Explanation or Suggested Correction:**

I'm a biblical studies professor at SMU. I recognize that this is complicated material to explain to 5-year-olds, but the explanation above is anachronistic. \*For the first century CE (the time of Jesus), the preferred term is "Jews," not "Israelites." The term "Israelite" is typically used for earlier periods. So: "This story from long ago includes Jews and Samaritans." \*"These people lived in different kingdoms in a place that was called Israel." In the first century CE, these areas were not in different kingdoms. They were both part of the Roman province of Judea. The reference to different kingdoms refers to a much earlier period in history when Samaria was part of the Kingdom of Israel (the Northern Kingdom), as opposed to the Kingdom of Judah. The Northern Kingdom/ Kingdom of Israel lasted from about 930-720 BCE--many centuries before the time of Jesus. Referring to different kingdoms at the time of the parable is thus erroneous. \*Ancient Samaria was not in the area that is now modern Israel. It was in what is now the West Bank, one of the Palestinian territories. Israel has not annexed this area and made it part of its own nation. \*Suggested wording: "Jews and Samaritans lived in different areas in what is now the country of Israel and the Palestinian territories."

**Page Number:** 88

**Location:**

next to last bullet point

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.livius.org/articles/place/samaria/>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 6 has been revised.

**REPORTED ERROR:**

"Jesus told this story about the Samaritan to show what the word neighbor means and how we should treat our neighbors."

**Explanation or Suggested Correction:**

The wording of the sentence ("to show ... how we should treat our neighbors") indicates that the specifically Christian figure of Jesus was providing moral instruction to religiously diverse kindergarteners in modern American public schools that are supposed to respect religious freedom of students. It presents Jesus as an authoritative figure ("how we should treat our neighbors") to students who do not necessarily consider him an authority and portrays him as speaking directly to them. This type of language is very appropriate in specifically Christian settings but is both inappropriate and confusing for a public school setting. Suggested Correction: Jesus told this story about the Samaritan to show what the word neighbor meant and how his followers should treat their neighbors."

**Page Number:** 90

**Location:**

end of second paragraph

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A



**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 8 Lesson 6 has been revised.

**REPORTED ERROR:**

The teacher's guide summary of the story repeatedly refers to Jewish characters as "Israelites." This is an anachronistic use of the term. The preferred term is "Jews."

**Explanation or Suggested Correction:**

Change "Israelite" to "Jew" in all cases, or say something like "Jewish person."

**Page Number:** 90-91

**Location:**

The teacher's guide summary of the story repeatedly refers to Jewish characters as "Israelites."

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.britannica.com/topic/Hebrew> "These people are referred to as Israelites until their return from the Babylonian Exile in the late 6th century BCE, from which time on they became known as Jews."

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**REPORTED ERROR:**

If someone is a Samaritan, they are from Samaria, which is a city in ancient Israel. [Point out Israel on a map.]

**Explanation or Suggested Correction:**

1. As the teacher's guide rightly notes, the term Samaria refers to both a city and a region. But, the term "Samaritan" refers to someone associated with the region, not city, and with the ethnic group that lived (and in small numbers still lives) there. 2. The biblical region of Samaria is not primarily in modern Israel. It is in the West Bank, one of the Palestinian territories, which Israel has not annexed. Suggested correction: "If someone is a Samaritan, they are from Samaria, a region to the north of the city of Jerusalem. [Point out Israel and the West Bank on a map.]"

**Page Number:** 93**Location:**

Word Work #3

**URL to Content:** [View Publisher Materials](#)**Reference or Source for Suggested Correction:**<https://www.britannica.com/topic/Samaritan#ref101625>**Submitted by:** Mark Chancey, ZIP Code 75243**Publisher Response:** Accept

Grade Kinder Unit 7 Teacher's Guide has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723109)****REPORTED ERROR:**

78--"He wanted his people to have a place to gather, pray, and sing songs to God, and, for many years, the Israeli people had done this in a tent."--  
"Israeli" is a modern term reserved for citizens of the modern, post-1948 nation of Israel. It is not appropriate for use in describing ancient Israelites."  
"So Solomon built a beautiful temple, or a building for religious worship. A temple is a building where people can go to worship."--This sentence, which follows the one above, leaves out the most important function of the temple, which was not gathering, praying, or singing. The temple's primary function was to offer animal sacrifices. "There was also a room deep inside the temple that was used to offer special prayers to the God of Israel, but it was so special that it was only used one day a year—on a day called Yom

Kippur."--There is no evidence in biblical stories (accurate or not) that "special prayers" were offered in this space. Later, post-biblical sources say that the High Priest said the divine name of God on Yom Kippur in this space, the Holy of Holies. The lesson puts the focus on prayer, something Christians are more comfortable with, rather than on the animal sacrifices that were the primary temple activity and responsibility. page 80: "The Read-Aloud says that King Solomon thought that the Jewish holiday Yom Kippur was important. He showed this by having a room built deep inside the temple that was used only on Yom Kippur."--This activity and the description on page 78 reflect a complete misunderstanding of the Holy of Holies. There is absolutely nothing in the Bible about Solomon's special affection for Yom Kippur. The term does not even occur in any of the biblical books that talk about Solomon. It is very strange for the lesson to suggest that Solomon gave this holiday particular importance. According to the Bible (whatever its accuracy in this regard), the Holy of Holies was a carry-over from the earlier Tabernacle that preceded Solomon's temple. Historians would note that having such a room was typical of ancient near eastern temples. There are biblical passages elsewhere (not in the Solomon story) that talk about the High Priest (the "holiest" person) entering the Holy of Holies (the holiest space, where God was particularly present) on the Day of Atonement. But the point is the conjunction of holiness in that holy space--not that Solomon really liked Yom Kippur.

**Explanation or Suggested Correction:**

This entire lesson promotes acceptance of the religious claims of biblical passages and is thus inappropriate for public schools. I submitted a "suitability" note about all of the lesson's references to God's interactions with David and Solomon, etc., God's endowment of Solomon with wisdom, etc. Aside from that, Israeli should be Israelite, the discussion of the purpose of the temple should include discussion of animal sacrifice, and all references to Solomon's special feelings for Yom Kippur should be completely deleted, as they are erroneous.

**Page Number:** 78, 80

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

On the Holy of Holies, see, for example:

<https://www.bibleodyssey.org/articles/holy-of-holies/>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 8 Lesson 6 has been revised.

**REPORTED ERROR:**

"Although her family ruled Egypt, they were originally from the country of Greece."

**Explanation or Suggested Correction:**

In Cleopatra's time, there was no "country" of Greece. Replacing "country" with "region" would be more accurate. (Strictly speaking, however, the Ptolemies were Macedonian, not Greek.)

**Page Number:** 96

**Location:**

first full paragraph

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.britannica.com/place/ancient-Greece>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kinder Unit 8 Lesson 7 has been revised.

**REPORTED ERROR:**

"The Roman Empire, located in what is now the country of Italy, was a powerful empire that existed during the time of Cleopatra."

**Explanation or Suggested Correction:**

The Roman Empire did not exist in the time of Cleopatra. Britannica: "Roman Empire, the ancient empire, centred on the city of Rome, that was established in 27 BCE following the demise of the Roman Republic and continuing to the final eclipse of the empire of the West in the 5th century CE." Suggested correction: "Rome, a powerful city in what is now the country of Italy, ruled many lands."

**Page Number:** 96

**Location:**

bottom paragraph

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.britannica.com/place/Roman-Empire>

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kinder Unit 8 Teacher's Guide has been revised.

**REPORTED ERROR:**

"Antony ruled the eastern parts of Rome."

**Explanation or Suggested Correction:**

Rome was a city, not a term for all territory controlled by the city. Suggested correction: Antony ruled the eastern parts of Roman territory.

**Page Number:** 97

**Location:**

end of first full paragraph

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kinder Unit 8 Lesson 7 has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890729125)**

**REPORTED ERROR:**

"Hanukkah, also known as The Festival of Lights or Feast of Dedication, is a Jewish holiday lasting about 8 days."

**Explanation or Suggested Correction:**

The error is the word "about." In Jewish tradition, Hanukkah lasts 8 days, not about 8 days. Because a day in the Jewish calendar runs from sundown. to sundown, this means Hanukkah stretches over 9 days in the Gregorian calendar, but it is not necessary to introduce this complication to kindergarteners. The clearest explanation of Jewish tradition would be to stick simply with "8 days" and no "about."

**Page Number:** 32

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

The Reader in Grade Kindergarten Unit 9 has been revised.

**ELAR, Grade 1 (IMRA)**

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

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: N/A)**

**REPORTED ERROR:**

Look at the chart

**Explanation or Suggested Correction:**

Kindergarten should have Kindergarten Phonics/ELA. First grade should have First Grade Phonics/ ELA. Check your chart.

**Page Number:** 1

**Location:**

The chart is wrong for Kindergarten and Grade 1 ELA.

**URL to Content:** N/A

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Donna Matlock, ZIP Code 77654

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890722911)**

**REPORTED ERROR:**

The Teacher's Guide says that the Founding Father's chose the motto for the Liberty Bell based on the story of Moses and the Exodus from Egypt. "The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt..." The meaning of the scripture and symbolism of the Liberty Bell is powerful but this section of the curriculum is not factual.

**Explanation or Suggested Correction:**

According to the National Park's Service. what is now known as the Liberty Bell was cast in the 1750s and did not take on any significance other than calling public meetings until the 1830s. Therefore, it was not chosen by the Founding Fathers to celebrate freedom from British control. Nor does the inscription relate to the Hebrew Bible story of Moses and the slaves being led out of Egypt after prayers to God. It is from Leviticus 25:10. As the National Park's Service explains, "The Liberty Bell's inscription is from the Bible (King James version): "Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof." This verse refers to the "Jubilee", or the instructions to the Israelites to return property and free slaves every 50

years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message."

**Page Number:** 175-177

**Location:**

The sections on Show Image 12.9A: Washington's Bible and comprehension question 4.

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

<https://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm>

**Submitted by:** Susan Netopski, ZIP Code 79714

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 1 has been updated.

**REPORTED ERROR:**

Prayer was not the subject of the first debate of the Continental Congress.

**Explanation or Suggested Correction:**

According to the Journals of the Continental Congress, the first day of the Continental Congress, Monday, September 5, 1774, included a debate regarding rules and conduct for debate ("A motion was made and seconded that a Committee be appointed to draw up some rules of conduct to be observed by the Congress in debating and determining questions that come under consideration, But after some debate another motion was made and seconded that the farther consideration of this question be deferred untill tomorrow, which was carried by a large majority."). The following day, September 5, the records show that, "The Congress, resuming the consideration of appointing a Committee to draw up rules of conduct to be observed in debating and determining the questions, that come under



consideration, after a good deal of debate the motion was divided and put." The Journal clearly indicates that the first debate of the Continental Congress had to do with the critical foundation of how the body would debate. There follows seven resolutions, the last of which involves the prayer of Mr. Duche, which was approved, "after settling the mode of voting, which is by giving each Colony an equal voice...." Using the original records, one could argue that the establishment of each colony having an equal voice, regardless of their size or history, was the most significant debate held that day. The assertion that the first debate of the Continental Congress was about prayer indicates that this was the only subject of debate, and the most important thing on the delegates' minds. But the minutes of the meeting do not reflect this. After debating whether each Colony would have equal voice, and how debates would be ordered, and appointing committees to do some critical work for this fragile government, the last order of the day was to debate whether or not Mr. Duche was the appropriate person to open the next day's meeting with prayer. The title of this chapter incorrectly teaches the content and concerns of the first debate in the Continental Congress.

**Page Number:** 38 (title), 47 (paragraph), and others

**Location:**

The title for Chapter 3, wherever it is found. Also, on page 47, the fourth sentence of the first paragraph.

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

Journals of the Continental Congress, Vol. I, 1774, which can be accessed here: <https://tile.loc.gov/storage-services/service/l1/l1scd/l1jc001/l1jc001...>

**Submitted by:** Mary Spradlin, ZIP Code 76116

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 3 has been revised.

## **ELAR, Grade 5 (IMRA)**

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

**Component: Bluebonnet Learning Grade 5 Reading Language Arts,  
Edition 1 (ISBN: N/A)**

**REPORTED ERROR:**

"Monarchs and the Christian Church established laws and a sense of order."  
The only Christian church in the middle ages was the Catholic church and referring to it otherwise is incorrect as well as biased.

**Explanation or Suggested Correction:**

A historically correct passage would read "Monarchs and the Roman Catholic Church..."

**Page Number:** p. 4

**Location:**

Bottom of the page, paragraph under "Passing the torch" subheader

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

"Protestantism was a Christian religious movement that began in northern Europe in the early 16th century as a reaction to medieval Roman Catholic doctrines and practices." <https://www.britannica.com/topic/Protestantism>

**Submitted by:** Gwynne Ash, ZIP Code 78752

**Publisher Response:** Accept

Grade 5 Unit 4 Reader has been revised. The Reader has been revised.

**Component: Bluebonnet Learning Grade 5 Reading Language Arts,  
Edition 1 (ISBN: 9798890727022)**

**REPORTED ERROR:**

The essay that students are required to draft is a "persuasive" essay. The language in the TEKS is "argumentative, including opinion essays..."

**Explanation or Suggested Correction:**

The language should be consistent with the TEKS. I noticed that 5.12C wasn't listed as one of the TEKS for the lesson, but if they are drafting a writing piece, it should align with standards.

**Page Number:** Page 82- Unit 4

**Location:**

Teacher's Guide- referenced throughout the whole unit

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

TEKS

**Submitted by:** Melanie Massey, ZIP Code 76182

**Publisher Response:** Reject

No revision made. The essay activity is aligned to the content.

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890729958)**

**REPORTED ERROR:**

In paragraph 1 on pg. 187: "To determine students' skill level for ongoing Grade 5 CKLA instruction, use the results of three assessments:" 2nd CKLA reference (last paragraph on pg. 187): " You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from the additional practice of certain grammar and morphology skills taught in CKLA.

**Explanation or Suggested Correction:**

Remove CKLA and replace with "in this unit or Texas OER"

**Page Number:** 187

**Location:**

First and last paragraph on page 187

**URL to Content:** N/A

**Reference or Source for Suggested Correction:** N/A

**Submitted by:** Christi Wade, ZIP Code 75686

**Publisher Response: Accept**

The errant reference has been replaced.

**Component: Bluebonnet Learning Grade 5 Reading Language Arts,  
Edition 1 (ISBN: 9798890726520)**

**REPORTED ERROR:**

"What did Dr. Martin Luther King Jr. believe would happen if a person evaded or de ed a law?" Text is missing letters. I believe it should say "What did Dr. Martin Luther King Jr. believe would happen if a person evaded or defied a law?" Also, the answer ("He believed it would lead to anarchy.") is incorrect, or at the very least incomplete. The entire letter is advocating for breaking unjust laws using nonviolent means, and taking the consequences to bring awareness to the injustice so that it can be addressed. He does state that he is not advocating for evading or defying *\*all\** laws (which would indeed lead to anarchy), only the unjust laws.

**Explanation or Suggested Correction:**

The question itself should change. Suggestion: How did Dr. Martin Luther King Jr. differentiate between a just and unjust law?

**Page Number:** 162

**Location:**

Top of page

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

[https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response: Accept**

The errant copy-edit has been corrected.

# Spanish Language Arts and Reading - Phonics

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**Publisher: Just Right Reader, Inc.**

**SLAR, Phonics, Grade K (IMRA)**

**Program: Decodables de jardín de infantes**

**Component: Decodables de jardín de infantes (ISBN: N/A)**

**REPORTED ERROR:**

Spanish syntax is off, greatly impacting the message and language comprehension. There are several errors in these books, and other books do too. The Spanish language is not authentic.

**Explanation or Suggested Correction:**

For Page 9, El robot roto rodó por el piso.

**Page Number:** 9

**Location:**

El reto de Reni

**URL to Content:** [View Publisher Materials](#)

**Reference or Source for Suggested Correction:**

n/a

**Submitted by:** Karina Watson, ZIP Code 75067

**Publisher Response: Reject**

In response to the public comment regarding an error on page 9 in El reto de Reni, the decodable was intentional. Based on the sentence, the text is correct as the word rata is feminine. Therefore, the message and language comprehension is not impacted.

# IMRA 2024 Public Comments

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## English Language Arts and Reading

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### **Publisher: Savvas Learning**

#### **ELAR, Grade K (IMRA)**

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

**Component: Texas myView Literacy (Print and Digital), Grade K (ISBN: 9780134922447)**

**COMMENT:**

Add Sikhism to learning materials in K-5 English classrooms

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Nimrat Rai , ZIP Code 77065

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**Component: Texas myView Literacy (Print and Digital), Grade K (ISBN: 9780328990665)**

**COMMENT:**

The Savvas program incorporates leveled readers, which is often referred to as an ineffective element of a balanced literacy reading program. I would not want to see this in any classroom.

**Page Number:** 0

**Location:**

Side

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** John Perez, ZIP Code 77079

**Publisher Response:** Accept without change

This original submission of myView occurred prior to the Science of Reading being adopted and implemented in the state of Texas. The leveled readers links are in the process of being removed and are at this point essentially optional content. Thank you for identifying and commenting on this issue.

## **ELAR, Grade 1 (IMRA)**

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

**Component: Texas myView Literacy (Print and Digital), Grade 1 (ISBN: N/A)**

### **COMMENT:**

I am writing to express my deep concern regarding the introduction of Christian religious content into the grade-school curriculum. While religious teachings play a significant role in many people's lives, public schools should remain a place for education rather than a platform for religious indoctrination. Per our Governor, "Public schools are for education, not indoctrination." By including specific religious content in the curriculum, the SBOE puts themselves in the place of imposing on the religious freedoms of both students and their families. The First Amendment guarantees the freedom of religion, which includes not only the right to practice one's faith but also the right to be free from the imposition of any particular religion by the government. Public schools should be a neutral space where students of all faiths—and those without religious beliefs—can learn in an inclusive environment. I urge the Texas Education Agency to reconsider this decision and ensure that our public schools remain a place for objective education, free from religious bias. The diversity of our state is one of our greatest strengths, and our public education system should reflect that by upholding the separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sean Johnson, ZIP Code 78259

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**Component:** Texas myView Literacy (Print and Digital), Grade 1 (ISBN: 9780134922454)

**COMMENT:**

[https://assets.savvas.com/asset\\_mgr/current/201227/QR\\_Topics.pdf](https://assets.savvas.com/asset_mgr/current/201227/QR_Topics.pdf)

Expository text with hands-on learning and layered Morphology The most effective way to teach reading and writing is using Lexile Measures.

<https://hub.lexile.com/>

<https://1drv.ms/w/s!AvrxiNvWmOibjBRVt2fjEgM3DErz?e=Umt1aa>

**Page Number:** N/A

**Location:**

complete set level A sample

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Judith Eckert, ZIP Code 96766

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

## **ELAR, Grade 2 (IMRA)**

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

**Component:** Texas myView Literacy (Print and Digital), Grade 2 (ISBN: N/A)

**COMMENT:**



As a concerned citizen, I oppose incorporating religious content into the curriculum. There are many other works of literary fiction that are more appropriate choices for public schools. Injecting religious content into the curriculum risks blurring the line between education and religious indoctrination, and it may undermine the principle of religious neutrality in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donna Yan, ZIP Code 78108

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**Component: Texas myView Literacy (Print and Digital), Grade 2 (ISBN: 9780328941681)**

**COMMENT:**

Under no circumstances should Christianity be a part of public education. Keep your god to yourselves in your own spiritual lives. Or, equally teach about all religions. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alison Duffy, ZIP Code 79423

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**ELAR, Grade 3 (IMRA)**

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

**Component: Texas myView Literacy (Print and Digital), Grade 3 (ISBN: 9780328990818)**

**COMMENT:**

I do not want religion taught in our school systems, except in the area of teaching all world religions as a scholarly enquiry into religion and culture around the globe. The constitution separation of church and state is very important and stresses the belief in religious freedom. I believe in the importance of religious freedom for all. I do not want teachers imposing their religion on my children in schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephanie Chapman, ZIP Code 77006

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**COMMENT:**

Concern for teaching Bible stories in the public classes. We should refrain from pushing ideologies and agendas on our students, unless we open the door to teach ALL ideologies. Let's still with curriculum that will set our children up for successful careers in the future. The Bible can be taught on Sunday at Churches families choose to go to, not public schools.

**Page Number:** 238

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christy Fair, ZIP Code 78738

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**Program: Texas myView Literacy (Print and Digital), Grade 4**

**Component: Texas myView Literacy (Print and Digital), Grade 4 (ISBN: 9780134922485)**

**COMMENT:**

This is the better of the two choices. But, there should be no than 2 to choose from. Out of the thousands of publishers, why were only 2 chosen? This is crazy. :(

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Wendy Hoot, ZIP Code 77304

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**Component: Texas myView Literacy (Print and Digital), Grade 4 (ISBN: 9780328990894)**

**COMMENT:**

As a teacher, when presented with religious material I am required to teach, I will simply say to students, "none of this is proven to be true." I doubt most parents will want me teaching their child religion in any form or context. The school is not a place for indoctrination.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sisha Ward, ZIP Code 75840

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

**Program: Texas myView Literacy (Print and Digital), Grade 5**

**Component: Texas myView Literacy (Print and Digital), Grade 5 (ISBN: 9780134922492)**

**COMMENT:**

My complaint is in regard to the proposed change in the curriculum of all Texas grade levels. It is unconstitutional to exclude non-Christian teachings into the curriculum while imposing only Christian biblical references. Any reference to religious teaching should be done in a place of worship or home, but NOT in a Government-funded public school. It is at the discretion of parents to decide what and when their children learn about religion. It is not up to the school to tell my child anything biblical. Sincerely a concerned parent

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Dezirae Solis, ZIP Code 78363

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

## **Publisher: Texas Education Agency, Open Education Resources**

### **ELAR, Grade K (IMRA)**

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

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: N/A)**

**COMMENT:**

QTI- I am in opposition to STAAR like testing for kindergarten through second grade. The Gateway OER can operate with the current embedded assessments for foundational skills, without adding more STAAR like testing to younger students. In addition comprehension is a cognitive testing

assessment. The cognitive ability or IQ can be data mined from the students you test. This QTI states that you would need to “ingested” into a Learning Management System. We should not be ingesting our children into any learning management system. “QTI files may only be viewed and administered once they have been ingested into a Learning Management System.” When talking to an AI specialist about the listening online comprehension assessment, she indicated that they are currently using AI and questions to steer behavior outcomes and AI is learning from the responses of the participants. This is in line with what I learned about what listening comprehension can measure and has been used in another country. We have nothing in place with vendors, second party vendors, or the state to protect children from being a part of data mining, behavioral engineering, or cognitive engineering project . Another AI specialist I talked to said that there are not enough protections with the online products as a whole and students have been left compromised before they are adults due to the lack of oversight of vendors, their second party vendor contracts and the state of Texas TEA's practices. I believe the TEA is behind in the technology protections of data mining our children. There are cases in the state of Texas, in which our students are already victims of data breaches in school districts due to a lack of oversight, and expectations for all working with students within the great state of Texas. There are no General Data Protection Regulation (GDPR) standards and security. There are parts of the Amplify, Texas Gateway that can be fixed to bring about a true high-quality curriculum. The Gateway cannot be fixed if the QTI system is left in place. I am a teacher and have deep concerns. If this is implemented leaving QTI in, I would pull my child from public schools or any school. I believe the dangers of the system proposed or already in use, underestimates the dangers are equal to pornography being given to students. Please line item withdraw QTI management system from the OER. It's not needed to fulfill increasing learning outcomes of students.

**Page Number:** N/A

**Location:**

This is described in several areas of the OER. QTI Texas Gateway

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Reject

No revision made. The OER product addresses topics in an age-appropriate way. QTI stands for Question and Test Interoperability, this is a format for assessment content usually in a form of a zip file. These files can be uploaded to the assessment system that is used.

**COMMENT:**

The inclusion of primary source materials and cross curricular content is so needed in our classrooms today. This is a curriculum that students, teachers, and families will learn greatly from and is suitable for all ages.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** David Williams, ZIP Code 78653

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Asking students to read a selection that is Biblical in nature is not proselytizing. Biblical references are found in many songs and works of literature. Likewise, Biblical stories have values for people even if they do not consider themselves to be Christian or even religious. The Golden Rule and the Good Samaritan teach students how to treat people kindly, which in an era where bullying is rampant, should be welcome.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Courtnie Bagley, ZIP Code 76571

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

General comments on all materials: The Jewish communities of Texas are grateful for the opportunity to contribute feedback on the Texas English Language Arts and Reading K-5 Materials. Our suggested edits to the materials largely focus on clarifying the distinction between Jewish and Christian Bibles and ideas. We address language which was unclear about the relationship between the Torah, the Hebrew Bible, and the Christian Bible, and our edits clarify the use of Christian terms such as Old Testament and New Testament. It is important to note to students that there is not one "Bible," but rather a Hebrew Bible and a Christian Bible. While the Christian Bible includes the Hebrew Bible, it also includes content not found in the Hebrew Bible. Some of the material incorrectly presents messianic prophecy as a central aspect of Judaism and the Hebrew Bible, and suggests that Jesus is necessarily the fulfillment of those prophecies. While Christians may believe this, it is important that public school instruction is clear about religious beliefs and respectful of differences between religions. Our edits emphasize that the idea that Jesus was foreshadowed in the Hebrew Bible as messiah is a Christian belief, and not something Jews believe. We also recommend the inclusion of other religious perspectives in the units on art and literature, as well as edits that would make sure devotional concepts are accessible to and appropriate for students of all backgrounds. We believe these recommendations will enhance the detailed teacher resources, and we once again thank the Texas Education Agency for the opportunity to provide feedback.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Texas Public schools are not Sunday schools. The separation of church and state is a founding principle of our country. if you want your children to learn about Christianity, you're welcome to take your child to your church and afterschool programs. In case you didn't notice Texas has countless religions being practiced other than Christianity.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** David Portugal, ZIP Code 77401

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a parent, this is curriculum I would support. We are definitely in need of this.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** James Snyder, ZIP Code 78681

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**



Texas Gateway OER Kinder Unit One Nursery Rhyme and Unit 2 Fire themes and unsafe materials for kindergarten In unit one nursery rhymes, they include Jack be Nimble which has a little boy jumping over a candlestick in the picture on page 51 of lesson 3. This is a classic nursery rhyme. On page 54. As part of Application students will reenacting the nursery rhyme. They do use safe items in the classroom. I'm not sure that having 5 year olds the first week or two of school should be introduced to fire in a lesson. Know your students at a minimum, but also placing fire in the minds of children to follow up acting it out, is not safe. In Unit Two Senses, the fire theme continues. Image 6A-6 for the five senses tells the students to "place hand on shish kababs over coals." We as educators and the state of Texas are encouraging students to feel the heat of the coals/fire as a sense. In Unit 2 the fire theme continues under senses. On page 31 there is a picture of a field fire. I'm not sure why we are introducing 5-year-olds to fire repeatedly. I encourage the vendor/you to remove all fire themed talking points out of the Texas Gateway Reading. I will not be able to go through every material currently up for adoption. Perhaps one of the paid TEA recent hires for HB1605 could go through the OERs and pull all the fire themed inappropriate materials. I believe this rises to an immediate safety need for the Texas Gateway OER or Amplify OER that has the fire pictures. Encouraging children to place their hands over a grill and introducing them to these lessons creates a risk for their homes and families. The families would wonder what caused their child to do such a dangerous act never realizing it was in a school lesson.

**Page Number:** N/A

**Location:**

This is the Texas Gateway OER Kindergarten Unit one and Unit two Fire themes and safety issue

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am requesting that the Hebrew Bible be brought back into the classrooms. The Bible of Abraham, Isaac and Jacob. The true word from the LORD. We need God back in schools as the foundation! Thank you and God bless Texas and America!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Teena Keevil, ZIP Code 75020

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The flip books are fantastic, bright and colorful, and will help children engage and remember as they learn each lesson.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cindy Asmussen, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Well-rounded, equitable, research-supported curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** LAUREN GOMEZ, ZIP Code 78612

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Please adopt Amplify ELAR for K-5. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Thank you for your feedback.

**COMMENT:**

Lesson one and two of the kings queens unit needs to be struck completely. Talking about arranged marriages, property being inherited at death, and advantages and disadvantages are inappropriate. This sounds very much like a global theme with advantages and disadvantages of having property handed down to heirs. Who you marry in an arranged marriage? Why is this being discussed with kindergarteners? This is developmentally inappropriate. It is also subject inappropriate. Kings and queens in kindergarten? It should be all about their community and move out to city, state and then our country. This seems to be very global instead of an appropriate TEK for kindergarteners. There are children in the classroom that will have arranged marriages. We have a growing Indian/Asian community. This is not appropriate. It is not the government's responsibility

to be teaching this to 5 and 6 year olds or even speaking the words. It seems that this is AI generated in content. It is so far off being developmentally appropriate and topic appropriate. My understanding is that kindergarten teachers and teachers in Texas have given feedback on developmentally inappropriate materials in the Texas Gateway and Amplify. They are being told it is developmentally appropriate and dismissed other than to say how they can modify it when developmentally inappropriate is brought up. Teachers went to school and paid a lot of money for their education. They know how to modify curriculum. I taught 1st, 2nd, and 4th grade. I'm certified 1-8 with a specialization in reading. I would never have a conversation with my fourth grade students about arranged marriages and death inheritances. This is not normal unit topic as well. TEA needs to listen to educators in the field and those with experience. If they cannot edit and revise materials by those who give feedback then they are too emotionally invested in their own products adopted or created. This would be my number one reason why I would not want the government in charge of any curriculum. The content should have never been placed in the unit. If there were real kindergarten teachers looking at TEKS first and then moving out they would never have made this content. EVER. Part of the problem in education is that you have a bunch of curriculum experts that spent a short time in the classroom and then went to 6 figure salaries telling those on the ground,... modify it. I believe there is a segment of the emotional difficulties for children in our classrooms today that are an outcome from presenting frustrational materials to children. You cannot learn with developmentally inappropriate materials. Once it is frustrational, then the student completely shuts down. Kindergarten teachers for over a decade have been very upset, leaving the classroom because the state went so academically inappropriate. As the students rise in grade levels the frustration continues to amplify. They used to tell us what's the antecedent. It's that we said kindergarteners should have developmentally inappropriate material so they are ready for first grade. Failure. Now we are saying our schools can handle pre-k. This... is also controversial material. We don't need unit one and two in kindergarten of kings and queens in kindergarten. My 33-year-old son said to me why would they need to discuss that? "They are laying the groundwork for communism and socialism in later age groups discussions in middle school. These are communist talking points." The princes or princesses usually did not get to choose who they were going to marry- their parents decided for them! Pg 30 When a person dies, their property= the

things they own, including their belongings and money-are passed to family members pg. 29 of the teacher's guide Page 8, 30 etc. advantages and disadvantages are used throughout the units.

**Page Number:** N/A

**Location:**

The King and King Unit Kindergarten

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

It is not the job of school teachers to teach the Bible in their classroom. This is the job of the parent if they so choose. The government does not have the right to tell children or parents what they can or should believe.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cynthia Eichenberger, ZIP Code 76085-6904

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The lessons to build vocabulary, the visuals and manipulatives to aid in learning each lesson, and the context/background knowledge about professions and concepts, historical religious and cultural concepts that will build on future studies of history and literature, are all excellent. Referencing stories and concepts from the Bible were common for hundreds of years in American education for the understanding of the foundations of Western civilization. Even very young students began learning about classical authors, artists, important historical figures and studied Noah Webster's Blue Back Speller, McGuffey Readers, and New England Primer which all had many Biblical and historical references in them.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cindy Asmussen, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Love the heavy focus on phonics! Our schools need this!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tammy Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Religious texts should not be referenced in teaching language arts. They are not necessary for teaching English and not every student belongs to that religion. We are a pluralist society.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jedidiah Ullrich, ZIP Code 75235

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Hosea 4:6 My people are destroyed for lack of knowledge: because thou has rejected knowledge, I will also reject thee, that thou shalt be no priest to me: seeing though hast forgotten the law of thy God, I will also forget thy children.

I was very fortunate to have had the opportunity in attending Catholic schools throughout my education. The lessons and traditions I learned provided me with the foundation needed in our ever-changing society. I believe it is more important in today's society to have a Christian foundation because of the many distractions the children are exposed by way of social media, technology, and peer pressure. Therefore, I am requesting references to the Bible in the new curriculum for the public schools not be removed.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Melinda De Los Santos, ZIP Code 78411

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

It is not the state's place or job to teach my child about religion. It's mine as a parent and I do not appreciate the state of Texas trying to bribe school districts to fit in Christian based learning. If I wanted Christian lessons taught to my child during school I would send them to a private Christian school. I don't need my child confused or shamed when they should be learning.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Aleshia Bowers, ZIP Code 76060

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am in favor of open education resources

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ester Muniz, ZIP Code 76504

**Publisher Response:** Accept without change

Pending Publisher Response



**COMMENT:**

I love that one of the first things taught in kindergarten is "The Golden Rule." If our society would learn to follow this rule, things would be much better. Reincorporating the Bible as a foundational teaching tool is much needed, and to be applauded! I also love that the lessons are scripted. With teacher shortages, nowadays, this ensures that all students receive a quality lesson everyday!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jordyn Morgan, ZIP Code 76087

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Infusion of religious-based references in the curriculum is a violation of the parents' right to direct their child's moral and faith education as they choose. I am an atheist and I do not want my six children taught lessons that represent any particular religion.

**Page Number:** N/A

**Location:**

ELAR K-5, Amplify Education Inc.

**URL to Content:** N/A

**Submitted by:** Reed Bilz, ZIP Code 76132

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

No. Under no circumstance do I want any biblical references taught to my children at school. That is for us as parents and his church.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephanie Beeson, ZIP Code 78613

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a former educator, I feel like this move to include biblical stories in the curriculum is stepping over parents choice in the classroom. The curriculum itself is packed with so many TEKS that if we add someone else's belief we are not doing our kids a favor. If you want to include Christianity into the classroom with lessons then include ALL religions. One religion and stories are not better than another. You are making decisions based on bias and honestly not listening to teachers themselves to include lessons that actually matter to all students. It's disgusting that some people (like politician's) have so much power to change the curriculum when they've never step foot into a classroom to understand that this is not what we need to be adding to the curriculum. We need more money for classroom resources for students, money for teachers to help with learning aids, money to feed children who can't afford food, and most importantly to pay teachers a livable salary!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stacy Miles, ZIP Code 76126

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The content of the OER materials makes references to religious text, mainly the Christian bible, outside of the context of viewing the Bible as a historical work. Use of religious principles to teach concepts such as the golden rule violate decades of separation of church and state. Use of this material would strip away the rights of families to decide if they want to engage in religious practices. Religious teaching should be saved for the family, not used in the classroom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Nadaya Cross, ZIP Code 76270

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well as Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shana Fuller, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The content and information provided to the kindergarten children even being titled two listening comprehension years above grade level is still too much for this age. There needs to be emphasis on the community going out and to be very conscience about the materials that we give to those in kindergarten. While I appreciate the Native American and America theme, it hits most likely after Thanksgiving and possibly right before Christmas. Those are chaotic high energy days in the classroom. I believe the delivery of the materials cognitively are too high for children to relate to at the beginning of the unit. Some of the illustrations in some areas are developmentally appropriate while the read-aloud at the beginning is too high at this age group. I have heard people say that our children are failing because teachers were not providing high enough materials in kindergarten. This is false. If you teach at a frustrational level and developmentally inappropriate, then the result is poor outcomes. Over a decade ago we changed the kindergarten TEKS under protest of kindergarten teachers. The thinking is that we need to get our reading scores up and focus on changing kindergarten. It was a failed effort and we saw an increase in behavior problems. I was in the classroom teaching at the time. We also saw 6th grade math TEKS pushed into 4th grade as well as 4th grade math pushed into 2nd grade math. The result, poor outcomes on the STAAR. We have forced children to take tests on a computer when we know comprehension

is higher on paper. Yet the TEA decided to surprise teachers and 3rd graders with a written test, and typing on the 3rd grade STAAR. There is no accountability with the harm that has caused students. It is developmentally inappropriate. I believe the same reasoning is being used here in this curriculum. There are blank pages following activities in the activity book. This is great planning for the kindergarten pages to be used as a turn in page or cut page. 2,4,6,8,10,12,14,16,18,20 and 22 are blank.

**Page Number:** N/A

**Location:**

Unit 6 Colonial and Native Americans

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Organizational Cover Letter Dear Instructional Materials Review and Approval Team, On behalf of the Jewish Federation of El Paso and Las Cruces, the Jewish Federation of Fort Worth and Tarrant County, the Jewish Federation of Greater Dallas, the Jewish Federation of Greater Houston, the Jewish Federation of San Antonio, and Shalom Austin, which represent thousands of Jews across the state of Texas, we want to express our gratitude to the Texas Education Agency, to you, and to the State Board of Education for your dedication to ensuring high quality K-5 English Language and Reading instructional materials for students in our great state. We appreciate the opportunity to provide input through the public comment process. We hope you will consider our select constructive comments, aimed at ensuring our shared goals of accuracy, accessibility, and excellence for Texas instructional materials. Our requests, related to inclusion and accuracy of education regarding Jews and Judaism, are detailed in separate

submitted comments. We look forward to seeing the next draft of the instructional materials, and welcome any questions or comments. Thank you very much for your time and commitment to high quality ELAR education for Texas students. We look forward to working with you on this very important and meaningful undertaking. Sincerely, Renée Wizig-Barrios  
President & CEO Jewish Federation of Greater Houston  
Howard L. Rosenthal  
Associate Director The Jewish Federation of Fort Worth & Tarrant County  
Igor Alterman  
President & CEO Jewish Federation of Greater Dallas  
Rabbi Daniel Septimus  
Chief Executive Officer Shalom Austin  
Nammie Ichilov  
President & CEO Jewish Federation of San Antonio  
Marla A. Cohen  
Executive Director Jewish Federation of El Paso and Las Cruces

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Reject

Suggestions provided were captured as individual entries in other rows on this document.

**COMMENT:**

Since before Sir Isaac Newton, religion has been an integral part of education, taught and advanced through clergy and other Biblically based societies. The original schools of higher education in the United States were religious-based, and even in Texas, the oldest college of higher learning was founded by preachers and ministers. Our very Constitution used Judeo-Christian morals in its framing. Then the principle of Separation of Church and State was construed to apply to education. The previous centuries of religion and morality, taught in schools, has gradually been sucked dry. Most schools don't even raise the flag or pledge allegiance. It's a wonder we have retained the "National Anthem" at sporting events. That being said, it is so refreshing and in the face of "modern" thought, to have an entity as yours try to reverse a century-old trend. The Bible is replete with fundamental statements and stories that are alluded to and quoted in literature. To give the Bible credit for its influence over the centuries is a noble feat, and I am behind your efforts completely. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Sears, ZIP Code 79714

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Please adopt Amplify ELAR for K-5. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Thank you for your feedback.

**COMMENT:**

Bullying is one of the biggest problems students and parents complain about in schools. I always told my children growing up "Treat people how you want to be treated." It is known as the "Golden Rule". This lesson is valuable. It is also good for students to understand the background of where we get this saying from. It is not proselytizing. It is simply explaining the origin. Likewise we call people Good Samaritans. We even have Good Samaritan laws. Explaining to students the origin of the term isn't asking them to be a Christian. It is giving them a richer experience in their education. It also serves as another example of how to treat others.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Courtnie Bagley, ZIP Code 76571

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The kindergarten curriculum is an overreach of the TEA and Texas lawmakers. I am a Texan, born and raised. I am a practicing Christian and I am also an American citizen. But the amount of disproportionate amount of Christianity in the kindergarten curriculum is just too much. It is an overstep. There are parts where certain stories are told as if they are proven fact, in which they are not (hence the point of having "faith"). There are more references to Christianity than the other major religions. And while I do not disagree with religion referenced and taught in schools without bias the presentation of that at such a young age is just inappropriate. As an American I find it to be inappropriate and unconstitutional. As a Christian I find it to be just plain stupid to put such an emphasis at such a young age in the school system - this should be taught and reinforced by parents in the home and by the character of those that are taking care of the children.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** VIRGINIA BAILEY, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."



**COMMENT:**

Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Judy Snyder, ZIP Code 78681

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am in favor of this curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hillary Hickland, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

😊 great job Texas- keep up the amazing work!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Raymond Snyder , ZIP Code 78681

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a retired Texas public school teacher and grandmother of school aged children, I strongly support the entire OER curriculum, including biblical references, and believe it will enhance Texas students' education. From understanding references like "the patience of Job," to comprehending Agatha Christie's biblical allusions, the OER curriculum is needed.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Grace Black, ZIP Code 78738

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I SUPPORT education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alicia Brewer, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Dear Texas Education Administration, I am writing to express my concerns about the current direction of the curriculum in Texas public schools, particularly regarding the integration of religious content in the English

Language Arts (ELA) curriculum across various grades. The U.S. Supreme Court has made it clear that “public schools can and should teach religion objectively as part of a secular program of education.” However, the new Texas plan appears to be riddled with errors and religious preferentialism, which is not only a disservice to our students but also contrary to the principles of unbiased, inclusive education. Texas currently ranks 48th in education nationwide. This unfortunate ranking highlights the urgent need for us to improve the quality of education we provide to our students. We must aim to deliver an optimal education—one that is free from bias, barriers, or preferentialism. We can, and should, do better for the sake of our students' futures. I would like to draw your attention to several specific examples within the current curriculum that demonstrate a lack of inclusivity and an undue emphasis on Christian narratives: Kindergarten ELA: The inclusion of the Golden Rule and the story of the Good Samaritan from the Bible is notable. However, it is concerning that the curriculum does not present how permutations of the Golden Rule exist across all major world religions and secular systems. Additionally, there are no stories of "good outsiders" from sources other than the Bible. This lack of diversity should be addressed by including stories from various cultural and religious backgrounds. It is vital that our education system reflects the diverse society we live in and provides an unbiased, well-rounded education to all students. I urge the Texas Education Agency to consider these concerns and take steps to ensure that our curriculum is inclusive and representative of all cultural and religious backgrounds. We owe it to our students to give them the best education possible—one that prepares them to thrive in the reality of a diverse and interconnected world. Thank you for your attention to this matter. I look forward to seeing the positive changes that will result from addressing these concerns. Sincerely,

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The intentions of 1605 were admirable. However, I am against the Texas Gateway OER a modified version of the Amplify curriculum. This has been advertised as at Texas product. It is at its heart an Amplify product. Both use a not typical American phonics approach. Both have the exact same activity books, big books, with the material I have reviewed. Foundationally both do not teach letter names until after Christmas. In a classical phonics program you introduce the letter names and all the sounds. This program as well as amplify only deliver sounds and pictures until a given time in unit 6. Both programs in the reading program believe that no words should be introduced to children unless the phonics sound in that word has been introduced. In the first grade they do have exemptions, but both the time is very limited in the hundred or so hours of reading instruction. The kindergarten programs create a vacuum of no visual words during the one hour reading component each day. As an afterthought or to check the TEK off the Texas Gateway has some introductory to real books. It is not scripted or part of the daily lessons except in one location for five minutes. It is contained however at the end of the unit called a pause point. It's not planned instructional time or required. My experience as a classroom teacher is that you must have print in front of children. You cannot wait until you get to the letter sound. They are holding children down and not letting them advance by controlling the words that they see in the classroom environment. Everyone stays the same. Children don't get exposure to anything other than what is designed in the Texas Gateway. There is no environmental print in the kinder room unless it's off script. There is a sterile word environment. When the Texas Gateway Reading portion says read aloud the public thinks classical. It is not. These read aloud are not books with authors and illustrators. Think power point... any time the materials say read aloud. A picture is shown like a slide deck would be and then the teacher talks about it or reads a story from her teacher's guide. This is anything but classic. They might have the slide deck bound, but this is not a "real big book" or read aloud. I believe that the Amplify OER scores were so bad and in fact worse than the school's participating in the pilot's own scores without the product on the STAAR, because it is an unbalanced

reading program. It's like trying to say write without hands. You have to have the whole language component which are real read alouds, guided reading, running records, leveled readers and true reading application. And print, print, print rich environments. It does not exist in this program. If... they added real read alouds, with a print rich classroom then the outcomes would be better. If they added leveled reading books on their independent level as part of the independent practice, then scores would be better. As it stands independent reading is very limited time and not leveled. It is delegated in kinder to a pause point and I found it in first grade as a pause point. The reading portion, one hour a day of the two-hour program is a listening time. Some of the major reading TEKS are only covered by a five-minute lesson in the kindergarten OER. When looking at the STAAR data it has been presented to the House Education Committee this past week and previously, that children did worse using the Amplify product. It showed those school districts who did not use the Amplify product in 2022 had better STAAR scores than they did when they used the Amplify product in 2024. People have said the STAAR changed. The product changed. This is a Texas version. Incorrect. The core program, delivery, foundation of the program stayed the same. If the STAAR changed it does not matter because it's the same product foundation and delivery is Amplify. Interestingly on the 3rd grade STAAR Masters in the Amplify trial group of 230, their average went from 22 percent down to 12 percent from 2022 to 2024. I believe it is because the Amplify program does not let children that learn to read in their environment have enough minutes during planned instruction to learn anything other than the words allowed in the phonics portion of the OER. It states in the Texas Gateway that they do not want children to see words before they introduce them in phonics. It was the end of September before the first four sounds were introduced. Think about that. That's not all the sound for the picture (letter) for both programs. They don't introduce the names of letters until after Christmas in unit 6 and then it is just lowercase letters. They are holding kids back by throttling their learning in the visual world. Concepts of print have to be modeled. At home that mostly is lap reading or side by side reading by an adult. In kindergarten and first grade that is not happening in the read alouds. There is equity in this program. Kids who have higher IQ cannot go any further than what the prescribed, non-homogeneous classrooms allow. I also have serious concerns about the listening comprehension data collection in the unnecessary QTI Learning Management System. I have submitted a comment page on that information previously. I would vote no just on the QTI system. I feel so strongly about it, I would in fact pull my children from schools based upon

the QTI program component. What I like.: I love the activity books. I love the handwriting. I love there is systematic instruction at least planned. I love the time spent at the beginning of kindergarten on small motor and large motor skill. I love that the intent was to save teacher's time. I love there are parent letters ready to send home. It is the closest I have seen to a program that has it all in one place. Unfortunately, it is missing a large enough of a foundational reading component that outcomes will be the same or worse than previous outcomes. With something you own, it is so hard to be impartial and not emotional. The signs are all there in the trials that there are foundational gaps due to the tested outcomes. Changing a story here or there doesn't change the foundation and bones of the product. I hope you all will take alllllll of the "help" given and get this right. Don't dismiss teachers by saying just modify this. They have been telling you that the product is also not developmentally appropriate. That is part of the piece too. Let's not swing to phonics from whole language. When I came into education as a first year teacher, one was retiring. The teacher talk in the hallway was... "they are at it again, we're changing to whole language."1999 Let's do both and get this right.

**Page Number:** N/A

**Location:**

Description comes from hundreds of hours of researching the Texas Gateway and Amplify phonics portion.

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

There is a picture depicting the Spanish control. This picture is incorrect. Spanish control went well into Texas and areas not covered in this picture. They were also well into California.

Explanation: You will need to add an accurate picture of the Spanish control and remove this inaccurate information.

**Page Number:** 2 A11 Flipbook

**Location:**

In the Unit on Colonialism and Native Americans

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Accept

Grade K Unit 6 image has been revised.

**COMMENT:**

The teaching "do unto others as you would have them do unto you" is a general moral principle and a fundamental tenet of many belief systems around the world, for example in Buddhism and Confucianism. I would ask that the lesson demonstrate the universality of this teaching as opposed to portraying it as arising solely from the Bible.

**Page Number:** Unit 3, Lesson 7, Page 90

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** A R, ZIP Code 78759

**Publisher Response:** Accept

Grade Kindergarten Unit 3 has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890724380)**

**COMMENT:**

I want the Bible added to K-5 in the State of Texas. Yall made this too complicated for parents and tax payers to be able to comment .

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Buskirk , ZIP Code 76264

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This bribery option to teach the Bible is against every standard of the separation of church and government. There are over 450 versions of the Bible and over 200 Christian denominations, not to mention the large number of non-denomination churches. There is zero possibility of this proposed class being productive, but will definitely confuse and disassociate children in their most vulnerable ages. I urge the SBOE to stop this nonsense and uphold and support the refurbishing of our public school system to the non-partisan, non discriminatory system it was designed to be. I'd urge the energy be placed in convincing the Legislature to properly fund and support the positive growth of our children.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephen McCoy, ZIP Code 77879

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Well this is obviously a violation of separation of church and state. And you're comfortable teaching children make believe stories about burning in a pit of fire but you won't teach them about their own bodies? Shame on



you. Separation of church and state.

**Page Number:** N/A

**Location:**

Removing religious education and expanding Christian education while presenting it as fact.

**URL to Content:** N/A

**Submitted by:** Aaron Metzger, ZIP Code 76051

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I want the Bible added to K-5 in the state of Texas.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kent Buskirk, ZIP Code 76264

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a Texas parent I am against having Bible passages in our children's curriculum as stand-alone history. I also have a concern with teachers not being trained to teach the Bible. This is also just another way for vendors

and or lobbyists to line their pockets. Let's stick to what we know works time tested classical education. Books, paper and pencils. Let's make sure the next generation can read. Thank you

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Larissa Mears, ZIP Code 78641

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please do not implement teaching the Bible in schools. This is offensive to those that do not follow the teaching and excludes other families.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** BRET SHUFORD, ZIP Code 77385

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose the explicit infusion of the Christian religion into ANY part of the public school curriculum, from the first day of Pre-K 3 to the last day of senior year. The practical knowledge with which public education is mainly responsible, and the goodness and wisdom that come from learning to cooperate with others in a social setting do NOT require a foundation of Christianity. The Bible should only be examined as equally as other religious texts in literary studies. If hammering Biblical verses into Public Schools is the only way politicians, parents, school board members, and zealots can demonstrate how "Christian" they are, then it's those very people who need to re-examine their conscience and relationship with God.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jo Pham, ZIP Code 75054

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723154)**

**COMMENT:**

As a long-time kindergarten teacher, I am so appreciative of the clear guidelines and script for teaching phonics. I also love the biblical references woven throughout the curriculum. What a wonderful foundation to start building in kindergarten.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Crystal Clark, ZIP Code 76272

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I love that this curriculum brings the Bible back into Texas schools!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Bonita Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Non-factual descriptor: "Today I am going to tell you a story about a wonderful monument."

Explanation: "Wonderful" is a judgment that is not shared by everyone regarding this monument. "Huge, massive, etc." are factual descriptors. For example, the Lakota Sioux do not see the monument as wonderful. The Black Hills are sacred to the Lakota Sioux. The US government signed a treaty that acknowledged that the Sioux had rights to the land in perpetuity, which turned out to be only until gold was discovered, at which point the US broke the treaty. The monument celebrates European settlers who killed so many Native Americans and appropriated their land. Suggestion: "Today I am going to tell you a story about a massive monument."

Correction Source:

<https://www.pbs.org/wgbh/americanexperience/features/rushmore-sioux/>

**Page Number:** 122

**Location:**

Middle of page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response: Accept**

Grade K Unit 10 has been revised.

**COMMENT:**

The sentence on page 39, "His inspiration for this painting came from a religious story, but this one was not a story from the ancient Aztecs. This story came from the Book of Genesis, which inspires many artists even today," suggests that only ancient Aztecs were inspired by religious stories and that modern artists are influenced by the Book of Genesis instead. A more inclusive wording could be: "Like Aztec artists inspired by religious stories, Roelandt Savery drew inspiration for this painting from a biblical story." The lesson references God multiple times, which is problematic since not all students or teachers believe in God, raising concerns about how religious questions might be handled in a public school setting. Additionally, the story of creation in Genesis conflicts with the scientific concept of evolution. This lesson seems to force religion into a literacy curriculum, infringing on the religious freedom of both teachers and students, and its relevance to language arts is unclear.

**Page Number:** 32-45

**Location:**

Kindergarten, Unit 11, Lesson 3

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response: Accept without change**

Grade Kindergarten Unit 11 has been revised.

**COMMENT:**

The discussion of the Bible, specifically Genesis as an inspiration for artists, is unnecessary and overtly religious, in a classroom that should steer away from religious discussion -- maintaining separation of church and state. "The story of creation, according to the Book of Genesis, is about how God created, or made, the world. The Book of Genesis is a religious book, part of

a collection of books that are the core books of the Jewish and Christian religions. • Explain to students that throughout history, art has been created based on religious beliefs. One of the more popular stories that has inspired artists in our country and in much of the world is the creation story from the Book of Genesis. • The story of creation, according to the Book of Genesis, is about how God created, or made, the world. The Book of Genesis is a religious book, part of a collection of books that are the core books of the Jewish and Christian religions. The story of creation, according to the Book of Genesis, is about how God created, or made, the world. The Book of Genesis is a religious book, part of a collection of books that are the core books of the Jewish and Christian religions. • Explain to students that throughout history, art has been created based on religious beliefs. One of the more popular stories that has inspired artists in our country and in much of the world is the creation story from the Book of Genesis. • The story of creation, according to the Book of Genesis, is about how God created, or made, the world. The Book of Genesis is a religious book, part of a collection of books that are the core books of the Jewish and Christian religions.

**Page Number:** 36-40

**Location:**

mid-page 36 through end of section on page 40

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Paule Hewlett, ZIP Code 77008

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This presentation is misleading. The curriculum should note whatever their misgivings about slavery and general, both Washington and Jefferson owned slaves. The earlier lessons on Washington and Jefferson in this unit should

also note this fact. Students should learn that it took a while for our nation and even some of our greatest leaders to apply the ideal of liberty and equality to enslaved people.

**Page Number:** 83

**Location:**

Tell students that many of the Founding Fathers, like Washington and Jefferson, realized that slavery was wrong and founded the country so that Americans could be free. However, when the country was founded, slavery still existed in most countries in the world, including America.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 10 Lesson 6 has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723222)**

**COMMENT:**

We are highlight the significant concerns that Texas parents have about the lack of traditional learning tools found for the review, adoption, and distribution of state-instructional materials under Amplify-Spanish K-3 phonics base. Concerns between teachers and parents have been raised as well in regard to the inclusion of Oral Blending in the ELAR skills for Amplify, the drawbacks of Decodable Reader programs, and the excessive reliance on electronic devices for all subjects in the curriculum. Additionally, we have identified additional flaws in the Amplify Spanish-ELAR Lesson plans including text that is simply not engaging and is used as reading lesson and the use of the Consonant Code Flip Book in 1st grade, etc. It is important to note that consonant code is just one component of a literacy program. Some potential drawbacks include the need for consistent reinforcement and practice, as well as the possibility of students becoming reliant solely on the flip book rather than developing a deeper understanding of phonics sounds and memorization principles. It is essential to question why we are abandoning methods that have proven to be effective in the past? Here is a list of issues that we found in the current materials set for adoption under the list of instructional materials submitted for potential adoption: •

Concerns should be raised regarding the lack of proficiency of the current materials for English and Spanish as they are lacking phonological processes for proficient reading and spelling. • The inclusion of Oral Blending in the ELAR skills for Amplify should be questioned as it does not adequately cater to the different needs of students, potentially impeding progress and causing frustration with learners with different learning needs. • Decodable Reader programs are criticized for potentially hindering students' overall language development and engagement, as well as aligning with international organizations that most parents consider having a flawed approach to education. • The biggest issue is the heavy reliance on electronic devices for all subjects in the curriculum by Amplify as it lacks the consideration for traditional teaching methods that include teachers going back to using phonics stories, word games, and other interactive methods to engage students in the learning process in a face-to-face traditional teaching approach. Additionally, educators need to integrate phonics instruction into reading and writing activities to provide practical application and reinforcement of these foundational skills, the application of the iPads will not improve this process as we have already witness. Lastly, parents are NOT caregivers and the homework and reading product is simply not engaging. Jackie Besinger, MBA-MHA

**Page Number:** Amplify K, Skills 9, K-3 Lesson 2, Lesson 5, All activity pages, Lesson 6, 7, 8, 9, 10

**Location:**

Texas Gateway

**URL to Content:** N/A

**Submitted by:** Jackie Besinger , ZIP Code 78733

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723215)**



**COMMENT:**

The art should not just focus on that of Christianity and should include other religions.

**Page Number:** 29-33**Location:**

Entire selection of pages

**URL to Content:** N/A**Submitted by:** Melissa Harcrow, ZIP Code 79928**Publisher Response:** Accept

Grade K Unit 11 Lesson 2 has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723208)****COMMENT:**

I was asked to preview this curriculum for its historical references and literature review. I was very impressed with both. I wish there would have been such a solid curriculum for teachers to use when I was in school. I was blessed with great teachers who tried their best, but it was evident that many were piecing lessons together. An orderly and sequential curriculum, such as this will benefit many students and teachers!

**Page Number:** N/A**Location:** N/A**URL to Content:** N/A**Submitted by:** JW Morgan, ZIP Code 76258**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This section is inappropriate for kindergarteners as young students are not able to understand what is being taught to them. At this age they have not developed enough reasoning that will allow to them to differentiate it as a religious text or fiction. Additionally, it is disregarding the other students who may not come from households with Abrahamic beliefs. To only speak about one creation myth is unfair and other cultures should be celebrated. Why not include other examples based on the demographics of our state? e.g.: Vietnamese: Thần Trụ Trời Chinese: Nữ Gua Korean: Dangun Hindu: Brahma. Also, the section seems random, has no relevance with the rest of the unit. I personally would not be comfortable with my child learning about any religion in school without my permission nor do I feel comfortable teaching a lesson that I know I can not give an unbiased opinion on. I would rather have my child learn about our Faith at our chosen church and believe other parents should have that choice as well.

**Page Number:** 32-45

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Greg Abbott, ZIP Code 77449

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "The word genesis means the origin of something. The word originated with the book of Genesis, which is the first book in the Jewish Torah and the Old Testament of the Christian Bible." Recommended Version: "The word genesis comes from a Greek word which means the origin of something. The word was given to the first book of the Torah in the Greek translation of the Hebrew Bible. Genesis is also the first book in the Christian Bible." Comments: Our recommended edits improve coverage of the origin of the term "Genesis" and its use in modern English translations of

the Hebrew and Christian Bibles. The term originally comes from Greek, and was first used when the Hebrew Bible was translated into Greek. We recommend referring to the Hebrew and Christian Bibles respectively, since Jews and Christians both have Bibles. While the Christian Bible includes the Hebrew Bible, the Christian Bible includes books that are not part of Jewish scriptures. Referring to the Hebrew and Christian Bibles honors the sacred texts of both religions, and provides greater clarity for students of all backgrounds.

**Page Number:** 36

**Location:**

Lesson 3: Creation, Pg. 36, Essential Background Information and Terms, Background for Teacher

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade Kindergarten Unit 11 Lesson 3 has been revised.

**COMMENT:**

Texas public education should not include biased religious content in violation of the separation of church and state in the First Amendment. I'm referring specifically to Unit 11 of the Kindergarten curriculum, which tells the Christian story of creation in Genesis. This content is information that can be told at home or in religious institutions, but is not appropriate or necessary content for small children, unless it is balanced by equal review of other religious beliefs. I do not think 5-year-olds are ready to determine their religious beliefs, and exposing them to one religious story is a clear implication of bias. I would not want my child or any other child expected to learn about one specific religion at school without the context of other beliefs. Children of other or unknown beliefs at home may feel isolated and confused by this presentation. All other instances of explicit instruction about Christianity should be removed, or at the very least balanced out by equal representation of other belief systems. If you do not think it's appropriate to share other belief systems with them, then it is not appropriate to share the Christian belief system with them, either.

**Page Number:** 36-45

**Location:**

Unit 11, Lesson 3: Creation

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Hannah McDonald, ZIP Code 78753

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Creation stories are apart of religions throughout history and the world. It is not in it of itself inappropriate to teach about creation stories. However, it is inappropriate to only teach, in depth, the creation story from the Christian Bible and Jewish Torah. The majority teaches from the book of Genesis and it also includes the story of Noah and the Flood, which is not a creation story and should not be included as part of a lesson on creation. This lesson crosses the line into religious instruction as the activities for the lesson are having the students put the Genesis story of creation into a timeline and then drawing scenes from the creation story. It is prohibited for public schools to include religious instruction of this type in their curriculum. If the lesson is to remain, creation stories and art from other religions must replace the current art so that there is no longer a bias towards Christianity and Judaism and the lesson activities can no longer center around the creation story in Genesis. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths. It is prohibited for a public school to have religious instruction.

**Page Number:** 36-45

**Location:**

Unit 11, Lesson 3

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Genesis is used to discuss how religion can inspire art almost to the complete exclusion of other religions and religion-inspired art. A deeper discussion of the Aztec religious story is intentionally avoided. Creation myths are not something unique to Christianity - strongly recommend a balanced presentation drawing from multiple religious traditions here.

**Page Number:** 38-45

**Location:**

Lesson 3

**URL to Content:** N/A

**Submitted by:** Archit Chakravarti, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "Genesis is the first book in the Bible and the Jewish Torah. The Book of Genesis includes a description of creation. Creation means the act of making or producing something that is new. Many artists have found inspiration for creating art from the words and stories in religious books. This means that religious books gives artists ideas. They want to retell the stories they read with vivid, or bright, colors and lines. Let's find out how Roelandt Savery used the creation story from the Book of Genesis as inspiration for his painting. To do this, we will read from the story that inspired him." Recommended Version: "Genesis is the first book in the Torah, the first part of the Hebrew Bible. The Book of Genesis includes a description of creation of the world. Creation means the act of making or producing something that is new. Creation stories help people understand their place in the world. Many artists have found inspiration for creating art from the words and stories in religious books. They want to retell the stories they read with vivid, or bright, colors and lines. Let's find out how Roelandt Savery used the creation story from the Book of Genesis as inspiration for his painting. To do this, we will read from the story that inspired him." Comments: We recommend rephrasing the first sentence to explain that the Torah is the first part of the Hebrew Bible. We also recommend clarifying the purpose of religious creation stories. These stories contain the worldview and value system of the society which tells them, and the artists covered in the lesson are inspired to express these same themes themselves. This addition will help students better understand the relationship between religious stories and the artistic work based on them. The second sentence about artists and religious books is repetitive with the first sentence so we recommend deletion.

**Page Number:** 39

**Location:**

Lesson 3: Creation, Pg. 39, Show Image 3A-2: Roelandt Slavery's The Garden of Eden, par. 2

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade Kindergarten Unit 11 Lesson 3 has been revised.

**COMMENT:**

As a Texas teacher, I do not think that it is appropriate to teach about the Book of Genesis and creation from the bible. I am not qualified or have been given any professional development to teach this. This also goes against the Parental Rights and Responsibilities code in that parents have the responsibility to teach religious topics not the teacher.

**Page Number:** 39**Location:**

the entire lesson

**URL to Content:** [View Publisher Materials](#)**Submitted by:** Amy Vahue, ZIP Code 76504**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "Later on, the Book of Genesis story starts to describe how the early Earth looked." Recommended Version: "Later on, the Book of Genesis starts to describe the next steps of creation." Comments: The phrasing of this sentence suggests that Genesis describes the early geological history of the earth. Our recommended edits describe the rest of the Book of Genesis in terms that provide a respectful treatment of religious belief, while maintaining a distinction between religious belief and historical or scientific facts.

**Page Number:** 40**Location:**

Lesson 3: Creation, Pg. 40, Show Image 3A-4: Aoki Shigeru's Let There Be Light, par. 1

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade Kindergarten Unit 11 Lesson 3 has been revised.

**COMMENT:**

The translation used for quotations from Genesis in this lesson is the New International Version (I confirmed this for many quotes but did not check them all; googling them will identify their source). The New International Version is a translation produced specifically by evangelical Protestants for evangelical Protestants. The lesson is thus showing a preference for a translation used by a particular subgroup within Christianity. A more appropriate choice would be the Revised Standard Version of one of the editions of the New Revised Standard Versions, both of which relied on the work of religiously diverse translators. (As I noted in a suitability comment, this entire lesson is problematic in its religious messaging.)

**Page Number:** 40 and elsewhere in the Creation lesson

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

Specific translations are chosen for their linguistic qualities to support the context of the lesson's reading instruction, and for the availability of the license of the translation.

**COMMENT:**

Like this excerpt from the Kindergarten RLA Unit, each of the grade levels in this OER contains at least one lesson with Biblical text. While the material's introduction claims: "As a product built for Texas students, the content features strong representation from the diverse people, places, and history of Texans," the truth is that the text references are not diverse in the faith traditions represented even though our public schools serve students from



a wide variety of faith traditions and cultures from across the world. In the example of creation, it would be more aligned to the diversity and history of Texas to see a creation story from one of the many native cultures represented in our state's history instead of a Bible story. To the degree that the RLA units consistently present Biblical references instead of a variety of holy texts from an array of traditions, these resources are exactly what I would expect to see used in a private Christian school, and I don't think this is the role of our public schools is to promote these resources.

**Page Number:** 40-42

**Location:**

RLA Unit 11, pages 40-42. "Genesis: Creation" lesson.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Kimberly Brumley, ZIP Code 79605

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "The Book of Genesis explains that after God created the world, he created humanity in his own image." Recommended Version: "According to the Book of Genesis, after God created the world, he created humanity in his own image." Comments: We recommend adding language to emphasize to students that the account of creation they are learning about is part of the Biblical narrative.

**Page Number:** 41

**Location:**

Lesson 3: Creation, Pg. 41, Show Image 3A-6: Roelandt Savery's The Garden of Eden, par. 1

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response: Accept**

Grade Kindergarten Unit 11 Lesson 3 has been revised.

**COMMENT:**

This lesson talks about the "Torah and the Old Testament" and the Creation story. The creation story is religious belief, many religions have their own interpretations . This curriculum presents one particular perspective. Children who are being raised with other beliefs in both religious homes and homes that do not believe in G-D will have a difficult time with this because of their cognitive development at this age. The lesson is presented in a way that is not only inappropriate for public schools, it is not age appropriate, it is too esoteric for 5 and 6 year olds. Religion and faith should be addressed within the family , not as part of the public school system in a pluralistic society.

**Page Number:** p.42

**Location:**

Top of page 42

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Caren Edelstein, ZIP Code 75248

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890728739)**

**COMMENT:**

Please vote against this curriculum. Promoting one religion above other religions has no place in a public school system. Indoctrination has no place in public education.

**Page Number:** N/A

**Location:**

N/a

**URL to Content:** N/A

**Submitted by:** Tammy Marshall, ZIP Code 75966

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This curriculum teaches only Christian beliefs and does not belong in public education. Our education system should support all community members of all faiths or be strictly secular in its purpose. This is an affront to true Christian values

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** D Wilburn, ZIP Code 75052

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Of course this form is not designed for overall feedback about the content changes TEA is proposing under the demands of authoritarian governor Abbott, but I will do so here. The focus on the Bible as a tool for furthering Christian nationalism and undermining the goals of public education is simply unacceptable. Public education is a means for citizens to engage in democracy and power. It was never meant to be a tool of indoctrination, although southern slave holders challenged that fundamental idea, and the extreme GOP in Texas still pursues that goal. We can't even get to the basic truth that slavery was the cause of the civil war without Republicans retreating to revisionist history. Now, you want my kids to go to school and be force-fed a diet of Christianity? Absolutely not. Defunding public schools, tying funding to local property taxes, and then offering monetary incentives to districts that adopt this curriculum... It is so patently obvious that the TEA is working at the will of Abbott to push vouchers and dismantle public education. Most Texans want to abolish the STAAR Test, but legislature and courts have been captured by the GOP, so we can't have the conversations ordinary Texans want. Instead, we have to use a public comment form to call out yet another extremist scheme to kill our democratic traditions and pluralistic strengths. This isn't curriculum. This indoctrination in service of the radical right.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Laura Guerrero , ZIP Code 77586

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Page 7 - Why would we want young children to look into the lives of current royalty? Many do not actually govern their nation, live off the country's money, and are more like spoiled celebrities with bad behavior. The lessons in this unit should be an introduction to historical kings for historical background purposes only. Page 20 - The current definition of "disadvantages" speaks of having to go to bed before adults. This isn't accurate or helpful to parents. We could define a disadvantage of being a child is that they require more sleep than adults so their body can grow and be as healthy as possible....something with a positive outcome.

**Page Number:** 7 and 20

**Location:**

Page 7 - Universal Access Section Page 20 - Definition of "Disadvantages"

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Cindi Castilla, ZIP Code 75229

**Publisher Response:** Accept

Grade Kindergarten Unit 8 Lesson 1 has been revised.

**COMMENT:**

My name is Susan Nayak, and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum from Open Education Resources. As a parent of a child who graduated from Austin ISD, and nieces and nephews still in school, I am concerned about content in the proposed curriculum that references or inserts religious content, or content that promotes a particular political ideology. The inclusion of religious content requires our public school teachers to become religious educators, at times for religions they do not believe, and to present political views they may not espouse. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. I grew up in the Catholic church and studied Zen Buddhism and other traditions; my husband grew up as a Hindu; our child is marrying someone from the Jewish faith. No one religion should be promoted over the others. I reviewed the Kindergarten curriculum in detail and provided multiple feedback submissions via the Suitability form and

Error Reporting form. For the later grades, I only had time to look at the table of contents and dig into the areas that caught my eye. I can easily imagine that there are issues in the rest of the curriculum that I did not mention in my feedback. In general, the curriculum too often promotes Christianity and Judaism over all other religions, and includes Bible stories that are presented as historical fact. Bible stories are not appropriate for elementary public school children, who are too young to differentiate between fact-based secular material and faith-based claims. Religious freedom and public education are both cornerstones of our Texas culture and democracy. Please reject the proposed curriculum. Thank you for your consideration.

**Page Number:** All

**Location:**

All Teacher Guides for Kindergarten through 5th Grade

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890729033)**

**COMMENT:**

In Unit II, Exploring Art, between Lesson 2, Pottery, and Lesson 4, Imaginative Sculpture, is the Lesson 3, Creation. Main idea of the lesson is that oral stories are interpreted into visual arts. Then present the Genesis story of creation and art that was created to represent the story. Presenting the Genesis story from the Bible to 5-6year olds who have limited critical thinking skills can be viewed as indoctrination into one theology. If other stories of creation like the Indian 7 turtles or Greek Chaos story were

mentioned it would be more acceptable. But if the point of the lesson is that visual arts often derives from oral stories, there are many other examples in oral tradition interpreted in visual arts.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jean Knowles, ZIP Code 77901

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is indoctrination. There is no background explanation of God, religion, or respect for other faith values. The text says here (and says similar statements elsewhere): "The Europeans had different reasons for sailing to the Americas. Some Europeans, like the English, were searching for land to freely practice their religious beliefs. The English wanted to worship, or honor, God as they believed, in their own way. They also hoped they could make more money and have a better life. You will learn more about English settlers and their reasons for settling in the Americas in the next lesson." This statement (and others on pp. 56 and 66) portrays the Pilgrims as persecuted. While this may be accurate, it should describe religion in such a way that the beliefs portrayed are only one way of thinking about the world in which we live. The Pilgrims believed in a God - a Supreme Being - who wanted them to behave in certain ways. Many people felt God wanted different things. In more modern times, there are even more different beliefs. Many people do not believe in God. All people want to have their beliefs respected. The Pilgrim's beliefs should not be elevated over those of others. In this telling, the Pilgrims and their beliefs are made to be core rather than the respect of beliefs which is the real story here. This material normalizes the Christian faith. Please address all locations where this concern is raised: pp. 31, 56, 66 (of 149)

**Page Number:** 31 (of 149 in the PDF)

**Location:**

Spanish settlements and America's oldest cities.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Michael Davis, ZIP Code 75098

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I applaud using Ray Charles as an example of an African-American who gained fame for his success as a musician despite losing his sight. However, you could have been more inclusive by using people like Marlee Matlin, a Jewish woman who lost her hearing at eighteen months but went on to become an award-winning actress despite her hearing loss. As another example, you could also have used Mona Minkara, a Muslim-American who lost her sight in early childhood. She is an engineering professor at Northeastern University and is "an accomplished scientist and an advocate for STEM education." You are frequently biased toward Christian examples. This minimizes those of other traditions. Why?

**Page Number:** 88, 90 (of 125 in the pdf)

**Location:**

The lesson focuses on Ray Charles, who, despite being sight impaired, had a special gift related to music and became famous as a musician. On both pages, he developed his skills in a church setting.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Michael Davis, ZIP Code 75098

**Publisher Response:** Reject



No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890728777)**

**COMMENT:**

"Do unto others as you would have them do unto you" is a concept that is discussed in many other books and religions, but is being shown here as only mentioned in the Bible. This is prioritizing one religion over others. Should either remove the religious context or include examples of this idea from other religions.

**Page Number:** 90

**Location:**

Unit 3 Lesson 7 ISBN 979-8-89072-878-4 Page 90

**URL to Content:** N/A

**Submitted by:** S K, ZIP Code 78759

**Publisher Response:** Accept

Grade Kindergarten Unit 3 Lesson 7 has been revised.

**COMMENT:**

"Do unto others as you would have them do unto you" is a concept that is discussed in many other books and religions, but is being shown here as only mentioned in the Bible. This is prioritizing one religion over others. Should either remove the religious context or include examples of this idea from other religions.

**Page Number:** 90

**Location:**

Unit 3 Lesson 7 ISBN 979-8-89072-878-4 Page 90

**URL to Content:** N/A**Submitted by:** S K, ZIP Code 78759**Publisher Response:** Accept

Grade Kindergarten Unit 3 Lesson 7 has been revised.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890728784)****COMMENT:**

My name is Amanda Tyler and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas parent, Baptist lay leader and attorney, I have identified parts of the curriculum that reference or insert religious content in ways that cross the line from an objective presentation of religion to a devotional presentation that interferes with religious freedom rights of children and their families. Public schools are not Sunday schools. Religious institutions, including houses of worship, and families are the appropriate places for religious instruction. Our country's First Amendment, and specifically the religious clauses, provide that religious freedom is protected by making sure the government stays neutral when it comes to religion, neither advancing nor denigrating any particular religion or religion over irreligion. The following passage causes me particular concern:

Kindergarten, Unit 3, Lesson 7: "Goldilocks and the Three Bears, Application. Page 90 of the Teacher's Guide, pg. 97 of the pdf. Teaching the saying "Do Unto Others as You Would Have Them Do Unto You." The lesson then specifically references The Sermon on the Mount from the Bible. The issue is not teaching this life lesson. Rather, the curriculum picks and chooses a particular religious text for a universal value that is not specific to any one religion or even religion. It sends the message to these very young children that morality comes exclusively from the Bible. The lesson would be improved by changing the language to more modern language (such as "Treat others the way you would want to be treated.") and referring to it as The Golden Rule without explicit reference to the Bible or to The Sermon on the Mount.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

<https://docs.google.com/document/d/1fdj5URHOODGHqaIPYYrZgaX4kdOm4>

**Page Number:** N/A

**Location:**

Goldilocks and the Three Bears (see attachment in comments)

**URL to Content:** N/A

**Submitted by:** amy ramsey, ZIP Code 76109

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

**COMMENT:**

In the Kindergarten Unit 3 Skills, differentiation is well known to be the most effective teaching strategy for Kindergarten. This unit of study will ensure all students learning needs are addressed while providing clear and measureable learning goals. I also reviewed the Grade 1 Unit 3 Early American Civilizations section and found this unit of study comprehensive, well balanced cross curricular and an engaging study of Early American civilizations! I fully support the development of this curriculum, as it represents a thorough and inclusive approach to K-5 education. The

detailed collaboration has resulted in a comprehensive curriculum that aligns with Texas values and standards, while ensuring differentiation and engaging content for all learners!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Julie Martin, ZIP Code 32461

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am concerned about how religion is being introduced into these lessons, including the Sermon on the Mount. Although my family attends a Christian church and I want my children to learn these lessons, I would prefer that they learn them at church rather than the public school classroom. I believe in the separation of church and state, particularly in public education. There are other examples of this throughout the curriculum too.

**Page Number:** 90

**Location:**

Lesson 7

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Glenn Hutchinson, ZIP Code 76107

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "Explain to students that the saying do unto others as you would have them do unto you means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you and is one of the core values presented in the Bible."

Recommended Version: "Explain to students that the saying do unto others as you would have them do unto you means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you and is one of the core values presented in the Hebrew and Christian Bibles." Comments: As elsewhere, we recommend clarifying the difference between the Hebrew and Christian Bibles and emphasizing that the Golden Rule is a fundamental principle of both.

**Page Number:** 90

**Location:**

Lesson 7: Goldilocks and the Three Bears, pg. 90, Sayings and Phrases, second bullet.

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade Kindergarten Unit 3 Lesson 7 has been revised.

**COMMENT:**

"Do unto others as you would have them do unto you." is explained as "one of the core values presented in the Bible." "The saying comes from Jesus's Sermon on the Mount Students will study this text more in-depth in Unit 7." This incorrectly states the origins of this teaching. It actually originates in the Hebrew Bible, Leviticus 19:18 "Love your neighbor as yourself." Christianity is presented as the place where this core value is taught. It comes from Judaism, not Christianity. Christianity is presented as the only religion that teaches this value. Jews, Muslims, Christians all teach it. Muslims: Quoran verse 4:36 says "do good to parents, kinsfolk, orphans, those in need, neighbors who are near, neighbors who are strangers..." There is no need to reference religion at all here since this is a universal value. There is no need to mention Jesus sermon on the mount as the principle does not have origins in Jesus nor is it only found in Christianity. The reference is also

incorrect as it states it is from "the Bible." If you are quoting Jesus, you are quoting the "Christian Bible." The term "bible" could be Hebrew Bible, Christian Bible, Quoran, etc.

Explanation: DELETE the following: "Do Unto Others as You Would Have Them Do Unto You • Say the phrase Do unto others as you would have them do unto you, and have students repeat it. • Explain to students that the saying do unto others as you would have them do unto you means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you and is one of the core values presented in the Bible. ◦ Teacher Note: The saying comes from Jesus's Sermon on the Mount. Students will study this text more in-depth in Unit 7" Instead, use a more modern, universal phrasing, and delete the rest of the incorrect references. Treat others as you would want to be treated is a universal value.

Correction Source: <https://www.thetorah.com/article/love-your-neighbor-how-it-became-the-g...>

**Page Number:** 90

**Location:**

Page 90

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Lisa Epstein, ZIP Code 78258

**Publisher Response:** Accept

Grade Kindergarten Unit 3 Lesson 7 has been revised.

**COMMENT:**

"Do unto others as you would have them do unto you" is not a moral unique to the Bible, yet it is being introduced here exclusively as something from the Bible. This privileges one religion over all others. Would strongly recommend adding examples of the same concept from other religions or doing away with the religious framing altogether.

**Page Number:** 90

**Location:**

Lesson 7

**URL to Content:** N/A

**Submitted by:** Archit Chakravarti, ZIP Code 78613

**Publisher Response:** Accept

Grade Kindergarten Unit 3 Lesson 7 has been revised.

**COMMENT:**

In this lesson, after reading Goldilocks and the Three Bears, the teacher introduces the saying "Do unto others as you would have them do unto" and says that it's one of the core values presented in the Bible, specifically from Jesus's Sermon on the Mount. This is an unnecessary reference to Christianity. Furthermore, the golden rule is present in other religions besides Christianity, yet they are not mentioned. The TEKS associated with this lesson are: (1) Reading: Students will describe the main events in a literary text and (2) Language: Students will demonstrate an understanding of the Tier 2 word suddenly. Teaching students about the golden rule does not address either of these TEKS and the reference to this principle has little to do with learning to read. Let's remember that the First Amendment prohibits the establishment of a particular religion by the government. By favoring Christianity in this lesson, you are preaching, not teaching. The Christian reference is not pertinent to this lesson and should be omitted.

**Page Number:** 90

**Location:**

Teacher's Guide, Kindergarten unit 3, lesson 7

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing to express serious concerns about TEA's proposed elementary reading and language arts curriculum. I am a parent of two children and a former public school special education teacher. I have a strong family faith tradition that we convey within our home and religious community and am quite upset that this curriculum consistently puts one slant on Christianity's religious content into places it does not belong. Kindergarten children do not need Jesus to be taught to be kind to others - the Golden Rule is present in likely EVERY religion, and should be taught as a human value. This religious content leads to an expectation that our public school teachers should be religious educators, and in the pluralistic society that we enjoy, this is a not their task! As a parent, I do not want school teachers teaching religion - there is not enough time already for the important literacy, social studies, math, fine arts, etc.! Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on and tax payer dollars support. Religious freedom and public education are both cornerstones of our Texas culture and democracy. Please reject the proposed curriculum. The passage in Unit 3 is just one example out of many. Instances of inappropriate religious content are everywhere. This is totally unacceptable! E.G., Using 'Do Unto Others...' - archaic, Bible based language instead of 'Treat others as you want to be treated' (More age appropriate!) and suggesting to the teacher that this came from Jesus - sure, as well as Buddhism, Taoism, Judaism - every religion has a Golden Rule but that isn't the relevant lesson for our Kindergartners! Being kind to others is. I suggest that this curriculum pushes a single religious approach that is absolutely inappropriate and offensive in modern day Texas' public schools. Our students, my children, and our teachers deserve better. Thank you for your consideration.

**Page Number:** 90**Location:**

Page 90, bottom of the page

**URL to Content:** [View Publisher Materials](#)**Submitted by:** Cyral Miller, ZIP Code 78756**Publisher Response:** Reject



No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is overt religious indoctrination with Christian scriptures, identified in the text as The Sermon on the Mount, violating the principle of separation of church and state (which the Founders of the United States esteemed and is supported by the Constitution of the United States). Moreover, it idolizes the Christian tradition over other traditions, especially beliefs associated with agnosticism and atheism. Moreover, including this is unnecessary in the context of the Goldilocks story. It promotes religious beliefs and norms. It suggests that religious texts should be used to cultivate personal values and norms.

**Page Number:** 97-98 (of 133 in the pdf)

**Location:**

Lesson 7: Application. Tying the Scripture "Do unto others as you would have them do unto you" (which children are later essentially forced to memorize) to Goldilocks and the Three Bears.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Michael Davis, ZIP Code 75098

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The text references "Do unto others as you would have them do unto you". This is attributed to Jesus Christ's Sermon on the Mount. Most religions and secular organizations embrace this concept. Even though the manual mentions to the teacher that this concept is elsewhere, the manual specifically mentions Jesus. Why single out one religion or any religion for reference? "The saying comes from Jesus's Sermon on the Mount." (Students will study this text more in-depth in Unit 7.)

**Page Number:** p. 90

**Location:**

Teacher guide , bottom of the page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Caren Edelstein, ZIP Code 75248

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890729088)****COMMENT:**

As a grandparent to three grandchildren, a member of United Women of Faith, and a Christian, I'm deeply concerned with the extensive Biblical references in the 5th grade Arts unit found on the pages below. The Teacher's Guide instructs the teacher to tell the students that "the Bible explains that Jesus knew after this last meal he would be arrested, put on trial and killed. It instructs in the on the left-hand margin to explain that "The Bible is a collection of ancient texts organized as books. The books of the Bible are foundational to the Christian faith". There are no other paintings in the unit that have references to other religions or that give a

frame of reference for comparative study. These statements and this study of this particular painting seems to have a decidedly religious agenda and to promote a specific religious belief. It does not seem to be teaching about this religion in a balanced manner. My grandchildren attend a public school. They also attend Sunday School and thus, these references will make sense to them, however, children of different faiths or no faith at all may be confused by hearing from their teacher about the Bible, Jesus, his disciples and his death. In looking at the Letter to parents, there's no mention that this painting and Biblical references and stories will be introduced in this class. As a Christian, I would be extremely uncomfortable if the children, and they are children, were studying a painting by someone from the Muslim faith and were hearing about the Quran, reading stories from the Quaran without my knowledge and without any comparative religious paintings also discussed.

**Page Number:** 80, 102

**Location:**

Section on The Last Supper: "At the Last Supper, Jesus ate with his 12 disciples (or apostles as they would later be called). Further down this is repeated and describes the "Festival of Unleavened Bread on the eve of Passover which celebrated how God delivered the Jewish people out of slavery in Egpt and started a covenant or special promise, with them."

**URL to Content:** N/A

**Submitted by:** Debra Ann Hughey, ZIP Code 76210

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723017)**

**COMMENT:**

While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American history. The curriculum cherry-picks Founding Era history to tell a one-sided story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring concerns about government intrusion into religion and the “no establishment” principles that led to the First Amendment of the U.S. Constitution. In doing so, the curriculum threatens to distort what America’s religious freedom means. There are also numerous factual errors in the curriculum itself, some of which are included below. The curriculum overemphasizes the importance of religious freedom relative to other motivations and freedoms. Starting in Kindergarten, students are taught about religious freedom as the primary reason for colonizing the land that would become the United States. (See Kindergarten, Unit 6, Lesson 4, p. 56). The teaching is reinforced in Grade 1, Unit 8, Lesson 1, p. 15: “[The English] were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose.” In Grade 1, Unit 8, Lesson 3, which covers the First Continental Congress of 1774 and the reasons for revolution, religious freedom is invoked as something that motivated the separation of the colonies from England. In Grade 1, Unit 8, Lesson 12, religious freedom is noted as the sole example of British oppression of the colonists (see p. 175: “Do you remember what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]”). This is not supported by historical evidence; the lack of democratic control under the monarchy and taxation without representation motivated the revolutionaries. In Grade 2, Unit 9 and Unit 10, religious freedom is mentioned 60 times. The repetition is noteworthy and misleading in ways that should cause skepticism about intent. In Unit 10, p. 55, teachers are told to: “Explain that one of the reasons people have religious freedom in the United States today is because when our country was founded, it was founded by people who wanted religious freedom.

Many people left England because, in England, they did not have religious freedom. They could be punished if they didn't practice religion the way the government of England required. These early founders of our country wanted to make sure that here in America, everyone had the freedom to worship as they believed without the government telling us how." Religious freedom is an appropriate topic for study and should be explicitly linked to constitutional protections, including the First Amendment. We understand that the religious freedom history is important and not so simple. In light of our country's history of slavery (which the curriculum fails to discuss as part of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may threaten to harm an accurate understanding of the importance of religious freedom. Similarly, the curriculum notes that Washington and Jefferson knew slavery was wrong, without acknowledging that they were slaveholders. There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: "Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom." Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase "which is an expression of religious freedom" should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: "The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named 'Plymouth Rock,' after the town in England the Pilgrims sailed from. It is said that every

Pilgrim stepped on Plymouth Rock as their first step in America.” Historians have found that “no historical evidence exists to confirm Plymouth Rock as the Pilgrims’ steppingstone to the New World” and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>) In addition to the misleading presentation of and disproportionate emphasis on religious freedom, the curriculum cherry-picks Founding Era history to tell a story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring “no establishment” principles that were critical to the protection of religious freedom. One of the most egregious examples is in Grade 1, Unit 8, Lesson 3, titled “The First Debate.” It focuses on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the “no religious tests” clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: “Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)” This interpretation of this episode in American history fits into a “Christian nation” mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S. government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American

symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible.” There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: “The Liberty Bell's inscription is from the Bible (King James version): ‘Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.’ This verse refers to the ‘Jubilee’, or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message.” In addition to being incorrect, this telling of American

history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Show Image 2A-4: Silver and gold Some explorers landed in South America. Some landed in Central America. Others landed in North America, where the United States is today. The areas of South America, Central America, and North America were called "The Americas." [Point to each of these continents/ areas on a map or globe.]" "During this time, Spain created two settlements in what is now America."

Explanation: [change "... the United States is..." to "the United States and Canada are..."] ["America" should be "North America" or "the United States of America". Santa Domingo was first permanent European settlement in 1496, well before St. Augustine in 1565.] Suggested text: "Show Image 2A-4: Silver and gold Some explorers landed in South America. Some landed in Central America. Others landed in North America, where the United States and Canada are today. The areas of South America, Central America, and



North America were called "The Americas." [Point to each of these continents/ areas on a map or globe.] "During this time, Spain created two settlements in what is now North America."

Correction Source: <https://www.loc.gov/classroom-materials/united-states-history-primary-s...>

[https://en.wikipedia.org/wiki/Timeline\\_of\\_the\\_European\\_colonization\\_of\\_...](https://en.wikipedia.org/wiki/Timeline_of_the_European_colonization_of_...)

**Page Number:** 26

**Location:**

Need to be clearer about exactly what's meant by America.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

Unclear statement: "First known people in North America"

Explanation: Make it clear – known to whom? The Native Americans already knew themselves, so in this case we are talking about the first people in North America known to Europeans. Suggestion: "First people in North American known to European explorers."

**Page Number:** 5

**Location:**

Top of page 5

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Reject

No revision made. Content appropriate in current form.

**COMMENT:**

There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: "The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named 'Plymouth Rock,' after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America." Historians have found that "no historical evidence exists to confirm Plymouth Rock as the Pilgrims' steppingstone to the New World" and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>)

Explanation: There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: "The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named 'Plymouth Rock,' after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America." Historians have found that "no historical evidence exists to confirm Plymouth Rock as the Pilgrims' steppingstone to the New World" and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>)

Correction Source: <https://www.history.com/news/the-real-story-behind-plymouth-rock>

**Page Number:** 57

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

This section imagines a day in the life of colonial children. "At the end of the day, we sit down to read the Bible together. This is how Mama teaches us to read." What are children of atheists, Muslims, and other religions supposed to think, especially at this age? Are their parents any less caring or committed to their development than colonial parents? It's possible to say something like: Children who read would often read their religious texts; this was how they learned language. Again, while the facts stated here are almost certainly accurate, we should resist suggesting that their belief system was necessarily the best. It is a form of indoctrination.

**Page Number:** 94 (of 149)

**Location:**

Lesson 6, Colonial Life: Read Aloud: Show Image 6A-9 Reading time This section imagines a day in the life of colonial children. "At the end of the day, we sit down to read the Bible together. This is how Mama teaches us to read."

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Michael Davis, ZIP Code 75098

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

W/o being explicit or graphic, this unit should also include that colonists did not treat the Native Americans well and stole their land.

**Page Number:** All

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Melissa Harcrow, ZIP Code 79928

**Publisher Response:** Reject

No revision made. References are featured in other sections of the instructional materials.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723062)****COMMENT:**

I couldn't be happier that kindergarteners are learning about how to be good people and serve their neighbors. This is so refreshing to see positive lessons about how to be a valuable member of their community.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brian Phillips, ZIP Code 8701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Love seeing the "Golden Rule" being taught to kids at this age. I remember being taught this in school when I was younger and feel like it hasn't been taught since then. Maybe variations of this concept have been taught over

the years, however going directly to the saying is better in my opinion. I have worked to instill this value in my kids' lives over the years, so it will be nice that it is being taught in schools as well.

**Page Number:** 17

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Chris Ott, ZIP Code 78613

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The part mentioning "The Golden Rule" mostly describes context in the Bible with very brief mentions of other religions. It is giving weight to one religion over others, and religious context is not even necessarily helpful. Suggest using equal balance of different religions or avoiding the use of religion in explaining this rule entirely.

**Page Number:** 17

**Location:**

Unit 7 Lesson 1 ISBN 979-8-89072-305-5 Page 17

**URL to Content:** N/A

**Submitted by:** S K, ZIP Code 78759

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**COMMENT:**

The very first paragraph describing what will be covered in this curriculum references "Biblical origins". This is a clear violation of the separation of church and state that our country's public schools are founded around. What is a Muslim or Hindu child supposed to take from this? Or a child whose family does not practice a religion, as is their Constitutional right? And it is totally appalling that a bribe is being offered to districts that adopt

this curriculum. If parents want biblical instruction, they can enroll their children in a religious school, or let them get their religious instruction from their church where it belongs. This material has no place in public schools.

**Page Number:** 4

**Location:**

Top of page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Rodriguez, ZIP Code 78624

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The summary of the story, with its references to "Israelites," strips the original story of key details: The first two Jewish men to come by are, respectively, a priest and a Levite, not "regular" commoners. The story is trying to set up a surprise punch. Readers in the first century would expect traveler #3 to be such a commoner, since the sense of religious office is declining with each character (priest to Levite to non-priestly Jew). So the reference to a Samaritan as traveler #3 is part of what gives this parable its punch. The course's presentation of the parable completely removes important details from the original version. In a previous submitted comment, I noted that "Israelite" was inappropriate and suggested "Jew," but that usage is problematic, too, because it avoids this aspect of the story and because if presented without explanation might portray ancient Jews as unsympathetic (not the point of the original story.)

Explanation: Change first two travelers to priest and Levite and accurately explain the references. I think this entire lesson is inappropriate for kindergarteners in a public school because it privileges and promotes

Christianity, but when public schools \*do\* teach about the Bible, they need to do so accurately.

Correction Source: Luke 10:25-37

**Page Number:** 90-91

**Location:**

Summary of parable

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision needed. Content is age appropriate in current form.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723055)**

**COMMENT:**

Lesson 1 and Lesson 7 are teaching religion more than mentioning it. Teaching history that includes religion is different than teaching religion and these lessons, and probably others, are going too far. School should not have any specific teachings from any religious texts. There are plenty of secular ways to teach children to be good humans.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Rodriguez, ZIP Code 78666

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Keep religion out of public education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Valerie Bauhofer, ZIP Code 78705-2425

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'd like to express my objections to the TEA's proposed elementary reading and language arts curriculum. I am a grandparent and a Texas citizen. I am also a Christian. I feel strongly that inserting the Bible for teachers to instruct elementary students is the wrong way to go. I feel religious instruction is the responsibility of the parents. I do NOT want anyone other than my church community helping with my child or grandchild's religious upbringing. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. Additionally, I find it suspect that these Bible teachings will possibly be inserted into the curriculum for children that are too young to be able to distinguish secular discussion of content from faith claims. Many of these children are not even old enough to understand what a parable is (e.g., The Good Samaritan in Kindergarten unit 7) and that it did not in fact happen. This curriculum is clearly giving disproportionate attention to the Christian religious perspective. It also places undue and inappropriate burdens on our public-school teachers to be religious educators. Religious freedom is a core tenant of our Texas and American democracy. I strongly urge you to reject the proposed curriculum.



**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cathy Elmore, ZIP Code 77079

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

My name is Amanda Tyler and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas parent, Baptist lay leader and attorney, I have identified parts of the curriculum that reference or insert religious content in ways that cross the line from an objective presentation of religion to a devotional presentation that interferes with religious freedom rights of children and their families. Public schools are not Sunday schools. Religious institutions, including houses of worship, and families are the appropriate places for religious instruction. Our country's First Amendment, and specifically the religious clauses, provide that religious freedom is protected by making sure the government stays neutral when it comes to religion, neither advancing nor denigrating any particular religion or religion over irreligion. The following passage causes me particular concern:  
Kindergarten, Unit 7, Lesson 1. Page 17 "Two versions of the Golden Rule come from the Bible. The Bible is a collection of ancient texts that are organized as books and grouped into different parts, and its different parts are the core books of the Jewish and Christian religions. Several books of the Christian Bible describe a man who lived a long, long time ago—nearly 2,000 years ago—in a part of the world that is very far from here. The man was named Jesus. One of the books of the Bible describes Jesus giving a talk atop a small mountain. During this talk he wanted to share some very important lessons, so he climbed the mountain and spoke to a group of people who were gathered to hear him. The talks Jesus gave were called sermons. A sermon is a talk, like a lesson shared by a teacher, but the focus of the

lesson is on a religious or moral subject. When Jesus talked about morals in his sermons, he was talking about the right and wrong way to act. Because Jesus shared this sermon up on a mountain, this talk is called “the Sermon on the Mount.” Mount is short for mountain. The Sermon on the Mount included many different lessons. Some of these included do not judge others; do not seek revenge, or try to get even with someone; and give to the needy. Beyond the Sermon on the Mount, there are many rules included throughout the Bible. Jesus said that the Golden Rule sums up, or combines, all of the other rules described throughout the Bible into one. “So in everything, do unto others as you would have done unto you.”<sup>1</sup> We can apply the idea of treating others the way we wish to be treated to many situations in our everyday lives. For example, if you saw someone sitting alone at lunch, what could you do to treat that person as you would wish to be treated? [Pause for students’ responses.] (Answers may vary but should support the idea that if students would not like to sit alone at lunch, they could offer to sit with someone who is sitting alone.) What if you noticed that someone in class had dropped their crayons all over the floor? How could you treat others as you would wish to be treated in this situation? [Pause for students’ responses.] You could be a helper and pick up the crayons too. A helper is someone who helps someone else. Can you think of other situations where it would be important to follow the Golden Rule? [Pause for students’ responses and discuss.] “Do unto others as you would have done unto you” is the version of the Golden Rule most commonly used in our country today. But there are other, similar versions. The Jewish Torah is made up of five books, and those are also the first five books of the Christian Bible. According to those books, God spoke to a man named Moses to give him laws on how people should behave. One of these laws said to “. . . love your neighbor as yourself.”<sup>1</sup> The word neighbor has more than one meaning. It usually means someone who lives nearby. In this case, the word neighbor is used in a broad, or wide, way to mean all the people that we meet. To love your neighbor means to care for someone else and show them kindness and respect as you would wish to be treated. What are ways you can show kindness and respect to your neighbors in our classroom? [Pause for students’ responses and discuss.] By being kind and respectful, someone can show love. Besides the two versions in the Bible, there are also versions of the Golden Rule in the ancient books from other religions, including Hinduism and Islam. The Golden Rule suggests that every small act of kindness matters. Most people think it is important to follow the Golden Rule. How can you use the Golden Rule today to be kind to someone you know?” The issue is not teaching this life lesson. Rather, the

curriculum picks and chooses a particular religious text for a universal value that is not specific to any one religion or even religion. It sends the message to these very young children that morality comes exclusively from the Bible. The lesson would be improved by changing the language to more modern language (such as "Treat others the way you would want to be treated.") and referring to it as The Golden Rule without explicit reference to the Bible or to The Sermon on the Mount.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**COMMENT:**

Students do not need to understand specific religious terms like "sermon" to meet the lesson objectives. While "sermon" is used in Christianity, other religions use terms like "homily" or "reflection." The concept of the Golden Rule and helping others can be taught without reference to Christianity. The Golden Rule appears in both the Old and New Testaments and other religious texts. However, referring to the Old Testament may confuse Jewish students, as they do not use that term. The teacher's guide inaccurately states on page 18 that the Golden Rule comes from the Bible, ignoring its other origins. Additionally, students do not need to learn about the Sermon on the Mount or Jesus to grasp the lesson's goals. Including Christian references in a language arts lesson is inappropriate and violates the First Amendment by favoring a particular religion. Teachers are being asked to convey religious teachings, which is not something they have been trained to and may conflict with their own beliefs, violating their religious freedom. Therefore, the Christian reference is not relevant to this lesson and should be removed.

**Page Number:** 11-20

**Location:**

Kindergarten unit 7 lesson 1

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "The text for today's story of the Golden Rule features references from the Book of Matthew, a book of the New Testament of the Christian Bible, and Leviticus, a Book of the Jewish Torah and the Old Testament of the Christian Bible, along with references to Islam and Hinduism." Recommended Version: "The text for today's story of the Golden Rule features references from Leviticus, part of the Hebrew Bible, and the Book of Matthew, part of the Christian Bible's New Testament along with references to Islam and Hinduism." Comments: We recommend switching the order of the sources presented to teachers in this paragraph. As we explain in the previous comment, Leviticus precedes the Book of Matthew in composition and would have served as the original basis for the Golden Rule as it is found in the New Testament.

**Page Number:** 16

**Location:**

Lesson 1: Helping Our Neighbors, pg. 16, Core Connections, Background for Teacher

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**COMMENT:**

The section on 'The Golden Rule' almost exclusively uses the Bible with a passing mention of Judaism, Hinduism and Islam at the end. The discussion of the Sermon on the Mount is completely superfluous to the point being introduced in this section. This should either cover this idea across a few different religions with equal weight being given to each, or frame it in a non-religious context. It's not clear to me that a religious framing is even needed to introduce this idea.

**Page Number:** 17**Location:**

Lesson 1

**URL to Content:** N/A**Submitted by:** Archit Chakravarti, ZIP Code 78613**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**COMMENT:**

Why not include stories of the Golden rule from other religions instead of exclusively from the Bible?

**Page Number:** 17-19**Location:** N/A**URL to Content:** N/A**Submitted by:** Melissa Harcrow, ZIP Code 79928**Publisher Response:** Accept

Grade K Unit 7 Lesson 1 has been revised.

**COMMENT:**

Add material. We recommend adding specific content noting the Hindu and Islamic sources for versions of the Golden Rule to help balance the lesson and emphasize for students the existence of the concept in a variety of faith traditions.

**Page Number:** 18

**Location:**

Lesson 1: Helping Our Neighbors, pg. 18, Show Image 1A-4: The Golden Rule

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**COMMENT:**

Move Section Comments: We recommend presenting the version of the Golden Rule found in Leviticus before the source from the Book of Matthew since Leviticus precedes the Book of Matthew. While the formulation found in the sermon on the mount is commonly used, the version from the Torah would have been the basis of Jesus's use of the idea. There also was a famous Jewish scholar called Hillel who lived before Jesus who is credited as having applied the Leviticus quote to universal values when he said: "What is hateful to you, do not do to your fellow. This is the whole entire Torah; the rest is its explanation. Go and learn."

**Page Number:** 18

**Location:**

Lesson 1: Helping Our Neighbors, pg. 18, Show Image 1A-3: Love Your Neighbor

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**COMMENT:**

The text omits refers vaguely to Hindu and Islamic equivalents of the Golden Rule but does not include any specific references and discussion of such references.

Explanation: This lesson very explicitly promotes the Bible over other religious sources and despite the reference to Moses and Leviticus, its emphasis is on Jesus. As such, it promotes Christianity above other perspectives. To be inclusive, the lesson should include specific examples and discussion of the Golden Rule in other religious traditions, as well as evidence of similar principles in non-religious contexts.

Correction Source: <https://www.amazon.com/Golden-Rule-Ethics-Reciprocity-Religions/dp/1847...> Jacob Neusner and Bruce Chilton, The Golden Rule: The Ethics of Reciprocity in World Religions

**Page Number:** 19**Location:**

Under "Show Image 1A-4"

**URL to Content:** [View Publisher Materials](#)**Submitted by:** Mark Chancey, ZIP Code 75243**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I would suggest correcting the statement the Golden Rule being included in Islam. Per the Quran, "none of you believes until he loves for his brother what he loves for himself". The use of "brother" in this instance makes the rule applicable only to other Muslims. Furthermore, not only does the

Quran not teach that one should treat ALL people with love, but it explicitly teaches that Allah loves only those who obey (Surah 9:4-5). Moreover, the Quran commands its adherents to kill those who do not adhere to this faith.

**Page Number:** 19

**Location:**

Bottom of page Show Image 1A-4: The Golden Rule Besides the two versions in the Bible, there are also versions of the Golden Rule in the ancient books from other religions, including Hinduism and Islam.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** RUSSELL WEATHERS, ZIP Code 79705-6120

**Publisher Response:** Reject

No revision made. Content is appropriate in current form.

**COMMENT:**

"In the story in the Bible, God gave King Solomon wisdom on all things. What do you think King Solomon will do with this wisdom?"--This wording invites 5-year-olds to accept the religious claim of the story (God gave Solmon wisdom) as factual, thus promoting a particular religious belief.

**Page Number:** 75

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**



While a Samaritan historically refers to a person from biblical Samaria, the more relevant definition for this lesson is "a charitable or helpful person." As mentioned on page 88 of the lesson, a "good Samaritan" commonly describes someone who selflessly aids others, a concept that is relatable to five-year-olds without delving into biblical details. The historical and geographical context of Samaria is neither age-appropriate nor necessary for understanding the idea of a "good Samaritan." One lesson objective is for students to make inferences and ask questions before, during, and after reading. However, teachers without religious training may struggle to address questions that arise, potentially leading to discussions better handled at home according to family's religious or secular beliefs. The concept of a "good Samaritan" can be taught through modern examples like "random acts of kindness," which are more relatable than ancient biblical passages. Asking teachers to present religious teachings may conflict with their beliefs and violate their religious freedom as well as that of their students. Therefore, the Christian context should be removed from the lesson.

**Page Number:** 84-94

**Location:**

Teacher's guide, unit 7, lesson 6

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The introduction to this unit states that ..."Students first understand that they are members of the broader communities such as churches..." This assumes that every child is a member of a church. What about the children

who are not members of a church? The teaching of the Good Samaritan mentions Jesus teaching from the Sermon on the Mount, putting one religion above another since this a universal concept included in many religions.

**Page Number:** p.17,18

**Location:**

Middle of the page The text for today's story of the Golden Rule features references from the Book of Matthew, a book of the New Testament of the Christian Bible, and Leviticus, a Book of the Jewish Torah and the Old Testament of the Christian Bible, along with references to Islam and Hinduism. The Book of Matthew features a famous sermon, commonly referred to as "The Sermon on the Mount." "Do unto others as you would have done unto you" is a common English phrase to treat people like you would want them to treat you. This lesson helps students understand its origin and it also conveys an important lesson about respecting and caring for other people. • Ask students if they have ever heard of the "Golden Rule": Do unto others as

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Caren Edelstein, ZIP Code 75248

**Publisher Response:** Accept

Grade Kindergarten Unit 7 Lesson 1 has been revised.

**COMMENT:**

I am a Texas parent to a first grader and a soon to be preschooler. My first grader attends public school and it is my desire to have both of my children in public school for Pk-12th grade. I am also a graduate of Texas public schools and a former elementary public school teacher. As a parent and educator, I believe a strong public education requires literacy practices aligned to the Science of Reading including building knowledge and vocabulary through complex texts. I share this all to say that I am personally invested in the adoption of a strong RLA curriculum and I have deep concerns about the Open Education Resource RLA curriculum that is currently up for TEA approval. Specifically, I am concerned about the Kindergarten - Teacher's Guide for Unit 7 Lesson 6. The in-depth discussion of the Good Samaritan story from the New Testament of the Christian Bible

is completely inappropriate to be taught in public school. There are many ways to teach about being a community member that don't include specific references to a religion or religious text. Additionally, the centering of the Christian Bible in a lesson about helping others does not allow space for other religious and moral viewpoints to demonstrate the universality of helping others. This explicit Bible teaching infringes on my rights as a parent to teach my child the moral and spiritual values that are important to our family and I can imagine also infringes on the rights of parents of non-Christian students. Please remove this lesson and other lessons in the RLA curriculum that explicitly reference the Christian Bible.

**Page Number:** p.84-96

**Location:**

All of Lesson 6

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Lindsey Lorehn, ZIP Code 77008

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This lessons the Sermon on the Mount. This lesson also references the Bible. Is there only one bible? This is a wonderful Sunday School lesson; but, from my perspective, not appropriate for public school. What is the teacher's perspective? Will she/he teach lessons from their faith tradition which may be different from the families' tradition.

**Page Number:** p.88,90

**Location:**

Bottom and middle

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Caren Edelstein, ZIP Code 75248

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**COMMENT:**

I appreciate the positive discussion and learning opportunities described in the teacher's guide using the framework of the Golden Rule rather than critical race theory.

**Page Number:** Page 17-19

**Location:**

Kinder-Unit 7 - Serving Our Neighbors A rule for living. A description of how we should treat one another. Examples of being a good neighbor and the Golden Rule.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Debra Green, ZIP Code 79414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The story of the Good Samaritan doesn't need the Bible context up front - it works on its own. Mentioning the Bible explicitly favors the Christian framing of the story above all others.

**Page Number:** Page 90

**Location:**

Lesson 6

**URL to Content:** N/A

**Submitted by:** Archit Chakravarti, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890723109)**

**COMMENT:**

This Unit is not age appropriate nor is it in the standards for Kindergarten. Children this age so not need to be learning this content. Also this does not teach American nationalism. The American unit is taught two units later.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Karla Gant , ZIP Code 75002

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

"One day, Mansa Musa decided to take a special religious journey, or long trip, to a city called Mecca. This city is known as the home of the Islamic religion and is located on the Arabian Peninsula." The problem here is not factual error but the lack of inclusion of important material; see below. Explanation: Other lessons that touch upon religious topics often provide extensive context about Christianity and, to a lesser extent, Judaism. This lesson should do the same for Islam; \*not\* including such information would reflect a lack of a balanced approach toward different religions. Given that other lessons in other unit discuss the notion of pilgrimage, that term should be used and explained here, as well. Christians, after all, are not the

only group to undertake pilgrimages. Suggested edit: "One day, Mansa Musa decided to take a journey, or long trip, to a city called Mecca. This city is the home of the religion of Islam and is located on the Arabian Peninsula. Muslims, or followers of Islam, believe that at least once in a lifetime they should undertake a pilgrimage, or special religious journey, to Mecca. They call this pilgrimage the Hajj."

**Page Number:** 132

**Location:**

bottom paragraph

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kinder Unit 8 Lesson 10 has been revised.

**COMMENT:**

Formatting issue in text at the top of the page -- there's an extra paragraph return after the word "that".

Explanation: Remove extra paragraph return.

**Page Number:** 26

**Location:**

Top of the page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

The errant copy-edit has been corrected.

**COMMENT:**

The footer says "Solomon: The Wise King" instead of the actual lesson name.

Explanation: Update the footer with the correct lesson name.

**Page Number:** 5-125

**Location:**

Footer of all odd-numbered pages from 5-125

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

The errant copy-edit has been corrected.

**COMMENT:**

"Renowned for his wisdom, King Solomon has been described as the wisest man who ever lived." This wording does not mention that this description is limited to particular religious circles. Presenting it this way encourages the teacher to pass along a description about Solomon that is essentially a religious claim not shared by all people (or by historians).

**Page Number:** 70

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 8 Lesson 6 has been revised.

**COMMENT:**

The text on page 74 could be made more inclusive by rewording it as follows: "Solomon was a wise king who lived about 3,000 years ago. His story is told in the Jewish, Christian, and Muslim faiths, in both the Bible and the Quran." Furthermore, the statement that Solomon is described as "the wisest man who ever lived" should be omitted, as it is an opinion, not a fact. The lesson references God multiple times, which could be problematic since not all students or teachers believe in God. I am concerned about how religious questions about God might be addressed, especially in a public school setting where religious discussions may not be appropriate and

teachers are not equipped to handle the religious subject matter. This lesson is about wisdom, not God, and the story's focus on Solomon's temple-building as an example of wisdom is not objective. Some people might think building a temple is an unwise use of resources. A secular story could better illustrate the concept of wisdom and would avoid infringing on the religious freedom of teachers and students.

**Page Number:** 70-81

**Location:**

Kindergarten, Unit 8, Lesson 6

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This unit teaches about fictional and non-fictional royalty from around the world. However, there is only one king whose religious beliefs and ties to world religions is taught in the curriculum: King Solomon. While the story of Solomon is not inappropriate in itself, the fact that no other religious royalty is mentioned is inappropriate. The bias towards Christianity and Judaism in this unit is inappropriate for public school curriculum. The lesson on King Solomon should either be removed from this unit or other royals should be replaced with other religious royal figures such as Muslim monarchs and kings from other religions such as Zeus (Greek pantheon) or Indra (Hinduism). It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths.

**Page Number:** 70-84

**Location:**



Lesson 6 of Unit 8

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

One sentence refers to "Jewish Hebrew Scriptures." This is incredibly awkward, non-standard phrasing. Why not just say "Jewish Bible"?

**Page Number:** 74

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade Kindergarten Unit 8 Lesson 6 has been revised.

**COMMENT:**

Quran is described s core text of the Muslim faith. It should also be referred to as a "bible." Refers to "Jewish Hebrew Scriptures,"--this is the Hebrew Bible. The materials are inconsistent in how they refer to these texts. Also, Huckleberry Finn and Dante's Inferno are unsuitable references for Kindergarteners

Explanation: Correction: His story is found in the books of 1 Kings and 2 Chronicles from the Hebrew Bible (DELETE the Jewish Hebrew Scriptures, ) which are also included in the (DELETE Old Testament of the) Christian Bible.

Solomon is also described in the Quran, the (DELETE core text ) Bible of the Muslim faith. (DELETE Literary works as diverse as Mark Twain's Huckleberry Finn and Dante's Inferno allude to Solomon,...)

**Page Number:** 74

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Lisa Epstein, ZIP Code 78258

**Publisher Response:** Accept

Grade Kinder Unit 8 Teacher's Guide has been revised.

**COMMENT:**

The story of King Solomon here is explicitly presented as a religious story, which not only privileges one religion over others, but also serves as an ineffective lesson of what wisdom is. The religious details of the story do not serve to reinforce the point of wisdom - would strongly recommend an example from some other tradition or a non-religious one.

**Page Number:** 76

**Location:**

Lesson 6

**URL to Content:** N/A

**Submitted by:** Archit Chakravarti, ZIP Code 78613

**Publisher Response:** Accept

Grade K Unit 8 Lesson 6 has been revised.

**COMMENT:**

Original Version: "How did King David inspire his son to be a great leader? (King Solomon watched his father show wisdom by doing what was right for all people. King David led with honesty and faithfulness to his God, so King Solomon followed his father's example.)" Recommended Version: "How did King David inspire his son to be a great leader? (King Solomon watched his father show wisdom by doing what was right for all people. King David led

with honesty and devotion to justice, so King Solomon followed his father's example.)" Comments: We recommend replacing faithfulness to God with devotion to justice as the relevant mark of David's wisdom in this question. While it is not inaccurate to state that King David was faithful to God in the Biblical narrative, this relationship may not be easily grasped by students who do not come from a background in one of the Abrahamic faiths. Devotion to God is equated with devotion to justice in the Hebrew Bible, and is a much more accessible concept for students from all backgrounds.

**Page Number:** 80

**Location:**

Lesson 6: Solomon: The Wise King, pg. 80, Comprehension Question 1.

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade Kindergarten Unit 8 Lesson 6 has been revised.

**COMMENT:**

Original Version: "Encourage students to use content-related words in complete sentences (e.g., "King Solomon was a wise king because he loved and followed the guidance of God.")" Recommended Version: "Encourage students to use content-related words in complete sentences (e.g., "King Solomon was a wise king because he used his position to help the people he ruled.")" Comments: As elsewhere, we recommend emphasizing the justice of Solomon's rule (helping the people he ruled) as the main indicator of his wisdom in order to make the lesson accessible to students of all backgrounds.

**Page Number:** 81

**Location:**

Lesson 6: Solomon, the Wise King, pg. 81, Emergent Bilingual Students Sidebar, Advanced/Advanced High

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

What is the purpose of teaching kindergarteners the advantages of being part of a royal family? although the story of King Solomon is an important one, this is a Sunday school lesson not appropriate for public school. The lesson is also not appropriate for kindergartners. The concept of wisdom is way above their heads.

**Page Number:** pp.76-81

**Location:**

Entire pages 76-81

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Caren Edelstein, ZIP Code 75248

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890729125)**

**COMMENT:**

The discussion of winter holidays includes only Christmas and Hanukkah. In general, this curriculum as a whole does not give as much attention to religious traditions other than Christianity and Judaism. This section provides an opportunity to add a reference to Buddhism. Suggested addition: "Many Buddhists celebrate the holiday of Bodhi Day on December 8, though some observe it at later times." Then add a quick detail about how it is observed. See <https://www.usnews.com/news/world/articles/2023-12-08/what-is-bodhi-day...>

**Page Number:** 32

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

In Lessons 2 and 3 of Unit 9, there are discussions of religious holidays. This is not inappropriate as it is important for students to learn about holidays their fellow classmates may be celebrating. However, there is an overwhelming bias towards Christian and Jewish holidays with two of each while only describing the holiday of one other religious group. It is inappropriate for public school curriculum to show bias towards certain religions. If religious holidays are to be included in the unit, then there should be an equal representation of a variety of religions and their holidays. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths.

**Page Number:** 32, 46

**Location:**

Unit 9, Lessons 2 and 3

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The first paragraph's description of Easter includes a brief explanation of why Christians observe it: "people celebrate their faith in Jesus Christ by attending church..." (etc.). There is no explanation equivalent to "celebrate their faith in Jesus Christ" for Passover or Holi. For the sake of balance, couldn't this sentence be edited to simply say "Christians celebrate Easter by attending church...." (etc.)?

**Page Number:** 46

**Location:**

first paragraph

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890728203)**

**COMMENT:**

Rather than teaching students about our national anthem, this lesson teaches them about "America the Beautiful," a choice that lets the lesson insert a strong dose of religion into its discussion of patriotic music. (See lyrics on page 17 as well as comparison to a hymn.) The one patriotic song that students will learn is one that makes religious claims that not all of their families accept. Wouldn't it be better to teach them about our actual national anthem instead?

**Page Number:** 17

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**Component: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890728401)**

**COMMENT:**

As a certified teacher and principal in Texas, I strongly oppose the introduction of instructional materials that incorporate religious indoctrination, rather than information about religions, into the public school curriculum. Public schools should not infuse Bible teachings into elementary school English and Language Arts curriculum. The Constitution doesn't allow for the establishment of an official religion, and this particular curriculum appears to potentially violate not just the Separation Clause but also the Establishment Clause of the First Amendment. The Establishment Clause prevents the government from favoring one religion over another, yet this curriculum seems to do just that. The curriculum heavily resembles a Bible class that one might encounter in a traditional Christian Church. For example, in Lesson 6 of kindergarten, the Christian story of the Good Samaritan sounds like a traditional Sunday School lesson. Public schools serve students of all faiths, and it is imperative that the curriculum reflects the diversity of our student body. Including solely Christian teachings, while omitting other religious perspectives, risks alienating students of different faiths, making them feel excluded and marginalized in their own classrooms. No religious teaching should be included in the public school

curriculum, and teachers should not be held responsible or liable for teaching such content. Bob Stein, a political science professor at Rice University, raised concerns that teachers are not adequately equipped to teach complex lessons on religion. This concern is particularly pressing given the already overwhelming demands placed on teachers. Educators are tasked with meeting diverse academic needs, managing classrooms, and addressing social and emotional learning, all while adhering to strict educational standards. Adding the responsibility of teaching nuanced and potentially controversial religious content is not only unfair but also unrealistic. This overburdening could lead to inconsistencies in how religious materials are presented, further complicating the classroom environment. Furthermore, it is deeply concerning and unethical that incentives are being offered to encourage the adoption of this curriculum. Offering up to \$60 per student as an incentive undermines the integrity of educational decisions, which should be based on what is best for students, not on financial gain. As an educational leader, I am deeply concerned about the academic integrity of such materials. The purpose of education is to build knowledge and critical thinking skills, not to promote a specific religious or political viewpoint. The proposed curriculum appears to prioritize religious teachings over a well-rounded, secular education that prepares students for success in a diverse and democratic society. I urge the State Board of Education to reject this curriculum in favor of one that upholds constitutional principles, respects religious diversity, and focuses on providing the highest quality education to all students. Our classrooms should be places of inclusive learning, not arenas for religious instruction or financial incentives. Thank you for considering my comments.

**Page Number:** 16-19, 88

**Location:**

You can locate the information by searching for terms like "Christian" or "Bible" within the curriculum. There are numerous other lessons that warrant review using this method. If the content is not removed or appropriately modified, it is likely that it will become the subject of future legal action, potentially brought by civil rights organizations, concerned parents, or advocacy groups who are committed to upholding the constitutional separation of church and state in public schools.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Vickie Echols, ZIP Code 75069



**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This unit teaches students lessons on how to be upstanding members of their community; however, the religious references in this unit's lessons indicate an overwhelming bias towards Christian teachings as all religious references in this unit are from the Christian Bible: The Sermon on the Mount, the excerpt from the Torah (which is part of the Christian Bible), and the story of the Good Samaritan (lesson 6). Further, the curriculum includes takes time to explain who Jesus is, but does not spend the same time to describe who Moses is. To reduce the religious bias in this unit, the Sermon on the Mount (pages 17-18) should be replaced, with other teachings of the Golden Rule such as in Hinduism (mentioned on page 19, Image 1A-4 paragraph) as well as spending equal time on explaining who religious figures are. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths.

**Page Number:** 17-18

**Location:**

Lesson 3, Pages 17-18, Sermon on the Mount

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response: Accept**

Grade Kindergarten Unit 7 has been revised.

**COMMENT:**

I think that this lesson is excellent because its based on a story that is well known for many years throughout the entire world . Many students have heard this story from relatives, friends, or by other means. The lesson includes critical thinking questions that help students think of how they can apply it in their lives. This lesson also connects to other subjects such as history and geography. Current research has found that bullying has increased dramatically in recent years which has led to other issues . Any story that teaches about respecting and helping each other regardless of our differences such as race, culture, and religion should be considered in our Texas instructional materials. Students would be learning a story and not a specific religion.

**Page Number:** 84 Lesson 6 SERVING OUR NEIGHBORS

**Location:**

Lesson 6 SERVING OUR NEIGHBORS The Good Samaritan

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Aurora Escobar, ZIP Code 78596

**Publisher Response:** Accept without change

Pending Publisher Response

**Component:** Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1 (ISBN: 9798890728456)

**COMMENT:**

As a Texas teacher, I do not think that it is appropriate to teach about King Solomon from the bible. I am not qualified or have been given any professional development to teach this. This also goes against the Parental Rights and Responsibilities code in that parents have the responsibility to teach religious topics not the teacher.

**Page Number:** 75

**Location:**

the read aloud section

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Amy Vahue, ZIP Code 76504

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**ELAR, Grade 1 (IMRA)**

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

**Component:** Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: N/A)

**COMMENT:**

I do not want Christianity removed from our Texas Schools. This country has a biblical foundation.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mary Bea Lyle, ZIP Code 78671

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**

PLEASE, PLEASE, PLEASE, PUT GOD BACK IN PUBLIC SCHOOLS! I challenge you to look at teen pregnancy rise, divorce rates, crime rates, welfare, unemployment, suicide rate, gender identity disorder rise, mental disorders, etc. Place them on a line graph and you will find an Intersection in the early 60s when we took God out of school. Coincidence, I think not. Our nation is

in distress. We are suffering judgement from this fall. We are reaping what we sowed. Help to heal our nation. Acknowledge God boldly and proudly!  
Stand in the gap

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Juan Rodriguez, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am in favor of this curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hillary Hickland, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

If any Christian material that presents itself as factual and can be found in a textbook in Texas, then the state of Texas is far overstepping its bounds. Christian material should be taught with other mythology and history only.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** TEDDY LONEY, ZIP Code 78130

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

No bible stories in public schools unless equal time given to other faiths and none

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lars Anderson , ZIP Code 75007

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Indoctrinating children to religion in a public school goes against the First Amendment. Education department has no right to force religion on children. If this happens, my child will be withdrawn.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brock Hodge, ZIP Code 78154

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I love! on page 116 of Gateway it is highly recommended to meet with the first-grade team and to compare data for the purpose of homogeneous groups to be formed for the foundations/ phonics portion. I would like to see it go further and based upon the end of kindergarten reading assessments to group homogeneous group classrooms prior to the start of the year for first grade. Because we have refused to take this approach there has been an extra burden on the teacher and lowered educational outcomes. More diversity of learning ability means there is more remediation instead of whole group opportunities to meet all children's needs. It slows all learners down. It slows down the curriculum. The saying... is not... no child left behind, but all children left behind. It makes the teacher planning and documentation increase to meet the needs of all the intervention groups. Intervention groups are four and five students. The 15 students left are additional planning to equip during intervention. There is a layering. More gathering of materials, more lessons, more documentation, more time analysis. This has had an unintended consequence. For example, speaking with a young adult who was placed in a classroom of differing levels in her elementary years, she was placed in the position to teach her peers. She felt like her education was not suitable and stated that she resented the other students. Instead of causing inclusion it caused resentment and lost learning outcomes. There was a study that was pushed out to teachers that said those struggling learners benefited from their peers teaching them. There was never a study that demonstrated to us the impact it had on those children who were above grade level on their educational outcomes of not being taught at their instructional level. You can see this lowering of educational outcomes demonstrated today in STAAR result data where there is such a small percentage of students that master reading outcomes. Educ. Code Section 4.002 Public Education Academic Goals To serve as a foundation for a well-balanced and appropriate education: GOAL 1: The students in the public education system

will demonstrate exemplary performance in the reading and writing of the English language. By not using homogeneous placement in curating classrooms, we deny children the opportunity to reach exemplary performance. We are artificially closing the gap by squashing educational opportunity of all to be taught at their instructional level and pace. I applaud the first step towards this with the Gateway OER directions encouraging homogenous placement due to outcomes revealed in the learning assessments.

**Page Number:** N/A

**Location:**

Texas Gateway Teacher's Guide book page 116 of the First Grade

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Reject

No revision made. Content is appropriate in its current form.

**COMMENT:**

I am not opposed to an elective Advanced education course being offered of world religion that focuses on religion as it influences culture. If included in our states offering of IM- it should be in relationship to learning about the constitution and founding documents. Please make the primary focus k-3 reading, vocabulary and comprehension. The world is full of rich simple and complex literary compositions.

**Page Number:** N/A

**Location:**

The infusion of the Bible is inaccurate in parts, as well as age inappropriate. The Bible should be taught as a whole and as the living word, not as historical or allegories to relate to geography, or art period pieces.

**URL to Content:** N/A

**Submitted by:** Mary Lowe, ZIP Code 76034

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I believe in the separation of church and state!!! Our public school students do not need to be indoctrinated in religious rhetoric!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Barbara Drell, ZIP Code 77024

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a mom two to Jewish kids in Texas public schools. I am against the proposed curriculum that has very many Christian biblical materials. I am not opposed to teaching religious literacy in public schools in general. The curriculum that Amplify proposed in 2020, which gave more equal weight to all major world religions would have been helpful so that all Texas students could have some basic literacy in each other's backgrounds. However, the current SBOE's proposed version makes no mention at all of Mohammed, No concrete examples from eastern religions, very little of Judaism, and mostly just teaches one interpretation of Christianity in a heavy-handed



way, such as by teaching students that the Old Testament makes references to a coming messiah that Christians believe were fulfilled by Jesus. I urge the SBOE not to adopt this curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lauren Lyon, ZIP Code 75081

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Grassroots America – We the People PAC, the oldest and largest all volunteer-led, statewide conservative citizen action organization in Texas, supports a return to classical education for our Texas public schools. By “classical,” we are referring to content-rich, fact-based, strong curriculum that emphasizes the four core disciplines of math, science, literature, and history, with attention to music, art, physical education, and foreign languages. We believe the new TEA OER builds a strong classical education foundation with a comprehensive approach to all of the topics a student should study and the order in which to study them. Further, we believe these instructional materials will help ensure that student learning is integrated between subjects and across grade levels. For example, we believe it is essential for history lessons to connect with art, music, and literature, and science lessons to connect with mathematics, history, and music. In all subjects, we believe the academic foundation built in the younger grades enables deeper study as students mature. We strongly believe this is key to improving academic results across Texas for every student and will help students become independent, critical thinkers who are well-equipped to apply classroom lessons to real life. In reviewing the TEA OER instructional materials, we were surprised and pleased to discover what we believe is a well-rounded course of study in the great works of

literature, philosophy, and art. We are strongly supportive of the emphasis on classical literature; phonics; cursive handwriting; grammar; correct spelling; research; and expository writing. We are strongly supportive of the focus on American exceptionalism, our national heritage (which includes a Judeo-Christian foundation), national sovereignty, and the Founding Documents. Finally, we support the return of direct instruction by the classroom teacher and the teacher filling the role of an authority figure in the classroom. This is paramount if the curriculum is to serve its ultimate purpose – the transmission of knowledge for enhanced individual academic learning through fact-based texts and for individualized critical thinking skills enhanced by discovery through student research. These new TEA OER instructional materials chart a course for students to successfully learn from the teacher and to develop logic and analytical reasoning skills precisely because independent thinking is encouraged. We view this effort as the long-awaited and long-needed beginning of a renaissance of classical education in Texas. Texas should lead the nation in education reforms that produce measurable academic results. We strongly support these welcome and dramatic changes to instructional materials as found in the TEA OER.

**Page Number:** N/A

**Location:**

The following feedback applies to the full product.

**URL to Content:** N/A

**Submitted by:** JoAnn Fleming, ZIP Code 75762

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am in favor of open education resources.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christina Wilson , ZIP Code 78628

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am FOR the OER ELAR, all grades.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gayle Ash, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Public schools should not solely teach Bible stories as historical facts unless all non-Christian religious historical texts are given the same sections. Texas has removed lessons on Buddhism, Hinduism, Islam, and Judaism, while adding sections only on Christianity. Not all Texans are Christians, and public-school students should not be indoctrinated by the State into a Christianity-infused curriculum. Parents/guardians should be able to choose which "Sunday schools" or other religious programs for their children.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** James Cook, ZIP Code 78723

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

My comment concerns only the text and stories that will be included from the Bible. I am a teacher and a Christian. My faith is deeply important to me and yet I also hold close to my heart that my students come to school with many different faiths and traditions. If they are to feel my classroom is a safe place of acceptance these curriculum choices are not appropriate and violate the constitution. Separation of church and state is for EVERYONE, and we cannot say we are against indoctrination in schools on one end and then say it's OK for the Bible.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shelley Harrington, ZIP Code 77379

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shana Fuller, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Please adopt OER ELAR for K-5. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Teaching Christianity in any school in Texas is against federal law. Teaching bias, prejudices and fear are not acceptable for our future generation. Religious teaching is the responsibility of parents, not teachers.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cynthia Sharp, ZIP Code 75061

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Biblical and Christian references do not belong in public education material. Religious matters should be handled at home by the parents, unless your curriculum is going to include equal coverage for ALL religions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** D Swindle, ZIP Code 78353

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am in favor of open education resources.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jamed Voytko, ZIP Code 76502

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Please include Biblical education in the new curriculum for public schools. The Bible is a compilation of numerous books of highly tested reliability and accuracy. The Bible as a whole, has far more copies, in whole or in part, than any other historical writing. The Bible contains many stories of Jesus Christ, who is unquestionably the most significant figure in the history of mankind. The Bible provides many lessons for a good moral foundation for life today. The Bible was a major source that our Founding Fathers used in writing the U.S. Constitution. Our legal system, and the foundational laws of such, stem from the commandments in the Bible. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ken Weston, ZIP Code 78410

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am submitting as a Texas parent and product of Texas public schools. It is utterly ridiculous to teach the Bible in public school classes as part of curriculum. It's disrespectful to everyone else to teach it as some sort of fact or lesson. Everyone has the choice to learn the Bible, or other religious scripture, at their chosen place of worship. To thrust it upon kids and allow each teacher to also color it with their opinion and personal beliefs, is completely unconstitutional. If this were being put forth as the Quran, there would be an uproar. To simply educate young minds of all the philosophies that exist is one thing but to teach this like Sunday school has no place in public schools. Thank you for your consideration

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Bianca Hedt, ZIP Code 77479

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support the entire OER program. It is needed to give districts in the state an option for rigorous, grade appropriate curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** John Black, ZIP Code 78738

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am in favor of Open Education Resources

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Wayne Voytko, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I support the Texas OER in its entirety. I support the use of biblical text for teaching our children.



**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Keith Pennington, ZIP Code 75703

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I do not agree with incorporating the Bible into any instructional materials other than the way in which the Koran, Torah, or any other religious text is used.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephanie Williams, ZIP Code 76051

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Governor Abbott has said it best. "Our schools are for education – NOT indoctrination." As we educate our students, we must remember the Establishment Clause, a provision in the First Amendment of the United States Constitution. This clause prohibits the government from establishing a religion or favoring one religion over another, stating, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." It is our duty to ensure that our education system upholds this constitutional right. Not only does teaching the Bible in schools directly

attack what our founders intended, but it also opposes the teachings of Jesus. These exclusionary and arrogant mandates will get in the way of loving our neighbors and will only serve to divide. We have Jewish students, Hindu students, Muslim students, Buddhist students, and atheist students. Imposing one religion on children with the intention that they fully accept the ideas, opinions, and beliefs of Christianity and not consider others' ideas, opinions, and beliefs IS THE LITERAL DEFINITION OF INDOCTRINATION. The Bible is not a historical document, and trying to sell it as history to students is hypocritical and dishonest. What is historical are all the topics in SB3 that Texas is trying to eliminate from our history. I will end with more words from the governor. "We must reform curriculum, get kids back to the basics of learning, and empower parents to choose the best school for their child through EDUCATION FREEDOM."

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donna Coffelt, ZIP Code 78669

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Since before Sir Isaac Newton, religion has been an integral part of education, taught and advanced through clergy and other Biblically based societies. The original schools of higher education in the United States were religious-based, and even in Texas, the oldest college of higher learning was founded by preachers and ministers. Our very Constitution used Judeo-Christian morals in its framing. Then the principle of Separation of Church and State was construed to apply to education. The previous centuries of religion and morality, taught in schools, has gradually been sucked dry. Most schools don't even raise the flag or pledge allegiance. It's a wonder we have retained the "National Anthem" at sporting events. That being said, it is so

refreshing and in the face of "modern" thought, to have an entity as yours try to reverse a century-old trend. The Bible is replete with fundamental statements and stories that are alluded to and quoted in literature. To give the Bible credit for its influence over the centuries is a noble feat, and I am behind your efforts completely. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Sears, ZIP Code 79714

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This public comment is submitted on behalf of the Texas Business Leadership Council, a non-partisan association of CEOs focused on public policies that support a more globally competitive Texas. Studies of the curriculum teachers use in classrooms found that more than 80% of Texas public school children are taught below grade level which is setting students up to fail. We see this reflected in the 2024 STAAR results - across all grades and subjects, 53% of Texas students performed below grade level. And once students fall behind it is difficult to get them caught up - historical STAAR data show that only 5% of Texas 3rd graders who are academically behind catch up within two years. This is very concerning to Texas business leaders because businesses are experiencing the downstream impacts of challenging student outcomes. Texas Talent Trajectory data reflects that only 1 in 4 students complete a certificate, associate or bachelor's degree by the age of 24. One of our most important resources that draw businesses to locate in Texas is our workforce, yet we currently do not have enough workers with the right skills to fill open positions. In order to improve postsecondary outcomes and better meet workforce needs, the Texas public education system must better equip students for future success. We commend the Texas Education Agency (TEA) for the development of the Texas OER instructional materials that are aligned with Texas standards and pedagogically sound to better serve Texas students. In particular, each unit is well-organized and includes hands-on resources to use in the classroom and provides teachers with guidance for differentiated instruction in order

to meet students where they are at. The Texas Open Education Resources (OER) will ensure Texas school districts have access to rigorous and on-grade-level instructional materials and reduce the burden on teachers. The Family Support Letters will provide parents increased visibility into what their students are learning and recommendations on how to actively support their student's learning at home. RLA units are focused on foundational skills, specifically the use of phonics, for grades Kindergarten through 3rd grade. We encourage the State Board of Education and TEA to stay the course with the current timeline to provide districts with access to high-quality instructional materials in core subjects for the 2025-26 school year and to evolve this process to include more grades and subjects going forward, as well as ensure that approved instructional materials are maintained to reflect any updates to the Texas Essential Knowledge and Skills (TEKS). Improving student outcomes today through evidence-based best practices including high quality instructional materials via OER is critical to seeding the state's education pipeline for the skilled workforce of the future.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kelle Kieschnick, ZIP Code 78701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Texas must maintain a separation of church and state. The proposed reading curriculum developed by the Texas Education Agency fails to uphold this separation, with multiple references to the Bible and Christianity. As a parent, I am opposed to this proposed curriculum. This should be religiously neutral, but it is not. These lessons, based on the bible, undermine my freedom as a parent to guide my child in religious instruction. This is not acceptable. Texas passed a law allowing chaplains to work as school counselors and wanted to require the 10 Commandments in every classroom. NOT TO MENTION that this new curriculum would offer a

potential \$60 per-student incentive. Do better, uphold separation of church and state. Suggested inserting content from other world religions and a variety of "wisdom texts".

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Whiting, ZIP Code 78704

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Thanks for improving the quality of the materials so that students improve their understanding and comprehension

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Allan Brown, ZIP Code 75025

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I wish to emphatically state that references to the Bible and Christian themes should NOT be excluded from Learning Materials. It is important that children learn about all aspects of our history and culture and the various religions that impacted it, including, of course, Christianity. Removing references to Christianity but including opposing and alternative views only would be divisive, uninclusive and unfair to the students!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Joan Carrillo, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am all in favor of using this program. Districts who have implemented it are seeing great gains in reading and knowledge .

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shirin Remzi, ZIP Code 75161

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Dear Texas Education Administration, I am writing to express my concerns about the current direction of the curriculum in Texas public schools, particularly regarding the integration of religious content in the English Language Arts (ELA) curriculum across various grades. The U.S. Supreme Court has made it clear that “public schools can and should teach religion objectively as part of a secular program of education.” However, the new Texas plan appears to be riddled with errors and religious preferentialism, which is not only a disservice to our students but also contrary to the principles of unbiased, inclusive education. Texas currently ranks 48th in education nationwide. This unfortunate ranking highlights the urgent need for us to improve the quality of education we provide to our students. We must aim to deliver an optimal education—one that is free from bias, barriers, or preferentialism. We can, and should, do better for the sake of our students' futures. I would like to draw your attention to several specific

examples within the current curriculum that demonstrate a lack of inclusivity and an undue emphasis on Christian narratives: First Grade ELA: The discussion of the biblical story of the Prodigal Son once again highlights a singular religious perspective, with no representation of other religions, faiths, or ethical systems. This exclusionary approach is not reflective of the diverse backgrounds of our students. It is vital that our education system reflects the diverse society we live in and provides an unbiased, well-rounded education to all students. I urge the Texas Education Agency to consider these concerns and take steps to ensure that our curriculum is inclusive and representative of all cultural and religious backgrounds. We owe it to our students to give them the best education possible—one that prepares them to thrive in the reality of a diverse and interconnected world. Thank you for your attention to this matter. I look forward to seeing the positive changes that will result from addressing these concerns. Sincerely

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I would like to express my support for the Texas OER products: K-5 RLA; K-3 Skills; and K-9 mathematics. I also support the use of biblical scripture in the RLA K-5 product as a primary source for academic purposes.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cari Christman , ZIP Code 78613

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

Regarding the proposed changes to Texas public curriculum which would implement the Christian Bible in the classroom: I will never allow my children to go to a public school that does not honor separation of church and state. I will homeschool or even pay for a secular private school - anything to avoid that. I am aware Texas schools would be financially incentivized at \$60/student to adopt this curriculum, and I can assure you, there is a huge movement of parents like me here whose children you will never make money off of that way. All this will do, if adopted, is reduce the number of children who attend public schools in Texas, thereby rendering your financial incentives pointless and decreasing the state testing averages. Those families who have no choice but to send their children to religiously indoctrinated public schools will be harmed by this curriculum, as it alienates everyone who does not share the same beliefs as Christians. Even among Christians, there are many denominations, and they don't agree on many things. There is absolutely no way to implement this unconstitutional curriculum without harming the broad majority of wonderfully diverse families in Texas. Don't do it.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rachael Williams , ZIP Code 78130

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."



**COMMENT:**

Do not adopt a curriculum that prioritizes and advances one belief system over others.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ann Potts, ZIP Code 76248

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Sec. 28.002 is abhorrent in elementary schools where children are incapable of discerning the difference between historical context and fact when reading religious texts. This is a cruel trick to indoctrinate children when the only religion represented in the requirements are from Christianity, with no requirement of how the Christian stories represented in the bible were stolen from Greek, Roman, Pagan, and other ancient religious folklore. There is no context that can be provided to elementary school children that will definitively separate the religious aspect of the texts being taught.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brian Stephens, ZIP Code 75068

**Publisher Response:** Reject

No revision made. TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am in favor of open education resource.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gina Eubank, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Texas must maintain a separation of church and state. The proposed reading curriculum developed by the Texas Education Agency fails to uphold this separation, with multiple references to the Bible and Christianity. As a parent, I am opposed to this proposed curriculum. This should be religiously neutral, but it is not. These lessons, based on the bible, undermine my freedom as a parent to guide my child in religious instruction. This is not acceptable. Texas passed a law allowing chaplains to work as school counselors and wanted to require the 10 Commandments in every classroom. NOT TO MENTION that this new curriculum would offer a potential \$60 per-student incentive. Do better, uphold separation of church and state. Suggested inserting content from other world religions and a variety of "wisdom texts".

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alisia Pajevic, ZIP Code 78704

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Keep religion out of public schools. It is wildly inappropriate to bring in curriculum that uses texts such as the Prodigal Son as an elar resource.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jennifer Castro, ZIP Code 77058

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm for open education resource

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Steve Hinds, ZIP Code 76502

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Please adopt OER ELAR for K-5. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Thank you for improving our kids' instructional materials!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shelley Rogers, ZIP Code 77586

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I'm In favor of open education resources.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Janice HINDS, ZIP Code 76502

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The first two weeks of August are an immensely exciting time for those of us in education and education policy. Our classrooms will be filled once again, and our teachers will be back doing what they love. As the proud husband of a public-school elementary teacher entering her 6th year in the profession, I can attest to the devotion of time and effort that every teacher must give week-in and week-out. While some features of teaching do get easier with each year of added experience, there are some aspects that will always be challenging. One such area is a teacher's first year of teaching and the transition from one grade to another. While admittedly there are daunting aspects about starting your first year of teaching, one intimidating facet new teachers share with experienced teachers who are moving grade levels is in the lack of familiarity with the curriculum and the race to find quality instructional materials that align with the curriculum and TEKS. For the better part of the last decade, many, if not most, teachers had two options: either stay for hours after school to develop the instructional materials themselves or find a lesson plan or worksheet from an online resource, such as TeachersPayTeachers, Pinterest, YouTube, or from a host of other sites. Thankfully, Texas has made significant strides in helping our teachers through TEA's implementation of its High-Quality Instructional Materials (HQIM) through the Open Education Resources (OER). At a time when only 53% of students can read on grade-level and 41% can perform math on grade-level, the state's comprehensive approach to delivering the HQIM is needed now more than ever. Indeed, the need for these high-quality instructional materials is underscored by the fact that a TEA survey found that less than 20% of elementary school materials were found to be on grade level. The fact that OER is completely free for use in Texas schools adds another significant support to teachers, as many teachers pay out of pocket for materials from sites such as TeachersPayTeachers.com, where there is no guarantee that the materials acquired from these third-party resources are grounded in science-based research or aligned with Texas education standards. The HQIM from the OER is aligned with our state standards and is built by using evidence from cognitive science. Finally, HQIM and OER are more than just instructional tools; they are foundational elements of a strategy to elevate educational outcomes across Texas. HQIM ensures that all students have access to materials that fully cover the TEKS, are grounded in research-based instructional strategies, and include

implementation support for teachers. This approach is particularly important for closing achievement gaps and ensuring that all students, especially those from underserved communities, have the opportunity to thrive. I, therefore, support the placement of the HQIM from the OER on the approved curriculum list for instructional materials. These initiatives are designed to support teachers, engage students, and promote educational equity across the state. By aligning instructional materials with rigorous standards and providing the necessary funding and flexibility, Texas is ensuring that its students are well-prepared for success in school and beyond. As we move forward, continued investment in and support for HQIM and OER will be crucial in maintaining the high standards of education that Texas students need to thrive in a competitive, global economy.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jorge Borrego, ZIP Code 78701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

These materials are well done, from the content to the visuals and manipulatives. They are patriotic, classical, and rich in content and the use of primary source materials and cross curricular content is great. This is a curriculum that students, teachers, and families will learn greatly from.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cindy Asmussen, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Reader 1st grade Foundations Skills 1 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 is representing a message. In regard to the marketing, this is not a global product and a Texas product. This book if it were a Texas product would be trips around Texas. It reminds me of the TEKS that were not brought forward where global themes were represented in the lower grades instead of community, Texas and United States. I don't see our great Texas places being represented in the product. There are stories and TEKS in the OER, but this goes beyond and creates new unofficial TEKS of global themes. In conclusion, this inappropriate content with relationships for first graders. The OER is pitched as a Texas theme. This is not Texas and is continuing global over community, state and country from grade to grade. The bedroom scene and the hug scene need to be removed from the book.

**Page Number:** N/A

**Location:**

Flipbook Unit One

**URL to Content:** N/A**Submitted by:** Francine Erickson, ZIP Code 78628**Publisher Response:** Accept

Grade 1 Unit Reader has been updated.

**COMMENT:**

Being a Christian is great—but not everyone is Christian. This curriculum would be harmful and exclusionary to non-Christians and should not be approved. Religion belongs in church, and I do not consent to my tax dollars paying for public school curriculum that forces Christianity on children. This would be counter to “education, not indoctrination.” That said, if the Bible is allowed into curriculum, you must also allow texts from other religions, including Judaism, Islam, and even Satanism. Federal courts have already ruled on this matter. Finally, which version of the Bible does the curriculum plan on teaching? Even among Christians, there is no agreement on which version of the text is the true one.

**Page Number:** N/A**Location:** N/A**URL to Content:** N/A**Submitted by:** Phillip Mitchell, ZIP Code 76209**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**



I strongly support the Texas OER curriculum in its entirety. As a parent of 3 public school children I think our state would greatly benefit from the introduction of this material in the elementary years. It would be providing a wider world view for the formative learners.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lisa Patrick, ZIP Code 75762

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

My feedback pertains to the full K-5 RLA Open Education Resources curriculum. I strongly support this product and value its use of primary sources, Texas localization, classical education components, alignment to TEKS and inclusion of cursive! I especially am grateful for the support it will provide to Texas educators, who are so deserving of work life balance! This product is grounded in Texas values, built by Texas for Texans!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Meagan Froh, ZIP Code 78628

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

In favor of open education resources.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christina Wilson , ZIP Code 78628

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a career-long public policy communications professional, I'd like to provide a recommendation on branding for Open Education Resources (OER). If TEA's goal is to encourage uptake of OER assets, an approachable, informative brand will be incredibly beneficial. Branding OER effectively will lead to increased use and uptake by the constituents the resources are available to. That in turn results in more effective classroom instruction and learning – which is the whole point. I'd encourage TEA create an effective, illuminating brand for OER for the sake of the overall impact.

**Page Number:** N/A

**Location:**

Branding recommendation for OER

**URL to Content:** N/A

**Submitted by:** Katherine McLane, ZIP Code 78701

**Publisher Response:** Reject

The OER materials have been formally branded Bluebonnet Learning.

**COMMENT:**

Public school is not Sunday School. I am a Christian and I object to teaching Bible stories in public school. The Bible is a book of faith. This is indoctrination not public education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sheila Moldenhauer , ZIP Code 78664

### **Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

### **COMMENT:**

I am writing to express my deep concern that the TEA wants to incentivize public schools to insert Bible teachings into K-5 reading and language arts lessons. Public schools are not religious institutions, nor should they be. Separation of church and state still exists in the U.S. and in Texas, and is, itself, a core value that should be taught and revered as part of Social Studies curriculums. Everyone who wants a religion gets to have one, but no one gets to push or force their personal faith views on anybody else. This is a basic tenet of freedom and equality, two core values our nation and our State publicly espouse. Teach that. Public schools exist to welcome and equally serve all students from all backgrounds and all religions. Children whose families are from various other religions may become subjects of intense bullying, isolation, and exclusion, both by other students and by teachers and administrators who might take a more narrow view against welcoming all and serving all equally. Furthermore, families of other faiths also pay their tax dollars to support public education, not a faith based education to which they themselves do not adhere. There is no need to insert religious views into curriculum in order for students to learn mathematics, science, technology, history, or English Language grammar and composition. Even Christian religious views vary widely, so the notion that Bible teachings are standard one-and-the-same across the board is inherently flawed. Which denomination of Christianity would the TEA choose to insert? Who would be deemed qualified to teach it? This is a very slippery slope down which Texas education should not slide. It is a bad idea. Please decline any proposal to bend Texas education in the direction of a theocratic leaning toward any faith. Religious teaching has a place in a religious setting openly affiliated with that religion at the choice of the people so inclined. It does not have a place in public education where all students of all faiths or no faith are to be openly and equally welcomed and served.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Darlene Aksoy, ZIP Code 75019

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Lessons on the Golden Rule and Good Samaritan belong in the church. Not formal lessons in school. How is the animosity between the Jews and Samaritans supposed to be explained? Where in LA is that appropriate? The fundamental difference between the two peoples is why the story was so impactful. It takes very little to help a friend, it is a greater act of love to help an "enemy". No teacher has ever complained about their lesson plans. It is the lack of school funds and lack of support from administration coupled with poor parenting that drives the best teachers to go elsewhere.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ann Finch, ZIP Code 75656

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I have been impressed with the results of HQIM in Temple ISD and support this curriculum including religious references.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jesse Hickland, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am writing to address the issue of allowing the Ten Commandments to be posted as well as Bible stories in public schools. Representative Talarico addressed the concerns of this proposal quite eloquently. I would ask that you listen to him. I am also opposed to this. If Educators are teaching a tested subject, they already have the TEKS to cover. As a retired educator in one of those subjects, I rarely had enough time to cover all of them as I sure others find it difficult as well. Public schools are just that - public. We might be teaching children of different beliefs - shouldn't their stories be allowed as well? I keep hearing about parental roles. I feel that this proposal is one that should be left up to the parents. It is their duty not the schools to teach religion. My son was in an elementary class that was taught by a preacher's wife. Halloween was approaching and she would not let her students participate because she thought it was a pagan holiday. We were bringing up our children in a Christian home and this was not our belief. If this proposal is allowed, I'm afraid this would happen more often than not. Isn't this indoctrination? Furthermore, there is a copy of the Ten Commandments in the Capitol in Austin and it hasn't stop some of our elected from breaking them (bearing false witness, adultery)- the very ones that talk about their beliefs. Thank you for taking the time to read my response.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** KIM Smith, ZIP Code 77872

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Keep region out of public schools

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jennifer Castro, ZIP Code 77058

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious indoctrination and a violation of me and my students' first amendment rights.

**Page Number:** 103

**Location:**

Lesson 8: The Little Half-Chick (Medio Pollito) Application

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Julian Jones, ZIP Code 78613

### **Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

### **COMMENT:**

Texas Parent to Parent is a statewide non-profit organization serving ~15,000 families raising children with all types of disabilities, mental health or special healthcare needs. We also raise typically developing and gifted students within our families. This comment regards all six grades (K-5) of proposed additions of religious stories to the reading curriculum. This curriculum is not appropriate as a course of study to teach children how to read, as it is NOT on grade level, and its inadequacy is glaring even to a layperson. From kindergarten through third grade, children need instruction in phonics, which involves lots of games with words, repetition and rhythm. Reading material with short words and simple sentences with lots of rhymes goes a long way, especially when the writer crafted the story with a child reader in mind. And children help each other learn to read, so the material must respect the connections they make with each other as they navigate this task of decoding the written and spoken word. To develop their vocabulary and understand meaning, children also need to see what they say on the page, and reciprocally, say what they see. It is important to remember that the easiest Bible translation is at the 5th grade level, yet this curriculum begins in kindergarten. Expecting children to read words like Shadrach, Meshach, Abednego and Nebuchadnezzar doesn't fit with teaching reading. We have learned a lot about teaching children to read over the years. Some of the best practices have emerged from those teachers who figured out how to teach reading to children with dyslexia and dysgraphia and other learning disabilities, along with those teachers who jump easily between one language and another to help non-English speaking children become fluent. We need to respect the decades of expertise and experience that has come from teaching millions of children to learn how to read and then read to learn. When the state allows a reading framework to be developed by people who lack that expertise, well it is embarrassing to see what state officials think will pass for nurturing the

future well-being of Texas children That being said, a certain fluency in Bible and other religious stories are an important part of any broad education. They belong in the various facets of a child's education that touch on cultural studies, whether in history, or language arts, social studies and the like, but they should always be designed to the grade's reading level and placed in social studies so that learning to read is not compromised. If we can be of service to your effort, please do not hesitate to contact us. Linda Litzinger, Texas Parent to Parent

**Page Number:** This pertains to all grades in k-5 and all lessons within

**Location:**

This pertains to reading curricula for all grades in k-5 and all lessons within.

**URL to Content:** N/A

**Submitted by:** Linda Litzinger, ZIP Code 78750

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890729781)**

**COMMENT:**

I'm against using bible stories to teach lessons in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Linda Rougeux , ZIP Code 76048

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I want to say, I think ALL religion should be offered as part of the learning experience to secondary education. but I don't think any ONE type of religion should be mandatory. I think our youth need to learn how to respect each others differences and learn about one another. That will cultivate respect and friendships. But no one should be forced to learn about any religion. And it absolutely shouldn't be mandated as a requirement.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ashley Brown, ZIP Code 77040

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please leave religious instruction to parents. As a committed Christian, I recognize that many school teachers read the Bible differently than I do. While I believe it is important for the Bible to be taught as literature in schools, I do not want public school teachers instructing my children on their understanding of the religious significance of the Bible. In addition, I am concerned that non-Christian material is not as well represented. I believe America is and should be a collection of the best traditions from around the world. We should learn from and be welcoming of all religious

and cultural traditions. Restricting our education to primarily biblical and western sources both limits what we can learn as a state and does not reflect the breadth of our diverse communities. If Texas wants to be the best state in the country, we must welcome all students and teach from all the great traditions present in our wonderful state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephen Pulsipher , ZIP Code 78729

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I wish to tell the State Board of Education that I do not support the Open Education Resources curriculum for grades K-5. This curriculum includes a large amount of biblical content which promotes certain religious views over others. The public education curriculum should not emphasize and promote any one religion. Our Constitution supports the separation of church and state and our public education is funded by the state thus it should not favor any religion. Religious education is the job of the parents, family and the churches. It is not the job of public schools. The State Board of Education would be in direct conflict with our Constitution by approving Open Education Resources. Do not approve this content.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Teresa Goodwin, ZIP Code 78232

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It is NOT acceptable for a public school teacher in any grade level or subject to teach my child religion. This curriculum violates parental rights and freedom of religion and separation of church and state. Do not approve this curriculum. You cannot approve random school teachers telling my child what to believe about God, Jesus, or any other church related subject. That is the sole job of parents-NOT state sponsored religious indoctrination via curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Karen Bryant, ZIP Code 78404

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I have positive comments about these materials. It's what we have been waiting for. Education is so important this is the right approach. Please adopt for Texas students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gregory Daniel , ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Most religions have similar tenets concerning personal behavior and it is admirable to reinforce these behavior ideals. It is not necessary to use any religious text or materials in order to discuss what most people consider to be acceptable behavior. I am definitely opposed to the use of the Bible, Torah, Koran, or any other religious text in the classroom to present or teach basic concepts of acceptable behavior or ideas. There are books and/or stories available to illustrate the concepts desired.

**Page Number:** 1x

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Julia Hummel, ZIP Code 78248

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component:** Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890729774)

**COMMENT:**

My comments are general to the ELA OER as a whole. I am very supportive of the direction the TEA has taken with this curriculum. It is close to a traditional classical education curriculum possessing an academic rigor we have not seen in Texas public schools in decades. This curriculum reflects what parents have been asking for as long as I can recall. The mixture of social studies, literature, and science woven into the units along with the traditional American and Texas values is amazing. While everything can be improved upon, I urge each member of the SBOE to work constructively toward approving this OER this fall.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Philip Harris, ZIP Code 76180

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**

Hello. I am not a parent but recently had two siblings graduate from Texas public schools. I have countless friends, colleagues, and clients with children in Texas public schools. I love the state of Texas, and believe we are actually a far more diverse place than a lot of people know. We have somehow gotten to a point where some politicians feel like that diversity and inclusion should not be celebrated. The introduction of religion, specifically Christianity, into the public school system is not the welcoming and loving show of leadership and faith that I believe is what we are about here. It is not inclusive to our friends of other faiths. It is not unifying for these children who already struggle to feel a part of our communities. It is not helpful for our teachers who already have enough to process and dissect, in order to be effective in their roles. I believe the biblical teachings of Jesus Christ are not something we need to share by forcing this onto students and teachers of other faiths. I believe we teach parts of the Bible by living those parts of the Bible. We do that by being inclusive, and tolerant. Not by control and manipulation through our school system. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Fallon Farmer, ZIP Code 76107

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am commenting on the use of biblical material for public school curriculum. This is one-sided, unconstitutional, and blatant religious indoctrination. Are we going to also present material using Islamic or Hindu material? How do non-believing teachers answer probing questions to the satisfaction of parents and TEA? Religious instruction belongs in the home or church, not in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kathryn Bandas, ZIP Code 78412

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Attempting to teach religion in the manner being proposed is a direct violation of the first amendment rights of every student and teacher involved. The first amendment not only guarantees freedom of religion but also freedom from religion. Cherry picking stories from a book that have no historical evidence has no place in our classrooms, especially funded by our tax payer dollars. "If you're reading classic works of American literature, there are often religious allusions in that literature," state education Commissioner Mike Morath told The 74. "Any changes being made are to reinforce the kind of background knowledge on these seminal works of the American cultural experience."

[<https://www.the74million.org/article/exclusive-texas-seeks-to-inject-bi...>]

This argument is made in bad faith, and it has been possible for hundreds of years to teach about what the Founding Fathers believed in without teaching exactly what they believed in, let alone requiring homework and testing on it. Not to mention the exclusion of other religions from this material. This is merely yet another bald-faced attempt by the state to subvert the will and freedom of the people. For further proof, one only need read the following: "They also reported that a New York-based curriculum vendor, Amplify, opted out of bidding on a contract after the state sought to insert biblical materials, but not other religious texts, into the curriculum. "

[<https://www.texastribune.org/2024/05/30/texas-public-schools-religion-c...>]

'At last week's Texas GOP convention — which was replete with calls for "spiritual warfare" against their political opponents — delegates voted on a new platform that calls on lawmakers and the SBOE to "require instruction on the Bible, servant leadership and Christian self-governance."

[<https://www.texastribune.org/2024/05/30/texas-public-schools-religion-c...>]

Meanwhile, unlike some "leadership" in this state, actual men and woman of religion believe this is inappropriate: Mark Chancey, a Southern Methodist University religious studies professor who focuses on movements to put the Bible in public schools, said there is "nothing inherently inappropriate" with teaching the Bible or other religious texts, so long as it's done neutrally. But he's concerned by some of the proposed curriculum, including lessons that he said seem to treat biblical stories as "straightforward historical accounts."

[<https://www.texastribune.org/2024/05/30/texas-public-schools-religion-c...>]

Staci Childs, a Houston Democrat who sits on the SBOE, said she believes it's okay to include Biblical references as long as other religions are also introduced to students. "As a Christian, I think it is okay [to teach the Bible] as long as you're normalizing the introduction of all religions and all types of mythologies so students have a varied and robust and true depiction of the materials in the text of our past," Childs said. "To only infuse Bible verses

and teachings of the Bible is completely insensitive to all the different types of students we have in Texas and a disrespect to the faiths they may acknowledge. [<https://www.texastribune.org/2024/05/30/texas-public-schools-religion-c...>] The bad faith pivot on which all of this rests: 'If the state education board approves the materials in November, schools will not be required to use them. But a measure approved by lawmakers last year will offer more money to public school districts that do choose to adopt any of the materials.' Funding will literally be withheld if the schools don't play along, and this soft-requirement merely skirts some of the federal lawsuits that are surely, and deservedly, inbound. In conclusion, I am vehemently opposed to inclusion of material of this nature in my child's curriculum. Teach about the existence of religions and basic tenants if you must, but be inclusive of all religions. The Last Supper is neither appropriate, beneficial to understanding American literature, nor is it true.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Matthew Dietz, ZIP Code 78259

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Respectfully opposed to making the Holy Bible part of the public school curriculum because this mandatory practice is unfair to students that are not Christians! One belief contrary to freedom of education does not fit all!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cynthia Curtis , ZIP Code 75040



**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support this TX OER product in its entirety for public school classrooms. I also support biblical scripture as a primary source.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Michael Batis, ZIP Code 75701

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

I'm so excited to see our state turn back to our Lord and Savior Jesus Christ! May we continue down this path and stand up for what's right!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tabitha Pacheco, ZIP Code 77665

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

The entire program is very comprehensive and all inclusive. Very well done and considering all aspects of what the children need to learn. In Kindergarten, I particularly like fairy tales, nursery rhymes and stories; the five senses and farming! I also think America Our Great Country is good history for students. In 1st grade, Unit 8--American Independence is wonderful subject matter with no negative comments about the founding of America.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Eliza Paul, ZIP Code 77062

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The conclusion of the Prodigal Son shares a wonderful theme of unconditional love. I noticed that it gave the example of a parents love for a child, which was clear in the text. Unfortunately in some households, this does not hold true. I think the sentence should be kept in the text, but maybe add an asterisk for teachers to consider student circumstances, just to prepare for what may be a tough topic for some children. :(

**Page Number:** 117

**Location:**

End of the page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Brigit Locke, ZIP Code 78154

**Publisher Response:** Accept

Grade 1 Unit 10 has been revised.

**Component: Bluebonnet Learning Grade 1 Reading Language Arts,  
Edition 1 (ISBN: 9798890722874)**

**COMMENT:**

I support this curriculum!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Denise Layne, ZIP Code 76248

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Love this new curriculum. Praying our SBOE approves it, so districts have the choice to adopt it soon.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Diane Miller, ZIP Code 75034

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The Prodigal Son is a Judeo-Christian parable, and per the Constitution, cannot be included in a state endorsed textbook.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Joe Slayden, ZIP Code 75077

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890722867)**

**COMMENT:**

My name is Amanda Tyler and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas parent, Baptist lay leader and attorney, I have identified parts of the curriculum that reference or insert religious content in ways that cross the line from an objective presentation of religion to a devotional presentation that interferes with religious freedom rights of children and their families. Public schools are not Sunday schools. Religious institutions, including houses of worship, and families are the appropriate places for religious instruction. Our country's First Amendment, and specifically the religious clauses, provide that religious freedom is protected by making sure the government stays neutral when it comes to religion, neither advancing nor denigrating any particular religion or religion over irreligion. I am particularly concerned about the inclusion of the lesson on The Parable of the Prodigal Son in Grade 1, Unit 1, Lesson 9. This teaching belongs in Christian Sunday Schools but not public schools. The curriculum analogizes the parable to the fables of Aesop, thereby diminishing the deep theological nature of this parable and reducing it to a universal moral. The stated rationale of familiarizing the students with the story and the term prodigal because of literary and cultural references is not appropriate for children this young.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The discussion of the biblical story of the Prodigal Son highlights a singular religious perspective, with no representation of other religions, faiths, or ethical systems. The other stories in this unit are also lacking in diversity. This exclusionary approach is not reflective of the diverse backgrounds of our students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am strongly opposed to the adoption of the curriculum as proposed by HB 1605. It is wrong to bribe school districts with a promise of \$60 per student if they adopt the proposed curriculum. Also, it is wrong to include any type of religious instruction in public schools. The First Amendment of our constitution states that "Congress shall make no law respecting an establishment of religion." It would be a terrible disservice to students and the people in the state of Texas if you adopt this curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Susan Dollar, ZIP Code 78006

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not support Bible stories being incorporated into the curriculum. As a churchgoer, I want this to be taught at my church and not in school. It's a violation of the separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brittany Behrhorst, ZIP Code 78744

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Why is there no longer a separation of church and state? If a Bible story can be discussed as a literary element only, I am ok. Can I trust the state to stay out of my religion? Teaching my children religion is MY job. Not yours. Why

try when this is such a sensitive topic? Are you hopping to cause trouble?

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Chrysa Hefty, ZIP Code 78217

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a retired educator of K, 1st & SPED, I'm dismayed at legislators who ignore our constitution's Establishment Clause while at the same time denying proper funding of our state's education system. Stop pandering to an angry base that doesn't consider the opinions of professionals, the teachers, as paramount to our children's' best interests.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Marilyn Hale, ZIP Code 76016

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The foundation of our republic was God ordained and all of the signers of our constitution understood those basic principles. This was not a mandate that all peoples should believe in God but it is a part of our history that should always be taught. Children should have the opportunity to hear what made our country great. To do any less would be erasing this country's history. Former State Representative Fred Brown

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Former State Representative Fred Brown , ZIP Code 77845

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

On page 103, it says "Remind them that this saying is called the Golden Rule; it comes from the Bible when Jesus gave the Sermon on the Mount." This statement is inaccurate. As previously stated in my comments on the golden rule in the kindergarten curriculum, this is an unnecessary reference to Christianity. Furthermore, the golden rule is present in other religions besides Christianity, yet they are not mentioned.

**Page Number:** 103

**Location:**

Grade 1, Unit 1, Lesson 8

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** Accept

Grade 1 Unit 1 Lesson 8 has been revised.

**COMMENT:**



As a Christian pastor with a Masters' Degree in Divinity and over 20 years experience teaching theological education, I am deeply concerned about the inclusion of religious teachings, including Biblical stories, in a public school curriculum. It is crucial that religious instruction remains within the purview of families and religious communities rather than being part of the public education system. I am particularly troubled by the disproportionate emphasis on Christianity within the curriculum, which infringes on the principle of religious neutrality in public schools. For instance, the lesson on "The Prodigal Son" (pages 107-110) involves an in-depth analysis of a Biblical story, a practice that is more appropriate for a Sunday School setting than for a public school classroom. In this lesson, an in-depth reading of the Bible is included, and students are expected to analyze the story. This poses a major problem since the complexity of interpreting Biblical texts is well-documented, even among Christian scholars, who often disagree on the meaning and implications of such stories. For example, the title "The Prodigal Son" itself is not present in the original Greek text, and scholars have proposed various alternative titles like "The Story of the Loving Father" or "The Return of the Lost Son," reflecting different interpretations of the story's focus. Given this diversity of perspectives within the Christian community, expecting first-grade students to engage in such analysis is both unrealistic and potentially confusing. Additionally, young children in first grade lack the developmental maturity to differentiate between secular analysis and religious teachings. This could lead to unintended confusion and an inappropriate blending of faith-based content with their general education. In conclusion, while I respect the role of religious education within families and religious institutions, I strongly oppose the inclusion of detailed Biblical analysis in public school curricula. It is essential to maintain a clear separation between religious instruction and public education to uphold the principles of religious freedom and neutrality.

**Page Number:** 107

**Location:**

The entire page, including page 107, 108, 109, and 110

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Amy Meyer, ZIP Code 78621

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The parable of the prodigal son teaches a valuable lesson about forgiveness. However, the context around the parable shows a religious preference towards Christianity. It is unnecessary for the teaching of the parable to include an explanation of about Jesus and how parables are used in the Bible. If the explanations about Jesus and the Bible won't be removed, then the lesson must also include information about other religious figures and texts that use parables to teach moral or spiritual lessons. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths.

**Page Number:** 107-120

**Location:**

Unit 1, Lesson 9

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious indoctrination and a violation of me and my students' first amendment rights.

**Page Number:** 113

**Location:**

Lesson 9: The Prodigal Son Read-Aloud

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Julian Jones, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The religious parables presented in this lesson are mostly drawn from the Bible. If religious parables are going to be presented and discussed they need to be from a variety of traditions instead of just one.

**Page Number:** 113-117

**Location:**

Lesson 9

**URL to Content:** N/A

**Submitted by:** Archit Chakravarti, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The way this story is told, I'm left to wonder why the son didn't sell some of the expensive things he bought so that he would have money for necessities. Perhaps a revision of this sentence on page 114 could avoid such confusion: "These might have been things like more fancy silk robes than he could ever wear, luxurious rugs for extra rooms in his enormous home, and dozens of baskets of food of which he only ate a little, leaving the rest to rot." Though this is a Bible story, the way it is presented does not seem to impose on teachers' or students' religious freedom. It is just a story, which happens to be in the bible. As long as you include stories from other religions to balance this one out, it should be okay.

**Page Number:** 114

**Location:**

Grade 1, Unit 1, Lesson 9

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Aesop lived in ancient Greece and was known as a man of strong religious conviction who followed the polytheism and gods of the Greeks. He collected those fables for an explicitly religious purpose."

Explanation: 1. It is not clear that Aesop ever existed. He may be a legendary figure that became associated with these fables at some point. 2. If Aesop did exist, there is no evidence to suggest that he collected these fables. The

first collection did not appear until well after the time period in which he supposedly lived. 3. It is not at all clear why the curriculum says Aesop was a "man of strong religious conviction." A novelistic "biography" written a thousand years after his supposed life describes respectful interaction with deities, as is common for such works. 4. Although a small percentage of Aesop's fables include religious elements such as references to the gods, it is factually inaccurate to say that they were collected for an "explicitly religious purpose." Absolutely no evidence suggests that. (The curriculum appears to make this claim so that its creators can say that Jesus' parable is not the only religious material in the unit.) 5. This curriculum often gives the appearance of simply making things up.

Correction Source: <https://iep.utm.edu/aesop/>  
<https://www.britannica.com/biography/Aesop>

**Page Number:** 2

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 1 Unit 1 Lesson 1 has been revised.

**COMMENT:**

<https://docs.google.com/document/d/1fdJ5URHOODGHqaIPYYrZgaX4kdOm4>

**Page Number:** Lesson 9

**Location:**

Unit 1 Lesson 9 First Grade Teacher Guide

**URL to Content:** N/A

**Submitted by:** amy ramsey, ZIP Code 76109

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

**COMMENT:**

As a parent, retired educator, and Catholic, I am appalled that the State of Texas is attempting to include references to Bible teachings in the classroom. The basic tenet of the US Constitution was to free citizens from religious interference and now the Texas Government wants to preach the beliefs of specific Christ-based religions. The idea that there would be a \$60 incentive for each student is a slap in the face to the woefully underpaid teachers and the school districts struggling with some of the lowest funding in the country. Remove the references to religion in the lower grades and start adequately funding public schools.

**Page Number:** Pg 110

**Location:**

The inclusion of references to Jesus and the New Testament in the classroom curriculum for example in the definitions sections - followers, n. people who believe in and follow something or someone Example: The followers of Jesus paid close attention to the lessons he taught. Variation(s):

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Jean Mitchell, ZIP Code TX

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I find the title of the product difficult to follow. I understand that the OER product here is a version of the materials used in the school district today by many people who call them Amplify or Eureka. I read in the FAQ that the state is branding the new materials to help avoid confusion but I am still stumped by the term OER. I know that open education resources mean resources are available publicly and free of charge and it is often used to

identify the type of materials. Texas OER just doesn't seem like an official product name. I recommend that the state consider selecting a specific name for the product so that people can readily identify it.

**Page Number:** Product Cover Pages

**Location:**

Front of all books

**URL to Content:** N/A

**Submitted by:** Andrea Stevenson, ZIP Code 79404

**Publisher Response:** Reject

The OER materials have been formally branded Bluebonnet Learning.

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890729316)**

**COMMENT:**

I do not want Bible Studies taught in Public Schools. Spiritual beliefs are a private family decision and parents do not want curriculum lessons about Christianity alone taught, especially not in Elementary school. Students are vulnerable to feeling isolated and shamed if their attitudes do not conform to those being put forward. This indoctrination is not allowed in Our Constitution. .

**Page Number:** N/A

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Carolyn Shirley, ZIP Code 78947

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Corrections and concerns about K-5 ELR skills adopted by TEA English version letter to Families for K-5 ELA materials. 1st paragraph, 2nd sentence. Fragment: Knowledge that sparks curiosity and wonder and enables all children to discover the world. ←omit the word that, so you will have a complete sentence rather than a fragment. K-5 Independent Reading Guide Page 5, 1st paragraph, 1st sentence. Remove plural to create subject verb agreement in this sentence: Step into OER K-5 Reading Language Arts Independent Reading KINDERGARTEN-GRADE 2: GROWING AND LEARNING In the early grades, OER K-5 Reading Language Arts instructional materials focuses on vocabulary and listening comprehension development through carefully sequenced, content-rich Read-Alouds as well as systematic instruction in reading and writing skills. ←should read: instructional materials focus on vocabulary and listening comprehension . . . 3rd to last paragraph, last sentence into 4th paragraph: Each paragraph must maintain its original topic. This paragraph is split, yet the topic is carried forward. It enables us to become better citizens. However, in order to become successful and engaged independent readers, students need tools to evaluate and select texts on their own. ←should read: It enables us to become better citizens; however, in order to become successful and engaged independent readers . . . Page 6 2nd paragraph, 2nd sentence: This resource includes best practices and strategies for English Language Learners, Gifted/Talented Students, Dual Language Students, and students with disabilities that can be integrated into your independent reading practice. ←reword to avoid confusion. This reads as if students with disabilities can be integrated into the reading practice. Should read: This resource includes best practices and strategies that can be integrated into your independent reading practice for English Language Learners, Gifted/Talented Students, Dual Language Students, and students with disabilities. Step 3 Page 12 Discussion and Debate–Debate suggests/ implies a winner. Rather than “pitting” students against each other in a Debate, why not offer Discussion and Dialogue, whereby students feel like they are all working together to view the pros, cons, and concerns a book may present? Discussion is spoken, but dialogue can be spoken or written. I write with minor concerns regarding some of the grammar errors I have noted above. As a retired high school English and journalism teacher and later a college



and university professor, I applaud the work you are doing. Nevertheless, we all need a good editor now and then. I am hoping these minor corrections are noted.

**Page Number:** N/A

**Location:**

I have included the description of the locations in my comments.

**URL to Content:** N/A

**Submitted by:** Margaret Altizer, ZIP Code 78230-2537

**Publisher Response:** Accept

Grade 1 Unit 5 has been revised.

**COMMENT:**

I do not want Bible Studies taught in Public Schools. Spiritual beliefs are a private family decision and parents do not want curriculum lessons about Christianity alone taught, especially not in Elementary school. Students are vulnerable to feeling isolated and shamed if their attitudes do not conform to those being put forward. This indoctrination is not allowed in Our Constitution. .

**Page Number:** N/A

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Carolyn Shirley, ZIP Code 78947

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 1 Reading Language Arts,  
Edition 1 (ISBN: 9798890729729)**

**COMMENT:**

As an experienced classroom teacher, I understand the importance of background knowledge. For example, when studying Da Vinci's "The Last Supper" referring to the Bible to understand the event depicted, makes sense. However, when studying the Liberty Bell, stating that it "reminded [the Founding Fathers] of how God helped free the Hebrew people in the Bible" which is subjective, is a whole other thing. Finding ways to insert Christian theology into a public school curriculum is wrong headed. We need a balanced teaching space for our kids. And I mean all kids - Christians, Muslims, Jews, those who practice any, all or no religion in their home. Using the importance of background knowledge as way to open the door to teach Christianity violates the rights of a whole lot of parents. Referring to a Bible passage for perspective is way different than references that include the parable of the good Samaritan in a social studies unit and the teaching of "do unto others as you would have them do unto you" in a kindergarten unit about fairy tales and folktales. The materials note that the golden rule is a "core teaching of the Bible" that comes from "Jesus' sermon on the mount." Those are straight up Bible school lessons. Amplify, a curriculum publisher that crafted the latest piloted state curriculum, which according to TEA showed student gains in schools in the pilot program, refused to insert more biblical content without balancing it with other religious references. So TEA sought out Hillsdale College and Texas Public Policy Foundation - both conservative Christian vendors, one of which tried to require that the Ten Commandments be posted in public school classrooms, to create our statewide curriculum. We have to ask why? Why leave a non-religiously affiliated vendor who has produced a successful curriculum and seek out two very conservative Christian vendors? This is not hard to understand. I find it offensive that some legislators are claiming the curriculum provides teachers with a break in lesson planning. No teacher ever has opened up a teacher's guide and just taught. No good teacher. In any case, teachers are not leaving education because they spend too much time on curriculum. They are leaving because they are undervalued and underpaid. Maybe our legislators got it wrong. Instead of spending millions of dollars of public funds on Bible lessons for our public schools how about paying teachers a professional salary and fully funding our schools? Now comes the carrot, the per student funding amount, the ADA, has not increased since 2019. We all understand inflation over the last 5 years. The

state legislature did not pass the public school funding bill in the last session because it was tied to the school voucher requirement which was voted down. Right now, school districts across the state are laying off teachers and staff due to funding deficits. School districts that choose to adopt this curriculum will receive an extra \$60 per student. Let that sink in. Cash strapped districts will have to choose between a religious based curriculum and the money they desperately need because our governor and many legislators are sitting on \$32.7 billion dollar surplus rather than adequately funding our kids' schools. As our State Board of Education members, you are tasked with choosing educational materials that meet the needs of and are in the best interests of all of our kids. This curriculum does not meet those standards. It is rooted in politics and controversy, not best educational practices. Please do not adopt this divisive curriculum. We have better choices.

**Page Number:** 16

**Location:**

Kindergarten Unit 7 Helping Our Neighbors - Teacher's Guide page 16

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Judith Lee, ZIP Code 77706-5021

**Publisher Response:** Accept

Grade 1 Unit 7 Lesson 12 has been revised.

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890722928)**

**COMMENT:**

The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled "Exploring America's Symbols." On p. 170, teachers are told to "Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe." Later in the lesson, on pp. 175-76, teachers

are instructed to show a photograph of George Washington's Bible, while reading, "The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land." Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, "The motto on the Liberty Bell was one of those laws and it states: 'Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.' The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible." There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: "The Liberty Bell's inscription is from the Bible (King James version): 'Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.' This verse refers to the 'Jubilee', or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message." In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the

United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

Explanation: The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell

because it reminded them of how God helped free the Hebrew people in the Bible.” There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: “The Liberty Bell's inscription is from the Bible (King James version): ‘Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.’ This verse refers to the ‘Jubilee’, or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message.” In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

Correction Source: National Park Service:

<https://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm#:....>

**Page Number:** 175-176

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Accept

Grade 1 Unit 8 has been revised.

**Component: Bluebonnet Learning Grade 1 Reading Language Arts,  
Edition 1 (ISBN: 9798890722911)**

**COMMENT:**

The Bible supports history and science in its own way by documenting events, observations, and principles that align with historical and scientific understanding. Historically, the Bible provides a rich narrative of ancient civilizations, notable figures, and key events that have shaped the course of human history, such as the Exodus, the Babylonian Exile, and the rise of early Christian communities. Scientifically, while not a textbook, the Bible contains observations about the natural world that reflect an early understanding of phenomena such as the water cycle, the roundness of the earth, and the vastness of the stars. Verses like those describing "the paths of the seas" in Psalm 8:8 suggest an awareness of natural patterns that resonate with later scientific discoveries such as Matthew Fontaine Maury's discovery of ocean currents and winds. Although the Bible's primary purpose is theological and moral, its references to historical events and natural processes provide a foundational context that has influenced both historical scholarship and scientific inquiry throughout the centuries.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Elizabeth Long, ZIP Code 79705

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American history. The curriculum cherry-picks Founding Era history to tell a one-sided story that overstates the religiosity (specifically, Protestant Christianity) of

the founders while ignoring concerns about government intrusion into religion and the “no establishment” principles that led to the First Amendment of the U.S. Constitution. In doing so, the curriculum threatens to distort what America’s religious freedom means. There are also numerous factual errors in the curriculum itself, some of which are included below. The curriculum overemphasizes the importance of religious freedom relative to other motivations and freedoms. Starting in Kindergarten, students are taught about religious freedom as the primary reason for colonizing the land that would become the United States. (See Kindergarten, Unit 6, Lesson 4, p. 56). The teaching is reinforced in Grade 1, Unit 8, Lesson 1, p. 15: “[The English] were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose.” In Grade 1, Unit 8, Lesson 3, which covers the First Continental Congress of 1774 and the reasons for revolution, religious freedom is invoked as something that motivated the separation of the colonies from England. In Grade 1, Unit 8, Lesson 12, religious freedom is noted as the sole example of British oppression of the colonists (see p. 175: “Do you remember what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]”). This is not supported by historical evidence; the lack of democratic control under the monarchy and taxation without representation motivated the revolutionaries. In Grade 2, Unit 9 and Unit 10, religious freedom is mentioned 60 times. The repetition is noteworthy and misleading in ways that should cause skepticism about intent. In Unit 10, p. 55, teachers are told to: “Explain that one of the reasons people have religious freedom in the United States today is because when our country was founded, it was founded by people who wanted religious freedom. Many people left England because, in England, they did not have religious freedom. They could be punished if they didn’t practice religion the way the government of England required. These early founders of our country wanted to make sure that here in America, everyone had the freedom to worship as they believed without the government telling us how.” Religious freedom is an appropriate topic for study and should be explicitly linked to constitutional protections, including the First Amendment. We understand that the religious freedom history is important and not so simple. In light of our country’s history of slavery (which the curriculum fails to discuss as part of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may



threaten to harm an accurate understanding of the importance of religious freedom. Similarly, the curriculum notes that Washington and Jefferson knew slavery was wrong, without acknowledging that they were slaveholders. There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: "Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom." Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase "which is an expression of religious freedom" should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: "The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named 'Plymouth Rock,' after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America." Historians have found that "no historical evidence exists to confirm Plymouth Rock as the Pilgrims' steppingstone to the New World" and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>) In addition to the misleading presentation of and disproportionate emphasis on religious freedom, the curriculum cherry-picks Founding Era history to tell a story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring "no establishment" principles that were critical to the protection of religious freedom. One of the most egregious examples is in Grade 1, Unit 8, Lesson 3, titled "The First Debate." It focuses

on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the “no religious tests” clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: “Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)” This interpretation of this episode in American history fits into a “Christian nation” mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S. government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and

led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible.” There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: “The Liberty Bell's inscription is from the Bible (King James version): ‘Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.’ This verse refers to the ‘Jubilee’, or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message.” In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

**Page Number:**

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It is unfortunate that the discussion of Monticello does not mention enslaved people and the discussion of Jefferson does not discuss his contributions to American notions of religious freedom, especially given the curriculum's emphasis on religious freedom elsewhere.

**Page Number:** 157-158

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

The notes for the teacher in this paragraph seem to imply that one of the reasons for the American Revolution was religious control by the British. This is not factual as the religious control by the British was the reason for colonization, not the revolution. The curriculum should be clear on the difference between reasons for colonizing and reasons for starting a revolution as to not confuse the students.

**Page Number:** 175

**Location:**

Unit 8, lesson 12, page 175, paragraph 2

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 12 has been revised.

**COMMENT:**

"You learned about our Founding Fathers in earlier lessons. Remember that they worked together to create a new government and believed the nation's people should be free and united. They did not like being controlled by the British government. Do you remember what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]"

Explanation: 1. The focus here on religious freedom is factually inaccurate. The two Continental Congresses before the Revolution did *\*not\** focus on religious freedom as a major issue. They tackled a whole host of other issues. Why doesn't the curriculum address issues that the Founders actually discussed instead of making one up? 2. The two religion-related matters the Continental Congresses *\*did\** address were complaints that Britain had "established" the Roman Catholic church in Quebec (it hadn't) and complaints that one of the colonies, not the British, was interfering with religious freedom. Massachusetts Baptists complained about the colonies established church and the use of tax money to support it. Important Founders dismissed the concern. At this point, the most immediate threats to religious freedom in the colonies were the colonies' own established churches. 3. At this point, a variety of churches existed in the Colonies. The British were not trying to "control their thoughts about God, how to pray, and where to go to church."

Correction Source: <https://www.law.cornell.edu/constitution-conan/amendment-1/continental-...>

**Page Number:** 175

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 12 has been revised.

**COMMENT:**

While explaining the quote on the Liberty Bell, the curriculum goes in depth in the story of Exodus. However, the image for this section is Washington's Bible, which not mentioned at all and the majority of the details of the story are unnecessary to explain the quote on the Liberty Bell. In fact, the paragraph 2 on page 176 is sufficient to describe this quote. To spend time going over this religious story distracts from the lesson and tows the line of religious instruction. Also this section includes this sentence: "The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray." which is factually incorrect. The Liberty Bell was originally created to celebrate the founding of Pennsylvania, and later become a symbol of general freedom. It was not designed for "our freedom to pray" and later became of symbol of more than just religious liberty

**Page Number:** 175-176

**Location:**

Unit 8, Lesson 12, pages 175-176

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 12 has been revised.

**COMMENT:**

"The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt."

Explanation: 1. The Liberty Bell was not "designed to celebrate our freedom from being controlled by the British and our freedom to pray." A Pennsylvania colonial legislator ordered it in 1751, long \*before\* Americans had won their freedom. So the current wording is inaccurate and anachronistic. 2. The British had never denied colonists the right to pray per se, so that wording is confusing, nor to my knowledge is there any evidence the creator of the bell ever specified that as the reason for the inscription. 3. The Liberty Bell's inscription was not widely known in the Revolutionary period or the early Republic. 4. The wording reserves the use of the term "Bible" for the Christian Bible while declining to use it in reference to the Jewish Bible, reflecting religious bias. Perhaps the wording "was inspired by a story in the Bible" would be sufficient. 5. Perhaps the curriculum could note the specific context of the biblical passage from which the inscription comes, Leviticus 25. That passage prescribes debt relief and the freeing of enslaved people every 50 years.

Correction Source: <https://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm> <https://www.bibleodyssey.net/articles/jubilee-year/>

**Page Number:** 175-176

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 1 Unit 8 Teacher's Guide has been revised.

**COMMENT:**

I have grave concerns about this curriculum. Using this one chapter as an example, I do not believe it is realistic in its expectations for teachers and students. On p. 23, the expectation is set that the information in this chapter can be taught in 60 minutes of instructional time. The students are first

graders: 6 and 7 year olds. I know from my experience as a degreed educator, a parent and a pastor that many first graders are not proficient in reading and writing. I have concerns about a curriculum that expects children of this age to concentrate, consume and understand large amounts of new and complex information, including: vocabulary, history, government, and themes of justice and oppression, with just one break recommended after the first 40 minutes of intense learning. In 60 minutes of instructional time, students are supposed to learn 5 core vocabulary words and 5 sayings or phrases; they are supposed to understand the concept of "parliament" as compared to "congress;" they are introduced to and expected to grasp the concept of taxation and "taxation without representation;" they are to learn about the Sons of Liberty and the Boston Tea Party; they are introduced to the First Continental Congress and the concept of representative government; they are introduced to George Washington, Benjamin Franklin, and Thomas Jefferson; the concept of boycotting British goods is introduced; and they are introduced to the categories of Loyalists and Patriots. Ten minutes are allowed to discuss five questions to check for comprehension on: taxes, representatives, Parliament, taxation without representation, the Boston Tea Party, and the First Continental Congress. The culminating "Exit Pass" states: On an index card, respond to the following with a sentence: How and why did the Sons of Liberty respond to the taxes the British Parliament was making the colonists pay? (Answers will vary but should include that they responded with the Boston Tea Party because they did not think they should be taxed when they were not represented in Parliament.) I have asked friends who are currently teaching this grade level, and they assure me that it is not realistic to expect a 6 year old to be able to write a sentence that conveys that the people "were not represented in Parliament." Everyone I have shown this to believes this is a realistic expectation for a 4th or 5th grader, not a first grader. I do not have time to review this curriculum in its entirety; however, I am very concerned about these expectations. I don't believe this lesson can be properly taught to children this age in 60 minutes, nor do I believe it is age-appropriate to do so. I have looked up the credentials of every member of the OER Advisory Board, and I can find only one member, Dr. Sharon Vaughn, who appears to have knowledge of how to teach reading to public school students. One of the stated purposes of this Board is to ensure that the curriculum is "suitable for the age of the students at the grade level for which the materials are developed." It is not clear to me how the majority of members of this Board are qualified to do this, as only Eddie Lucio, Jr. and Dr. Vaughn appear to have experience in Texas public school classrooms. I



do not believe this first grade curriculum meets this standard. In researching this curriculum, I share the concern of many citizens about the overt religious themes that have been inserted into the lessons. Reading the biographies of the OER Advisory Board, it is clear that a strong evangelical Christian bias is present on this Board. In addition to my concerns that this curriculum is not suitable pedagogically, I write in protest of an attempt to infuse religious indoctrination in our public schools. I agree that it is suitable and valuable to teach our students about the beliefs of major world religions; however, that is very different from teaching the Bible while emphasizing (not at all subtly) that the U.S. is a Christian nation. As a Christian pastor, I object. It is the parents' right to provide religious instruction for their children that they believe is aligned with their family values, and it is a violation of that right for public schools to provide religious indoctrination. I see that school districts are given the highest financial incentives to teach this specific curriculum. I fear many of them will. I know the state has already spent millions of dollars on it, so I anticipate that it will be pushed through and taught to our children. Does the SBOE truly believe that this lesson I've outlined is a realistic lesson plan for this age level? My understanding is that far too many of our students are not learning how to read properly. Many of them have ADHD and other learning differences. First graders are wiggly! This lesson sounds to me like it would be suitable for a much older child and I fail to see how this will help our children learn to read.

**Page Number:** 22-37

**Location:**

My comment involves this entire chapter.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mary Spradlin, ZIP Code 76116

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 1 has been revised.

**COMMENT:**

"A baptism is a Christian religious ceremony, which is an expression of religious freedom." The connection to religious freedom in this context and with this wording is odd and potentially confusing. Baptisms, like other

religious ceremonies, are done in a variety of contexts, some reflecting religious freedom and others not. The reference to religious freedom should be omitted.

**Page Number:** 26

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 1 has been revised.

**COMMENT:**

The description of religious practice in the colonies lacks nuance and gives the impression of a greater degree of religious freedom than actually existed in most of the colonies. Pilgrims restricted the religious freedom of others. Quakers were often persecuted in American colonies, as were Catholics. Jews typically did not have equal citizenship rights in the colonies. See: <https://www.smithsonianmag.com/history/americas-true-history-of-religio...>

**Page Number:** 44-45

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. The OER product addresses topics in an age appropriate manner.

**COMMENT:**

The quote from Thomas Jefferson: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness." is explained as him meaning that "When Thomas Jefferson wrote "all men are created equal," "endowed by their Creator with

certain unalienable Rights," he meant all men and women are equal in the eyes of God, and all people should be equal under the laws of our country." However, when analyzing this quote, Jefferson is saying that all people were created equal by God and have certain rights (which include Life, Liberty, and the pursuit of happiness) given to them by God which the government cannot take away. I do not feel that the analysis and explanation of the quote in the textbook properly explains what Jefferson meant.

**Page Number:** 75

**Location:**

Unit 8, Lesson 5, page 75

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Accept

Grade 1 Unit 8 Lesson 5 has been revised.

**COMMENT:**

There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: "Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom." Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase "which is an expression of religious freedom" should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. Explanation: There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: "Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare.

Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom." Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase "which is an expression of religious freedom" should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom.

**Page Number:** p. 16

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component:** Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890728883)

**COMMENT:**

The public schools are absolutely to be used for religious indoctrination. Do not permit the teaching of religious texts in schools. That is the business of churches, synagogues, etc.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** David Mead, ZIP Code 78728

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890728838)**

**COMMENT:**

It is mind-boggling that the elected "leadership" of Texas is seriously considering violating the Constitution of the United States. Our children are literally being taught that they can "cherry-pick" which laws apply to the states-essentially, to break the law. There are very essential and necessary reasons to keep church and state separated-if any of you have bothered to notice or study the last 200 plus years. This is a waste of taxpayer money, which seems to be a theme and goal of the current governor. I am an American, an attorney and a parent. I fully stand behind the Constitution. A very dangerous precedent would be set if you all continue to push this issue. And yes, I fully support all organizations that have filed lawsuits against the state. If you truly care about the education and safety of our children and our COUNTRY, you will drop this nonsense and do the jobs you were ELECTED to do. Sincerely, A concerned American Mother, Lawyer and advocate for the enforcement of the Constitution of the United States

**Page Number:** All pages in every course, grade and component

**Location:**

All

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mia Garcia, ZIP Code 77018

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1 (ISBN: 9798890724380)**

**COMMENT:**

I SUPPORT education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alicia Brewer, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am adamantly opposed to using The Bible as a source in the classroom. There is a separation of church and state for a reason. I am a lifelong devout Christian and I do not want other people teaching my loved ones their interpretation of The Bible. It is for home and for church, not school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Susan Alvarado, ZIP Code 76034

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I wish you would include the Bob Books series Set 1-5 for new readers. They allow a child success as they are learning the sounds that individual letters (and later, the combined letter sounds) make. Parents who don't know phonics or even english could learn along with a child who brings these books home. My three sons attended a classically based school and these were helpful for their success. Can the program add more read-alouds (teacher reads to children) that are too advanced for the class to read for themselves? Children who are read to (above their own skill level) develop a wonderfully creative imagination as they listen and create the "pictures" in their own mind. They cannot wait until the next school day and will get to listen to the next segment of a detailed story. This creates a love of reading that will help them all their lives. In total I think the RLA OER is excellent. I believe it fits Texas and her children well. Having reviewed the k-5 resources, teacher guides, student materials, I believe it meets our TEKS in a way that will help our children thrive in school. The lessons are interesting and engaging. I have seen other programs that are actually confusing. This OER is intentional in engaging children without wasting time on useless activities. Children will be challenged enough to keep them well engaged. Texas Eagle Forum supports this program. We understand it will need a few tweaks and we may comment on a few but overall the OER for RLA K-5 passes our review with high marks. We do wish you would find a basic phonics program (like the Bonnie Dettmer flashcards) that would teach all the sounds a particular letter makes at the time of introduction of each letter or combination. I am happy to scan a set I have and send it to you if you have an interest in examining them. I don't know if these are still available but they worked brilliantly for my family.

**Page Number:** N/A

**Location:**

Level K and 1st grade - Teacher instructions for finding books for children to read themselves while learning to read.

**URL to Content:** N/A

**Submitted by:** Cindi Castilla, ZIP Code 75229

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Our Founding Fathers would have NEVER agreed to put a Bible course in public schools! They were trying to get away from forced religion and gave the right to pursue religion as each person wishes. They believed in this so much, they put it in our Constitution! Stop trying to groom our children, that is NOT allowed in the Constitution! Faith and religion should be taught at home and church, NOT in our public schools!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sean Brumley, ZIP Code 79762

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I love the literature included in this OER curriculum. It is apparent that careful thought went into considering what our student in Texas would read! Thank you for returning to some solid literature pieces that will help ground our students as adults!



**Page Number:** N/A

**Location:**

I love the literature included in this OER curriculum. It is apparent that careful thought went into considering what our student in Texas would read! Thank you for returning to some solid literature pieces that will help ground our students as adults!

**URL to Content:** N/A

**Submitted by:** Diane Miller, ZIP Code 75034

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am voicing my opinion on the instruction of Christian religions in our Texas schools. THIS IS WRONG ON SO MANY LEVELS. It is irresponsible to promote one religion over any other. It is inherently wrong to promote ANY religion in Texas schools. If teachers are required to instruct students about Christian religions then they should be REQUIRED to teach about ALL religions. We are a family of atheist and while we don't worship any deity, we do realize the importance of being informed about religion and the culture of hate and trauma it can create. Please reconsider this blatant violation of the Constitutional Separation of Church and State. Parents should be the only ones indoctrinating their children in regards to religion.

**Page Number:** All of them!

**Location:**

Religion in our Texas Schools!!

**URL to Content:** N/A

**Submitted by:** Herveette Heinrich, ZIP Code 78728

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes

"religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

• Texas Values is supportive of materials that present a classical form of education and that are free from anti-family or anti- American ideology • We are supportive of the Texas Gateway and OER materials that say reading the Bible and religious texts are helpful in strengthening reading comprehension skills and understanding everyday historical and cultural references o This is found in the Program Implementation Guide • So far, our team support the type of classical education instruction in Texas Gateway • We do not endorse any particular resource at this time • We advise materials reviewers and the SBOE to careful look at the images in the instructional materials as well to make sure they are not promoting a political or lifestyle agenda • Our team will continue to review the materials and we encourage the board to contact us if you would like us to narrow our search to any specific materials The religious texts are used to provide historical context to events in history. Many popular historical pieces of literature and even famous speeches reference the Bible and students need to be able to understand these references for context. At no point are these texts proselytizing. Complete omission would leave students without the basic knowledge to understand many pieces of texts and they would eventually develop a negative attitude towards points of views that they don't understand.

**Page Number:** General

**Location:**

General

**URL to Content:** N/A

**Submitted by:** Mary Castle, ZIP Code 78701

**Publisher Response:** Accept without change

Pending Publisher Response

## ELAR, Grade 2 (IMRA)

### Program: OER K-5 Reading Language Arts\_Grade 2

#### Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: N/A)

#### COMMENT:

I support the Texas OER Reading Language Arts (RLA) K-5 instructional materials because it is Influenced by classical literature and goes back to the fundamentals, reinforces good citizenship, focuses on Texas history, patriotism, and founding documents, requires transparency for parents to know what their children are learning, and focuses on phonics. I also support any biblical references to of our history and teaching of biblical principles that make universally good citizens despite your religion. Our country was founded on biblical principles, our founding fathers made that clear. To take out biblical reference to that fact would be misleading and deceptive. The one founding document that references freedom of religion is referring to our freedom to choose what we believe and prevents the government from interfering with that belief or the act thereof. It is not freedom from religion. That is obvious providing all the references to God in our pledge, on our money, in the halls of congress, etc. By stating these facts and teaching good citizenship as our founding fathers did by referring to the Bible is not evangelizing. It does not teach someone what to believe. It teaches history and how to act, which is what schools should be doing. We need to focus more on teaching math, history, English, civics, and science so our children can graduate with the best chance of success. No persuasion of beliefs whether they be of religion, politics, social justice, or activism of any kind should be left to teachers, administration, or curriculum. It is the parents' job to teach beliefs. Teachers should be presenting facts and encouraging children to think through all sides of any debatable issues which teaches them good problem-solving skills and how to get along with their fellow citizens. Thank you for your time and concern for our children's education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Courtney Gilmore, ZIP Code 78611

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am a Christian but I do not want my child taught about specific religious materials (specifically the Bible) at school. The school is not a place for this. There are many other items that can be taught to introduce students to culture without citing specifically favorited religious items. I also don't feel our district should be punished for not incorporating this. This is a ploy from our governor. Get politics out of public education!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hannah Villarreal, ZIP Code 77096

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I SUPPORT education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alicia Brewer, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This new curriculum is vital to our students in the state of Texas. It is imperative that Texas students are educated in Texas Values, and I am pleased to see historical connections to the Bible and Christianity. I see reference to many other religions as well but our great nation was founded on Christian beliefs and students need to be aware of the role it had in our founding. This feedback applies to the full product. I will be discussing this great product with my state representatives and demanding they support this product and everything it stands for!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brett Froh, ZIP Code 78628

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a parent of two school aged children in Texas, I support this material and also support the full OER product. Thanks.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brad Shields, ZIP Code 78746

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I support education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shana Fuller, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Please adopt OER ELAR for K-5. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I have a second grader. I heard that there will be Christian teachings from the Bible in like Jesus dying and resurrecting in our classrooms. First of all, I do not believe this way. Second, I want my daughter to learn about religion in time. I don't want even a small amount of religion shoved down her

throat at her young age. So you restrict and ban books, but you are allowed to indoctrinate my child at school, behind my back and without permission. I should be able to sign a form exempting my daughter from religious teaching at school. I'm frustrated. That's why I have her in public school, not a private religious institution. When she is an adult she can study religion and make up her own mind on what she believes. Until then I don't want her learning about some glorified zombie figure and a story about a religion I don't believe in. Stick to the facts, not a belief system. Do better Texas. Thanks for your time on this matter, Sincerely Ryan Barnard-Stoker

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ryan Barnard-Stoker, ZIP Code 78250

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Lesson structure is exceptional. Today's teachers need scripted lessons. This helps ensure all students are taught what they need to know. Thank you for incorporating biblical references. Our students need to know our country and as founded on Judeo Christian values.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tammy Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am appalled that politicians continue to push christian religion in public schools. Religion should be left to the parent and as a parent I do not appreciate religion being forced on my child. I oppose the any type of christian curriculum being introduced into public schools, as public schools serve a variety of kids from different religions backgrounds and thus we should respect everyone's beliefs.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Heidy Colon-Lugo, ZIP Code 78250

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Love the ready to use lessons and engaging student activities.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Janet Freire, ZIP Code 76258

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**



Dear Texas Education Administration, I am writing to express my concerns about the current direction of the curriculum in Texas public schools, particularly regarding the integration of religious content in the English Language Arts (ELA) curriculum across various grades. The U.S. Supreme Court has made it clear that “public schools can and should teach religion objectively as part of a secular program of education.” However, the new Texas plan appears to be riddled with errors and religious preferentialism, which is not only a disservice to our students but also contrary to the principles of unbiased, inclusive education. Texas currently ranks 48th in education nationwide. This unfortunate ranking highlights the urgent need for us to improve the quality of education we provide to our students. We must aim to deliver an optimal education—one that is free from bias, barriers, or preferentialism. We can, and should, do better for the sake of our students' futures. I would like to draw your attention to several specific examples within the current curriculum that demonstrate a lack of inclusivity and an undue emphasis on Christian narratives: Second Grade ELA: The use of the biblical story of Queen Esther as an example of fighting against slavery at personal risk is commendable, but it is troubling that other cultural heritages with similar stories of women standing up for justice are not included. These stories can be adjusted to fit age-appropriate levels and should be incorporated to offer a broader perspective. It is vital that our education system reflects the diverse society we live in and provides an unbiased, well-rounded education to all students. I urge the Texas Education Agency to consider these concerns and take steps to ensure that our curriculum is inclusive and representative of all cultural and religious backgrounds. We owe it to our students to give them the best education possible—one that prepares them to thrive in the reality of a diverse and interconnected world. Thank you for your attention to this matter. I look forward to seeing the positive changes that will result from addressing these concerns. Sincerely,

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a grandmother of 9 and parent to 4 students that went through the Texas public school system, I am thankful that future students will have access to materials that include important biblical references. As a grandmother, I worry that our current public school system is losing some of the most valuable content that shapes strong character and promotes the freedoms this country was built on. I hope you all approve this important new curriculum for my grandchildren.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Marilyn Simmons, ZIP Code 77433

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I fully support the instructional materials that is up for approval.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Janet Freire, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Good evening. It is my understanding that there has been considerable pushback regarding the removal from new curriculum references to Bible stories and the Christian tradition in the United States of America. I am writing to encourage you to stand strong on including factual, historical content in course materials. There will be no harm in educating the children of the heritage of this nation's founding through men and women of faith and the structure chosen by them in establishing this Republic. Ignorance is always harmful, and when those in positions of influence choose to delete or change actual history to fit an ideology, failure lurks in the future of the next generation. Please do not allow bullies to intimidate you who serve in a capacity to make a difference in the education of our children. We must choose to educate, not indoctrinate, at all levels, and that begins with the truth of the founding of this great nation. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Laura Milby, ZIP Code 78410

**Publisher Response:** [Accept without change](#)

Pending Publisher Response

**COMMENT:**

I believe that it is important to provide curriculum that includes in lessons references to Bible stories and education on the USA's Judeo-Christian roots, as well as other religions. As a former teacher, as a mother and a grandmother, and even as a hospital docent, I have witnessed young children showing interest and being happy learning about Christianity through various activities such as Bible stories being read to them, handling religious articles used in worship services, visiting religious buildings, watching videos on ancient Judeo-Christian geographical locations as well as biographies of Christian historical figures, and also viewing religious garb from not only Christian tradition but Islamic, Jewish and the Sikh religion as well. The religions of the world are fascinating to children and because our nation was founded on Judeo-Christian law, references to that in lessons should be included in all Reading and Language Arts K-5.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mary Arnold, ZIP Code 78404

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Catholic against Bible elective classes. Government (public systems) and religion should never be mixed. That's against democracy. Stop promoting a particular book (belief) and banning other books just because are not in agreement with your beliefs.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Carlos Reyes, ZIP Code 77845

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am in favor of this curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hillary Hickland, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

In favor of Open Education Resources.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Elena Voytko , ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I have positive comments about these materials. It's what we have been waiting for. Education is so important this is the right approach. Please adopt for Texas students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gregory Daniel , ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

It is unacceptable, wrong, and un- American to put Bible teachings in public school curriculum. Unless this is World Religions class where Hindu, Islam, Judaism, Taoism, Mormonism, etcetera also given proportionate exposure, the Bible should not be a dominant text in schools. I am a Christian mom of two school aged sons. Including the Bible in school curriculum (with the

absence of other religions) is creating a hierarchy of religions and positioning Christianity as the supreme dominant religion. No! Texas students are a diverse population ranging in religions and this is harmful to them. Ironically, this goes against the teachings of the Jesus as well with "othering" students. Religion is for family to teach and promote, not our tax dollars and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Weems, ZIP Code 77018

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Glad to see the new adjustments for k-5 Reading language arts includes a conservative outlook and is factually accurate. In addition seeing the concept of patriotism, is a definite plus. Removal of CRT and other concepts that diminish the well being of students will provide opportunities for students to grow educationally in a positive direction.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sue Priddy , ZIP Code 79339

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**

My name is Sally Simmons, and I spent the last year reviewing the ELAR curriculum. As someone who values public education, I find it invaluable to include teachers that are in the classroom, to review the curriculum that is going to be taught in classrooms. I have taught the past 7 years in a title one classroom, teaching 9th & 10th grade, and will begin my 8th year in education as an instructional coach for the English department of a monitored title I middle school campus, so I very much understand the importance of high quality instruction and curriculum happening in the classroom. The process of reviewing the curriculum itself was incredibly thorough and by allowing teachers to provide feedback, it is going to directly improve curriculum for the students that will be receiving in Texas classrooms. The process allowed me to recommend differentiated instruction for Emergent Bilingual students, students with learning gaps, and gifted and talented students when needed – all of which are demographics of students I teach on a daily basis, therefore aware of what needed to be recommended in the reviewal process. In addition, the process provided improvement for quality first time instruction to take place because it allowed for a space to thoroughly review the pacing of the scope and sequence of instruction. Pacing is a crucial piece of delivering quality instruction, and the reviewal process allowed for adding that into lessons when needed. Lastly, the process will enhance education in public schools because I saw that as I received more lessons, some of the feedback I had given on lessons had already been implemented which is evidence that the reviewal process is in fact working and when the feedback is applied it leads to quality first time instruction. What I believe made the reviewal process the most thorough was the ability to review each lesson with its own section within the form to add specific feedback and why I was providing that feedback. I could specify whether it was not suitable for the age of the students, whether there was bias in the content, etc. This allowed me to fully review if the curriculum was suitable for the specific age or demographic of student, whether the content was appropriate, too difficult of a text lexile for that age range, or if it was not clear enough for a teacher to implement it in the classroom. As well as that form, there was an overall feedback form that allowed for me to say whether I would recommend the lesson in the classroom. This is an important piece because if there were potentially too many revisions, it may not be suitable for a classroom without serious revision and that could be communicated clearly to TEA. I found the process to be incredibly simple to complete and incredibly user friendly for the reviewer. But what I found to be the most beneficial was the opportunity as an educator in public schools to provide a voice and feedback in the

curriculum that students would be receiving. As educators, we know the pacing each lesson requires, the repetition of skill students need in order to do well on the STAAR test, and the level of rigor and scaffolding each demographic of student will need in order to be successful in the classroom. I hope more inclusion of teachers, and this kind of reviewal process for all content and curriculum, continues to happen. The more aligned curriculum is across the state, with the feedback of teachers in the classroom, the more likely scores will continue to increase across the state of Texas. I appreciate your time and am immensely grateful for the opportunity to partake in such an exciting and unique process that will only continue to benefit our students in public education. I look forward to working with you all in the future as we continue to improve quality instruction for all students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sally Simmons, ZIP Code 77433

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I oppose introducing religion into teaching material at the public schools. I'm an atheist, and firmly against using my taxpayer funds to teach religion.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Simon Barnboym, ZIP Code 75072

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."



**COMMENT:**

I oppose teaching the Christian religion in the classroom. We require separation of church and state on our schools, and no religion is above that.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Cassidy, ZIP Code 78411

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Since before Sir Isaac Newton, religion has been an integral part of education, taught and advanced through clergy and other Biblically based societies. The original schools of higher education in the United States were religious-based, and even in Texas, the oldest college of higher learning was founded by preachers and ministers. Our very Constitution used Judeo-Christian morals in its framing. Then the principle of Separation of Church and State was construed to apply to education. The previous centuries of religion and morality, taught in schools, has gradually been sucked dry. Most schools don't even raise the flag or pledge allegiance. It's a wonder we have retained the "National Anthem" at sporting events. That being said, it is so refreshing and in the face of "modern" thought, to have an entity as yours try to reverse a century-old trend. The Bible is replete with fundamental statements and stories that are alluded to and quoted in literature. To give the Bible credit for its influence over the centuries is a noble feat, and I am behind your efforts completely. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Sears, ZIP Code 79714

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I highly recommend this program, and it applies to the full product as an excellent tool for our most important asset today, our CHILDREN of the future. This program recognizes Texas values and meets TEKS state standards.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jim Harris, ZIP Code 78620

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I believe that it is important to provide curriculum that includes in lessons references to Bible stories and education on the USA's Judeo-Christian roots, as well as other religions. As a former teacher, as a mother and a grandmother, and even as a hospital docent, I have witnessed young children showing interest and being happy learning about Christianity through various activities such as Bible stories being read to them, handling religious articles used in worship services, visiting religious buildings, watching videos on ancient Judeo-Christian geographical locations as well as biographies of Christian historical figures, and also viewing religious garb from not only Christian tradition but Islamic, Jewish and the Sikh religion as

well. The religions of the world are fascinating to children and because our nation was founded on Judeo-Christian law, references to that in lessons should be included in all Reading and Language Arts K-5.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mary Arnold, ZIP Code 78404

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Thank you for including Biblical literature such as the story of Esther in your Standing for a Cause Unit. It is beyond time to give students a literary study using such a timeless and reputable work as the Bible.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Heather Harris, ZIP Code 79707

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

NO bible in the OER. I can't think of anything worse than the government who can't teach reading and writing trying their spin on the Bible.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Meg Bakich, ZIP Code 75205

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

One of the highlights of the Reading Language Arts units are the constant review of previous knowledge that was taught. Children learn best from repetition and this will greatly benefit them as they are developing their reading and writing skills!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cindy Asmussen, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890722737)**

**COMMENT:**

Martin Luther King Jr.'s famous speeches are a wonderful addition to this powerful unit! Reading the entirety of speeches is important for context and structure. Excellent for students to know this material.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shanda Hasse, ZIP Code 79413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The use of the biblical story of Queen Esther as an example of fighting against slavery at personal risk is commendable, but it is troubling that other cultural heritages with similar stories of women standing up for justice are not included. These stories can be adjusted to fit age-appropriate levels and should be incorporated to offer a broader perspective.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** *Reject*

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I believe we should be holding our students to a higher standard. I am pleased to see that this curriculum increases rigor and incorporates important references that every child needs to know to be career ready.

**Page Number:** all

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** James Skipton, ZIP Code 78703

**Publisher Response:** *Accept without change*

Pending Publisher Response

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890722720)**

**COMMENT:**

This is an excellent story that pertains to the current climate we live in where antisemitism is so rampant. It is a good way to highlight the importance of not discriminating against a particular group of people simply based on their heritage.

**Page Number:** N/A

**Location:**

Esther lessons

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** RUSSELL WEATHERS, ZIP Code 79705-6120

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Lessons 2 and 3 explicitly claim that Esther was a historical figure. This, however, is disputed. It is not clear whether she existed or not. As an article on the reference site Bible Odyssey (hosted by the primary biblical studies professional society) notes, "Mainstream biblical scholars do not regard Esther as an historical figure, because of a number of historical improbabilities in her book and the lack of external evidence corroborating her existence." To claim that Esther was a historical figure is to promote a religious claim not shared by all Texans.

Correction Source: <https://legendmakers.bibleodyssey.com/articles/esther/>

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 2 unit 10 has been revised.

**COMMENT:**

My name is Amanda Tyler and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas parent, Baptist lay leader and attorney, I have identified parts of the curriculum that reference or insert religious content in ways that cross the line from an objective presentation of religion to a devotional presentation that interferes with religious freedom rights of children and their families. Public schools are not Sunday schools. Religious institutions, including houses of worship, and families are the appropriate places for religious instruction. Our country's First Amendment, and specifically the religious clauses, provide that religious freedom is protected by making sure the government stays neutral when it comes to religion, neither advancing nor denigrating any particular religion or religion over irreligion. I am particularly concerned about the inclusion of the lessons on Queen Esther, who is presented as a historical figure. This teaching belongs in Jewish and Christian Sunday Schools but not public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the

curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American history. The curriculum cherry-picks Founding Era history to tell a one-sided story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring concerns about government intrusion into religion and the “no establishment” principles that led to the First Amendment of the U.S. Constitution. In doing so, the curriculum threatens to distort what America’s religious freedom means. There are also numerous factual errors in the curriculum itself, some of which are included below. The curriculum overemphasizes the importance of religious freedom relative to other motivations and freedoms. Starting in Kindergarten, students are taught about religious freedom as the primary reason for colonizing the land that would become the United States. (See Kindergarten, Unit 6, Lesson 4, p. 56). The teaching is reinforced in Grade 1, Unit 8, Lesson 1, p. 15: “[The English] were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose.” In Grade 1, Unit 8, Lesson 3, which covers the First Continental Congress of 1774 and the reasons for revolution, religious freedom is invoked as something that motivated the separation of the colonies from England. In Grade 1, Unit 8, Lesson 12, religious freedom is noted as the sole example of British oppression of the colonists (see p. 175: “Do you remember what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]”). This is not supported by historical evidence; the lack of democratic control under the monarchy and taxation without representation motivated the revolutionaries. In Grade 2, Unit 9 and Unit 10, religious freedom is mentioned 60 times. The repetition is noteworthy and misleading in ways that should cause skepticism about intent. In Unit 10, p. 55, teachers are told to: “Explain that one of the reasons people have religious freedom in the United States today is because when our country was founded, it was founded by people who wanted religious freedom. Many people left England because, in England, they did not have religious freedom. They could be punished if they didn’t practice religion the way the government of England required. These early founders of our country



wanted to make sure that here in America, everyone had the freedom to worship as they believed without the government telling us how.” Religious freedom is an appropriate topic for study and should be explicitly linked to constitutional protections, including the First Amendment. We understand that the religious freedom history is important and not so simple. In light of our country’s history of slavery (which the curriculum fails to discuss as part of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may threaten to harm an accurate understanding of the importance of religious freedom. Similarly, the curriculum notes that Washington and Jefferson knew slavery was wrong, without acknowledging that they were slaveholders. There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: “Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom.” Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase “which is an expression of religious freedom” should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: “The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named ‘Plymouth Rock,’ after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America.” Historians have found that “no historical evidence exists to confirm Plymouth Rock as the Pilgrims’ steppingstone to the New World” and instead that this legend

dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>) In addition to the misleading presentation of and disproportionate emphasis on religious freedom, the curriculum cherry-picks Founding Era history to tell a story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring “no establishment” principles that were critical to the protection of religious freedom. One of the most egregious examples is in Grade 1, Unit 8, Lesson 3, titled “The First Debate.” It focuses on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the “no religious tests” clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: “Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)” This interpretation of this episode in American history fits into a “Christian nation” mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S. government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while

reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible.” There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: “The Liberty Bell's inscription is from the Bible (King James version): ‘Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.’ This verse refers to the ‘Jubilee’, or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message.” In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of

Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Accept

Grade 2 Unit 10 has been revised.

**COMMENT:**

It's ironic that this lesson promotes religious freedom while incorporating biblical content into a language arts curriculum, potentially infringing on that very freedom. The Texas Education Agency's decision to infuse Christianity into the curriculum may violate the First Amendment, which prohibits the government from establishing a particular religion. If religious freedom is to be discussed in a lesson, it should be consistently upheld throughout the curriculum. Additionally, the story of Esther could be problematic for Jewish students, as it portrays her need to hide her Jewish identity, potentially suggesting that being Jewish is something to be ashamed of—an implication that is both inaccurate and harmful. Furthermore, describing Jewish identity as a nationality (as stated on page 30) might confuse young students, as Jewish people live in many different countries and identify with Judaism in various ways, including as an ethnicity, culture, or heritage. The story's violent content, combined with the suggestion that Jewish people need to hide their identity, makes it an unsuitable choice for a reading lesson in a public school curriculum.

**Page Number:** 22-36

**Location:**

Grade 2, Unit 10, Lesson 2

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This unit is pertinent to the growth and understanding of our students in the area of courage and not only facing challenges, but overcoming them successfully even in the midst of fear. The text example for this unit is history written in the ancient days and beneficial to demonstrate the above principles through linguistics and literature. Wonderful unit to convey hope in the midst of impossible circumstances!

**Page Number:** 22-50

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shanda Hasse, ZIP Code 79413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The inclusion of the story of Esther does not make sense for this unit and is inappropriate to include. First, the story does not make sense for this unit as all other people and events discussed in this unit are historical. The debates of the historicity of the story of Esther are still on-going with many critical scholars landing on the side of the story being fictional. It does not make sense to include the story of a fictional character in a unit that only contains other historical figures as it could confuse students to think some of the real people in this unit are fictional. It also does not make sense to spend two

lessons on Esther when a lesson about another historical person could be added such as Mahatma Gandhi or other historical causes. Second, it is inappropriate to include a religious story from Christianity and Judaism without including stories and figures from other religions as it shows a preference towards certain religions. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths.

**Page Number:** 22-50

**Location:**

Unit 10, Lessons 2-3

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "Explain to students that today's story is set in ancient Persia. Ask students if they remember learning about ancient Persia. Remind students that, earlier in the year, they learned in Unit 2: Ancient Greeks: Life, Tradition, and Government that ancient Persia attacked Greece. Remind students that one of the Persian kings they learned about was Xerxes. Explain that King Xerxes plays a big part in the story they will hear today." Recommended Version: "Explain to students that today's story is set in ancient Persia. Ask students if they remember learning about ancient Persia. Remind students that, earlier in the year, they learned in Unit 2: Ancient Greeks: Life, Tradition, and Government that ancient Persia attacked Greece. Tell students that today's story will come from the Book of Esther, a part of the Hebrew Bible. This book tells of a Persian king named Achashverosh (ah-HASH-ve-ROSH), who will play an important part in the story of Esther." Comments: We commend drawing students' attention to

previous lessons learned about the Persian Empire. However, we recommend against specifying the Persian king in the Book of Esther as Xerxes. There is disagreement amongst both traditional and academic scholars about precisely which historical Persian ruler, if any, is mentioned in the Book of Esther, and so for the sake of accuracy we recommend using the name given in the Hebrew Bible, Achashverosh. Please make this edit throughout the lesson in each place the name of the Persian king is mentioned.

**Page Number:** 26

**Location:**

Lesson 2: Esther Part 1: Becoming Queen, pg. 26, Introducing the Read-Aloud, What Have We Already Learned?, bullet 3

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "Most people who lived in Persia were Persians. But, at that time, a group of people known as the Jews also lived in Persia because they had been forced to leave their homeland when it had been invaded and destroyed years before. Some of the Jewish people would appear to be different from Persians, wearing different types of clothing, speaking to each other in a different language, and following different rules, and they were sometimes resented by Persians as being strangers in their land. One of these Jewish people was a young, orphaned girl named Esther. Esther lived in the Persian city of Susa with her cousin Mordecai [/mord-duh-kai/], who raised her. How would Esther feel living in a place where she is different from most of the people around her?" Recommended Version: " At the time, people living in Persia had diverse religious beliefs and backgrounds. Jews

were one of these groups. Some of them settled in Persia after having been forced to leave their homeland when it had been invaded and destroyed years before. One of these Jews was a young, orphaned girl named Esther. Esther lived in the Persian city of Susa with her cousin Mordecai [/mord-duh-kai/], who raised her. How would Esther feel living in a place far away from her family's home?" Comments: Our suggested edits to this section help students understand that Jews were one of many minorities who lived in the Persian Empire, and that their status as outsiders came from their involuntary exile from their homeland. We also recommend changing the question at the end of the paragraph to one which will be more accessible to a wider range of students.

**Page Number:** 29

**Location:**

Lesson 2: Esther Part 1: Becoming Queen, pg. 29, Show Image 2A-1: Map of the Persian Empire

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 2 has been revised.

**COMMENT:**

Original Version: "Now, Esther had not revealed her nationality and family background, because Mordecai had forbidden her to do so." Nationality means belonging to a nation or an ethnic group. Knowing that many of the Persian people did not accept the Jews, Mordecai, Esther's cousin, wanted to protect Esther. The king did not know that Esther was a Jew." Recommended

Version: "Now, Esther had not revealed her identity, because Mordecai had forbidden her to do so." The king did not know that Esther was a Jew."

Comments: In order to avoid giving students the impression that Jewish identity in the ancient world is analogous to other national identities, we recommend removing nationality as a descriptor of Esther's identity. The distinctions between ethnic vs. national vs. religious identity are too complex for this grade level, wherein students only need to be able to identify that Esther is a Jew, which was a distinctive group from other Persians.



**Page Number:** 30

**Location:**

Lesson 2: Esther Part 1: Becoming Queen, pg. 30, Show Image 2A-2: Esther

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 2 has been revised.

**COMMENT:**

Original Version: "Haman decided to cast lots to decide which month should be the one in which he would destroy the Jews. "Casting lots" is a game of chance, somewhat like rolling dice. In ancient Persia, some people made decisions based on this game. This led Haman to the decision that the twelfth month would be the one in which he would carry out his plan."

Recommended Version: "Haman decided to cast lots to decide which month should be the one in which he would destroy the Jews. "Casting lots" is a way to leave something to chance, somewhat like rolling dice. In ancient Persia, some people made decisions based on this trick. This led Haman to the decision that the twelfth month would be the one in which he would carry out his plan to harm the Jews." Comments: While we understand the importance of explaining to students what "casting lots" means, we recommend avoiding the risk of trivializing Haman's plan to commit a genocide by implying that he made use of a "game."

**Page Number:** 31

**Location:**

Lesson 2: Esther Part 1: Becoming Queen, pg. 31, Show Image 2A-7: Haman casting lots

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 2 has been revised.

**COMMENT:**

Original Version: "As a person of authority, the king commanded everyone to show honor to Haman by bowing down to him. Mordecai followed Jewish rules, which taught him not to bow down to any man, including Haman, and instead to bow only as a way to worship God. When Haman learned that Mordecai refused to bow to him, he became so angry that he wanted to destroy Mordecai and all of the other Jewish people." Recommended Version: "As a person of authority, the king commanded everyone to show honor to Haman by bowing down to him. Mordecai refused to bow down. When Haman learned that Mordecai refused to bow to him, he became so angry that he wanted to destroy Mordecai and all of the other Jewish people." Comments: The reason given for why Mordecai refused to bow down to Haman is inaccurate. Multiple instances of bowing to superiors can be found in the Hebrew Bible, and Jewish law to this day permits bowing to certain high ranking members of governments. Jewish commentaries on the Book of Esther give differing reasons for why Mordecai refused to bow down to Haman. In order to avoid the inaccuracy without increasing the complexity for students, we recommend simply stating that Mordecai refused to bow to Haman.

**Page Number:** 31**Location:**

Lesson 2: Esther Part 1: Becoming Queen, pg. 31, Show Image 2A-5: Haman and Xerxes

**URL to Content:** N/A**Submitted by:** Emily Bourgeois, ZIP Code 78731**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 2 has been revised.

**COMMENT:**

The biblical quotations on this page (and presumably the rest of the lesson) come from the New International Version, a translation produced by evangelical scholars for use in evangelical circles. This is not a religiously inclusive translation.

**Page Number:** 31

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

Specific translations are chosen for their linguistic qualities to support the context of the lesson's reading instruction, and for the availability of the license of the translation.

**COMMENT:**

Original Version: "Haman used his position of authority with the king to put his plan into action. He informed the king that Jewish people acted differently from all of the other people in the kingdom. He shared that they had different customs and did not follow the king's rules. He asked the king to make a law that would hurt the Jewish people. The king agreed to Haman's plan. Xerxes gave Haman a special ring that gave Haman the authority to pass laws." Recommended Version: "Haman used his position of authority with the king to put his plan into action. He tried to convince the king that because the Jews in Persia followed different traditions from other people in the kingdom, they should be persecuted. He argued that they did not follow the king's rules. He asked the king to make a law that would hurt the Jewish people. The king agreed to Haman's plan. Xerxes gave Haman a special ring that gave Haman the authority to pass laws." Comments: As written, this paragraph doesn't emphasize that the differing traditions of the Jews are not an excuse for persecution. Our edits bring the focus of the passage inline with the message of the rest of this unit - that being different is often used unjustly as an excuse for persecuting others.

**Page Number:** 31

**Location:**

Lesson 2: Esther Part 1: Becoming Queen, pg. 31, Show Image 2A-6: A special ring

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 2 has been revised.

**COMMENT:**

"Mordecai followed Jewish rules, which taught him not to bow down to any man, including Haman, and instead to bow only as a way to worship God."

Explanation: As a biblical studies professor, I want to emphasize that the curriculum's explanation for why Mordecai in the story doesn't bow is completely made up. The passage behind this story (Esther 3:1-6) says simply that Mordecai wouldn't bow to Haman and notes that royal officials knew Mordecai was Jewish. It provides no specific explanation for his refusal to bow. There is no "Jewish rule" against bowing to humans, and by inserting this motivation into the story, the curriculum inadvertently plays into negative stereotypes about Judaism as a rule-bound, legalistic religion.

Correction Source: Esther 3:1-6

**Page Number:** 31

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 2 has been revised.

**COMMENT:**

Original Version: "Reread "Casting lots is a game of chance, somewhat like rolling dice." In ancient Persia, it was a way of helping someone make a decision, and the game was called Purim. Ask students to choose a number from 1 to 6. Roll a die and ask the students to raise their hand if their number was rolled." Recommended Version: Remove this passage.

Comments: As per our comments on the section on Haman's casting lots in the text, we recommend removing student participation from this lesson given the subject matter of persecution and genocide.

**Page Number:** 32

**Location:**

Lesson 2: Esther Part 1: Becoming Queen, pg. 32, Support

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 2 has been revised.

**COMMENT:**

"She sent a message back to Mordecai, asking him to gather all of the Jews living in Susa, the capital of the Persian empire, and they would all fast for three days. \*In some religions, fasting is done while praying to ask God for help.\*" The image in the accompany flip book shows Esther praying and has the explanatory caption "Esther Praying."

Explanation: One of the interesting aspects of the Book of Esther is that it never mentions God or prayer at all--not a single time. The way the curriculum tells the story is thus inaccurate. The curriculum is adding content that is not present in the story itself, and in doing so it is adding its own distinctive religious interpretation and lesson. Ironically, it is making a Bible story more religious.

Correction Source: One can confirm the absence of the terms "god," "pray," and "prayer" in Esther at [biblegateway.com](http://biblegateway.com).

**Page Number:** 33, also in flip book

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 2 Unit 10 Flip Book image has been revised.

**COMMENT:**

The lesson on Esther is unclear. Part 1 doesn't effectively convey that Esther's goal was to protect her people's right to worship; instead, it focuses on her efforts to prevent their deaths while hiding her Jewish identity. Part 2 contains more content that could be distressing for 2nd graders. What will students learn? That one must hide their identity to stay safe? That people want to kill Jews? This could be particularly upsetting given recent events in Israel. The statement on page 47, "This day of chance became a celebration to honor God, who had demonstrated that he, not chance, determined what would happen to the Jewish people," contradicts the lesson's premise that Esther saved her people. This raises difficult theological questions, such as why God would allow the Jews to be in danger. The content is too complex and potentially distressing for young students, and it's unreasonable to expect teachers without religious training to address these issues. I recommend not including this story in the curriculum.

**Page Number:** 37-

**Location:**

Grade 2, Unit 10, Lesson 3

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 1 has been revised.

**COMMENT:**

Esther "wanted to make sure her people remained free to worship without being punished by their government."

Explanation: The curriculum again is inserting ideas into the biblical story that aren't in the actual passage. The only way the curriculum could possibly justify its claim that Esther was protecting freedom to worship is to again argue, as it did in the previous lesson, that Jews could bow only to God and not to humans. But that argument is factually inaccurate (see also <https://www.thetorah.com/article/why-did-mordecai-not-bow-down-to-haman>). The Book of Esther nowhere mentions freedom of worship--or worship at all, for that matter. In the story, Haman convinces Ahasuerus to

have Jews killed because they are not following Persian law and customs (3:8-11). The curriculum is making up explanations and misrepresenting the story.

Correction Source: <https://www.thetorah.com/article/why-did-mordecai-not-bow-down-to-haman>) Esther 3:8-11.

**Page Number:** 41

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 3 has been revised.

**COMMENT:**

"Being faithful means putting your trust in something or someone. Throughout the story of Esther, she shows her faithfulness, or trust, in others and in God."

Explanation: The Book of Esther nowhere mentions God or Esther's faith in God. Framing the story this unnuanced way misrepresents the Book of Esther. The curriculum is adding its own religious explanations to unexplained details in the story itself. Exploring and discussing theological aspects of the curious way the Book of Esther tells its story is a very worthy project, but not for second graders in a public school.

**Page Number:** 42

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

**COMMENT:**

"Reinforce the idea that Esther is faithful. Tell students that Esther shows great faith that God will protect her when she approaches the king."

Explanation: The biblical story does not mention God or Esther's faith in God. The curriculum is adding its own religious lesson to this material.

Correction Source:

<https://rinkimirikakutaa.bibleodyssey.com/articles/where-is-god-in-esth...>

**Page Number:** 44

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

**COMMENT:**

Original Version: "Inferential. How did Esther's faithfulness help her to be brave? (She drew on the belief she placed in God and in Mordecai's leadership to help her trust that she could stand up for her people.)"

Recommended Version: "Inferential. How did Esther's connection to her people help her to be brave? (She drew on her beliefs and her commitment to her people; she knew that as a Jew, she would not be spared persecution.)" Comments: While Esther's relationship with God is certainly a motivating factor in the Biblical narrative, students from different faith backgrounds will be able to understand this more easily through this revised language emphasizing her beliefs more generally, her commitment to her people, and her sense of shared fate with her people.



**Page Number:** 48

**Location:**

Lesson 3: Esther Part 2: Guardian of Her People, pg. 48, Comprehension Question 5

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The Book of Esther does not mention God or Esthers faith in God. The lesson is misrepresenting the contents of Esther and inserting its own religious message.

**Page Number:** 48

**Location:**

Esther showed faithfulness when she fasted and asked others to fast with her; she showed faith and trust in God when she went to the king.) 5. Inferential. How did Esther's faithfulness help her to be brave? (She drew on the belief she placed in God and in Mordecai's leadership to help her trust that she could stand up for her people.)

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless

of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

**COMMENT:**

Original Version: "Inferential. How did a person or group of people demonstrate faithfulness in this story? (Mordecai was faithful in watching over Esther; the Jewish people showed faithfulness when they fasted; Esther showed faithfulness when she fasted and asked others to fast with her; she showed faith and trust in God when she went to the king.)" Recommended Version: "Inferential. How did a person or group of people face hardship or danger to defend what is right in this story? (Mordecai risked angering Haman; the Jewish people banded together and fasted in the face of persecution; Esther had courage to approach the king even though she could be killed.)" Comments: The term "faithfulness" is used in this and the next Comprehension Question as a specifically religious category, and not all students will recognize ;this usage. In order to align with the rest of the Comprehension Questions, we recommend asking students to consider examples of when characters demonstrated bravery, standing up for what is right. This concept is one that is accessible to all students.

**Page Number:** 48

**Location:**

Lesson 3: Esther Part 2: Guardian of Her People, pg. 48, Comprehension Question 4

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 2 Unit 10 Lesson 3 has been revised.

**COMMENT:**

"I was Queen of Persia. I fought for the Jewish people of Persia to be able to practice their religion freely and without interference from the government. (Queen Esther)"

Explanation: This lesson is inserting ideas into the story of Esther that are not in the Bible and using the story for its own agenda. Nothing in the Book of Esther suggests that Jews were unable "to practice their religion freely."

That is not what the story is about.

Correction Source: Book of Esther

**Page Number:** 95

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 2 Unit 10 Pausing Point has been revised.

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890722782)**

**COMMENT:**

I am in support of these quality materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Twyla Clayton, ZIP Code 76502

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890728937)**

**COMMENT:**

I support this curriculum!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Denise Layne, ZIP Code 76248

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890728968)**

**COMMENT:**

Having read through this OER curriculum from different grade levels, it is appalling to see the state of Texas secretly incorporating biblical references into elementary students' curricular materials. There is occasional information about other religions but not representative of all of the students in our schools. As a former English teacher, I know that Goldilocks is not a story that requires comparison to a biblical text to be understood. The only time explanation of these biblical connections is relevant is when a literary text mentions a biblical place or allusion that students might not understand, but this curriculum weaves it in in unnecessary places and to the exclusion of other religions. Also, the lack of transparency from TEA is an additional problem about the creation of this product. How can a state agency receiving my tax dollars be unable to tell me where the content came from or who wrote it?

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Carolyn Foote, ZIP Code 78745

**Publisher Response:** Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is fundamentally against the constitution of separation of church and state. By not keeping the Christian Church out of our public schools, we are not adequately preparing our youth with critical thinking and reasoning skills and are attempting to indoctrinate and alienate our students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Leah Joelson, ZIP Code 75204

**Publisher Response: Reject**

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am not interested in having Bible stories taught in public school. I believe in church and state separation, and this is not appropriate. You are responsible for educating all students in Texas. That includes those who are not religious or come from other religious traditions. You need to represent all text and not just those who are deeply religious are deeply conservative

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lyn Jackson , ZIP Code 79413

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890727480)**

**COMMENT:**

The word mythical is repeated before each mention of (lowercase) god. I haven't seen this in other texts that address the Greek gods and goddesses and the repetition makes the reading a bit cumbersome. The entire text makes it clear that these are mythical gods. I think the language would be more concise without the repetition of "mythical" each time.

**Page Number:** 18

**Location:**

End of the page - Hephaestus, Aphrodite, Athena, and Ares

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Brigit Locke, ZIP Code 78154

**Publisher Response:** Reject

Grade 2 Unit 3 Lesson 1 has been revised.

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890722676)**

**COMMENT:**

President Lincoln was NOT "determined to end slavery." He didn't like it, but he wasn't determined to end it and rather wanted to unite the country for the sake of unity and send black people to a land establishment outside of the U.S.

**Page Number:** 194

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Melissa Harcrow, ZIP Code 79928

**Publisher Response:** Accept

Grade 2 Unit 7 Lesson 5 has been revised.

**COMMENT:**

Devoting an entire lesson (lesson 2) to the Great Awakenings and the Founders in a unit focusing on the American Civil War is very odd. The discussion comes across as anachronistic and out of place. The lesson also gives undue credit to the Great Awakenings for shifting views on slavery. Enlightenment philosophy, with its emphasis on the equality of all people, was also an important contributor. As the lesson rightly notes, other factors contributed to a decline in the practice of slavery as well as to shifting views. A lesson on views of slavery before the mid-1800s definitely should discuss religion among other topics, but the way this lesson does so gives a misleading impression.

**Page Number:** 20-35

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 2 Unit 7 Lesson 2 has been revised.

**COMMENT:**

"Many people played a role, but none as big as Lincoln. The war had aged him like it did Lee. He wanted what was best for millions of people and it was a heavy burden. Why do you think the war aged Lincoln? Through it all, Lincoln stayed true to his moral beliefs informed by the Bible, that he was a humble servant who made mistakes like any man. What does it mean to be humble? Lincoln once said, "I know that the Lord is always on the side of the

right. But it is my constant anxiety and prayer that I and this nation should be on the Lord's side." As the war progressed, Lincoln believed that God wanted slavery to end. He believed God wanted to use the Union to make it happen. Lincoln's determination, bravery, and leadership led to the end of slavery. How do you think Lincoln showed determination to end slavery? The Civil War was won by the Union in 1865." Lincoln's role in preserving the union is being co-opted by conservative Christians to create an argument for the moral superiority of the Bible. The full historical picture is that figures on both sides of the Civil War used the Bible to justify their actions in support and against the institution of slavery. Teaching 2nd graders that Lincoln was right because he was informed by the teachings of the Bible is simply propaganda.

**Page Number:** 201

**Location:**

Under Show Image 12A-5: President Lincoln (top of page)

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Cynthia Tenaglio, ZIP Code 77015

**Publisher Response:** **Reject**

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

Winthrop "gave a sermon, or a speech that a pastor or preacher gives to provide religious instruction and guidance, where he described his vision for the new American colonies.... Winthrop was telling the settlers that Americans must live in the way God called them to live, as an example to the rest of the world."

Explanation: It is factually inaccurate to suggest that Winthrop was describing his vision for the American colonies (plural). He was describing his vision for one, particular colony, the Massachusetts Bay Colony. As such he was not making broad claims about "Americans" in general. In any case, these "Americans" were, in fact, English, living in an English colony and answering to the British king. Winthrop, as governor of the colony, answered to the British king. This sermon was not about "Americans" as the teacher's guide suggests. The description of Winthrop's sermon should not



attribute to it a broader scope than it actually had.

Correction Source: <https://firstamendment.mtsu.edu/article/john-winthrop/>  
<https://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dr...>

**Page Number:** 28

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 2 Unit 7 Lesson 2 has been revised.

**COMMENT:**

"Answers will vary, but students may focus on groups of people, like the many Christians, who wanted to abolish slavery"

Explanation: By emphasizing that "many Christians" wanted to abolish slavery while omitting the fact that many other Christians wanted to preserve slavery, this sentence conveys an inaccurate message about Christian opposition to slavery. There were Christians on both sides of the debate.

**Page Number:** 35

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

Sentences like the following give the factually inaccurate impression that Christianity was associated primarily with abolitionism: "At the time of the American revolution, many anti-slavery Americans held strong Christian religious beliefs." "These Christians were absolutely against slavery, no

matter what it did for the economy." In fact, many Christians supported slavery and defended the practice with theological arguments.

Explanation: I agree with the curriculum writers that students should know about the religious motivations of many of the abolitionists, but students should also learn that defenders of slavery also often had religious motivations. Christians and Christianity were \*not\* solely on one side of this debate (unfortunately).

**Page Number:** 45

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. The OER product addresses historically sensitive topics in an age appropriate manner.

**COMMENT:**

My understanding is that the inclusion of the Bible was intended to bring greater meaning to the subject matter. The understanding of Lincoln's quote "a house divided cannot stand" is not deepened by the inclusion of Jesus's saying. I do not think this is a valuable incorporation of religious text and may lead families to believe that a teacher is teaching religious content that strays from the TEKS.

**Page Number:** Page 81

**Location:**

End of the page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Vito Ruiz, ZIP Code 78154

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890727787)**

**COMMENT:**

While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American history. The curriculum cherry-picks Founding Era history to tell a one-sided story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring concerns about government intrusion into religion and the "no establishment" principles that led to the First Amendment of the U.S. Constitution. In doing so, the curriculum threatens to distort what America's religious freedom means. There are also numerous factual errors in the curriculum itself, some of which are included below. The curriculum overemphasizes the importance of religious freedom relative to other motivations and freedoms. Starting in Kindergarten, students are taught about religious freedom as the primary reason for colonizing the land that would become the United States. (See Kindergarten, Unit 6, Lesson 4, p. 56). The teaching is reinforced in Grade 1, Unit 8, Lesson 1, p. 15: "[The English] were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose." In Grade 1, Unit 8, Lesson 3, which covers the First Continental Congress of 1774 and the reasons for revolution, religious freedom is invoked as something that motivated the separation of the colonies from England. In Grade 1, Unit 8, Lesson 12, religious freedom is noted as the sole example of British oppression of the colonists (see p. 175: "Do you remember what the British were trying to control? [Remind students that one of the many things they

tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]”). This is not supported by historical evidence; the lack of democratic control under the monarchy and taxation without representation motivated the revolutionaries. In Grade 2, Unit 9 and Unit 10, religious freedom is mentioned 60 times. The repetition is noteworthy and misleading in ways that should cause skepticism about intent. In Unit 10, p. 55, teachers are told to: “Explain that one of the reasons people have religious freedom in the United States today is because when our country was founded, it was founded by people who wanted religious freedom. Many people left England because, in England, they did not have religious freedom. They could be punished if they didn’t practice religion the way the government of England required. These early founders of our country wanted to make sure that here in America, everyone had the freedom to worship as they believed without the government telling us how.” Religious freedom is an appropriate topic for study and should be explicitly linked to constitutional protections, including the First Amendment. We understand that the religious freedom history is important and not so simple. In light of our country’s history of slavery (which the curriculum fails to discuss as part of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may threaten to harm an accurate understanding of the importance of religious freedom. Similarly, the curriculum notes that Washington and Jefferson knew slavery was wrong, without acknowledging that they were slaveholders. There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: “Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom.” Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase “which is an expression of religious freedom” should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. There are also factual errors with regard to the omission of relevant history

with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: “The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named ‘Plymouth Rock,’ after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America.” Historians have found that “no historical evidence exists to confirm Plymouth Rock as the Pilgrims’ steppingstone to the New World” and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>) In addition to the misleading presentation of and disproportionate emphasis on religious freedom, the curriculum cherry-picks Founding Era history to tell a story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring “no establishment” principles that were critical to the protection of religious freedom. One of the most egregious examples is in Grade 1, Unit 8, Lesson 3, titled “The First Debate.” It focuses on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the “no religious tests” clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: “Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)” This interpretation of this episode in American history fits into a “Christian nation” mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S.

government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible.” There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: “The Liberty Bell's inscription is from the Bible (King James version): ‘Proclaim Liberty Throughout All the Land Unto

All the Inhabitants thereof.' This verse refers to the 'Jubilee', or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message." In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Accept

Grade 2 Unit 10 has been revised.

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890724380)**

**COMMENT:**

Government attempts to insert Bible studies in the curriculum are unconstitutional and insensitive. Forcing our students to learn about Bible stories is a lack of respect towards their creeds and ethnic culture. It is actual indoctrination. I hope that politicians involved in public education, as well as educators involved in politics, all of them possibly being part of the committees in charge of approving this scheme, reconsider their positions.

Even if the majority of them believe in the viability of this scheme, do not forget that public education is supposed to be learner centered, not religion centered. Also, bear in mind that democracy is not just the power of the majority (Christians, I assume), but the RESPECT to the minorities (non Christians).

**Page Number:** unknown

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alejandro Garcia, ZIP Code 77346

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: OER K-5 Reading Language Arts\_Grade 2 (ISBN: 9798890724649)**

**COMMENT:**

Dear SBOE, we must return to fundamentals where children learn about Judeo-Christian history and values. Many of our founders learned to read just using the Bible. And all the great literary works have references to the Bible. Please start teaching the Bible again. Sincerely Gail Anderson

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Patricia Anderson, ZIP Code 78403

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**



there are those in Texas who supports including an understanding of the Bible in public school education! This gives kids the academic Judeo-Christian knowledge they need to understand our literature, laws, and traditions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brandon Hines, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

## **ELAR, Grade 3 (IMRA)**

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

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: N/A)**

### **COMMENT:**

As a Christian mother, I am opposed to governmental promotion of any religion. I do not want my children taught the Bible in public school. Please do not pass curricula requiring teachers, some of whom may not be Christians themselves, to teach our children the Bible. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Zipporah Vaughn, ZIP Code 77705

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please do not teach the Bible stories from a supposedly Christian viewpoint in education. You will be opening the door to many issues like kids of different faith how will they feel? Teachers need to focus on the needed skills for education such as Math, Language, reading skills, history( can be taught as historical source, not preaching source) and science . Why put more pressure on your teachers and open them up to this type responsibility? Teachers are overwhelmed with already crazy requirements. Thank you for this opportunity to voice opinions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kristi Staley , ZIP Code 75966

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Christian I STRONGLY disagree with teaching the Bible as curriculum of any kind in the Public Schools. I will take my children to the church of my choosing to teach them through the faith tradition I would prefer them to learn within. Even Protestants and Catholics view scripture differently inside our Christian heritage. Do NOT muddy the waters. Leave religion out of public education!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Paula McLaughlin, ZIP Code 78717

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Dear TEA, I am writing in opposition to the revised reading curriculum for grades K-5. If we are truly a pluralistic democracy and we are invested in teaching our students about cultural references, then it is equally important to recognize all faith traditions, and to recognize atheists as well. One religion cannot be favored over another. We will not allow our children to be indoctrinated into ways of thinking that encourage blind faith and discourage asking questions. Such a curriculum is also unfair to teachers, as it encourages bias and forces them to compromise quality of information. Recent research into our K-12 curriculum has been eye-opening. The degree to which Christianity specific ideas have already infiltrated our children's teachings is unsettling. Engel v. Vitale, 370 U.S. 421 (1962), was a landmark United States Supreme Court case in which the Court ruled that it is unconstitutional for state officials to compose an official school prayer and encourage its recitation in public schools, due to violation of the First Amendment. However, most organizations believe religion can be taught in school as long as the curriculum does not advance or endorse a particular set of religious beliefs. In reality that is not what has been taking place. More recently, the Texas GOP 2024 Platform voted to add mandatory Christian teachings in public schools and replace school counselors with chaplains. Requiring public schools to teach "the bible, servant leadership, and Christian self-governance" is divisive and unlawful. HISD and Katy ISD recently rejected a proposal to replace school counselors with religious chaplains that give wellness counseling "from a traditional biblical perspective." How is such blatant unconstitutionality being allowed? Our public education system should be a reflection of the richly diverse and

multicultural state that we live in. I strongly urge you to please do your part in ensuring that our children's place of learning and growth does not turn into our politicians' playground for spiritual warfare. Sincerely,

**Page Number:** N/A

**Location:**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

**URL to Content:** N/A

**Submitted by:** Lisa Gianukos, ZIP Code 77018

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm writing as a concerned parent regarding proposed curriculum that would have teachers give lessons on the Bible. As a Christian, I find this invasive and inappropriate. It is my job as a parent to educate my child on Christian principals and explain the Bible to them in a way that I find appropriate. On top of that, I'm a firm believer in the principles of our country — separation of church and state. Public schools receiving tax dollars should keep religion out of the classroom. Especially when the curriculum is only focusing on one religion.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Leah Campbell, ZIP Code 77094

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose teaching the Bible in public schools. The First Amendment prevents the government from creating or establishing a religion, and thereby prevents the power of the government from expanding beyond civil matters. The First Amendment also protects people's right to worship however they choose, or to not worship any God at all.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lynda Miller, ZIP Code 78634

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Grandparent I am submitting my testimony against using the Christian curriculum and teaching the Bible in Texas Public Schools. There should be no introduction of Christianity in our Public Education curriculum. The Bible and religious teachings belongs in the home and churches. Public Schools are NOT the place to teach the Bible. The Bible is a complex book with many different versions. Indoctrinating our Texas children to Christian teachings in a Public School setting is wrong. If parents want their children to learn the

Bible, they are responsible for providing that source of instructions. There has to be a separation of Church and State. Our Country was built on that separation. We should respect that separation. I respectfully ask that you refrain from approving the Christian curriculum. Please No teaching of the Bible in our Public Schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rebecca Hughes, ZIP Code 76116

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I opposed this new christianity infused curriculum. The state Board of Education should not approve this. The government should not be elevating one specific religion over other religions. Schools are for education and should not be used as an attempt to indoctrinate or convert students. Religious teachings/preaching should be left up to the parents, in their own home, not it school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Arrazola, ZIP Code 77573

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Good evening, I believe that the constitution clearly states that there be a separation on church and state. Preaching and bible stories are for the church to teach, not our public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Michael Curry, ZIP Code 77386

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm an atheist in Round Rock. We are an atheistic family. We have many friends of many faiths - and have no problems with that in our day-to-day lives..... On the other hand - when my kids enter their public schools here in Round Rock - the story changes. My kids are forced to see "In God We Trust" signs everywhere (donated by a private company that claims to be America's only Christian Mobile Network - that claims proudly to have injected Christianity into public schools). They have to listen to (and are encouraged to take part in) the pledge every morning that includes the "One Nation Under God" phrase added in the era Eisenhower to keep the scary commies away..... Now they are forced to listed to Bible quotes as part of their curriculum.... in PUBLIC SCHOOLS. I'm guessing the folks that passed this never read the very first amendment to the Constitution of the United

States - or have zero concept of the Establishment Clause. I'm also guessing these folks have no idea that the founding fathers were, mostly, against a state religion, and wanted - as Jefferson put it - a wall of separation between church and state. My kids have Hindu friends, Muslim friends, atheist friends, as well as Christian friends from many denominations. None of these children should be indoctrinated into the "Texas Approved" version of Christianity in any public school - that's what private religious institutions are for. This needs to stop..... or we'll soon be finding ourselves a new state to have our kids educated in.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Matthew SLAUGHTER, ZIP Code 78665

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please stop forcing religious content into public school curriculum. This is not separation of church and state and should not be taught in a classroom. Religious text is not fact and should not be taught as such.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Morgan Young, ZIP Code 78610

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Resources for public curriculum should be not have religious texts. Only appropriate way to incorporate religion is in a multi-cultural study unit or course. Do not prioritize or present as fact one culture's BELIEF system and certainly don't present it as factual history. Do not make teachers blue the line between fact and fiction.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ellen Smith, ZIP Code Texas

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The Bible lessons in this curriculum are completely inappropriate to our students' educations. As a Christian parent, I believe that it is my fundamental responsibility and duty to bring my child up in that faith. It is not the school's responsibility. It is the job of schools to teach our children to think critically and for themselves. In addition, it is wildly inappropriate for teachers to be expected to provide religious lessons to students. That belongs in church. My neighbors of differing faiths deserve the same respect for their religions as I expect of my own. Trying to indoctrinate their children in any other religion is not acceptable in any fashion.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Nancy Mclellan, ZIP Code 77381

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Teaching the Bible in class is not appropriate for elementary aged children. Lessons on Christianity as a religion should not be covered any more intensely or deeply than any other major world religion. Public school is not Sunday school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mary Coles, ZIP Code 77382

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Keep religion out of public elementary schools. This is outrageous and completely inappropriate.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amber Henry, ZIP Code 78210

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Any elevation of the Bible, reference to biblical stories, or teaching of biblical scripture is a violation of my child's right to religious freedom in a public school. It is not appropriate and should not be included in instructional materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica Bacak, ZIP Code 78702-4812

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am firmly opposed to having any Bible stories or Bible teachings taught in Texas Public Schools. Church and home are the places for that. I am very disappointed that the State is trying to indoctrinate our students with Christian teachings. It is not their job and they need to stay in their lane. Please keep your religion out of our schools. We don't want it or need it. Put your focus on something that would actually be useful. Like paying teachers more.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Julie King, ZIP Code 78626

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing to express my strong desire for the State of Texas to NOT adopt curriculum that would include reading of the Bible to our Texas public school students. Adopting this curriculum would be a blatant failure of the separation of church and state. The fact that the bill would give immunity to teachers who teach this is proof and point to that fact that this would violate the constitution. Without equally including all world religions' text, this is a bold and brazen bias toward Christianity. There is a time and place for the discussion of religious text-in the home, around the dinner table and at places of worship. Public schools are not the place. Furthermore, I am outraged at the notion of tying student funding to the use of this curriculum. It is WRONG. Please use your common sense and refuse this type of curriculum in Texas public schools.

**Page Number:** N/A

**Location:**

I am commenting on the curriculum that would include Bible reading to elementary students. I don't have specifics on the curriculum pages other than ie for 3rd grade pg 238 having the suggestion of singing "Away in a Manger". And on pg 248 the text of Jesus death and resurrection.

**URL to Content:** N/A

**Submitted by:** Kendra Zachrison, ZIP Code 78619

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a parent, I do not want you to teach my children Bible stories in the classroom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jennifer Rodriguez, ZIP Code 78660

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The government should teach all religions equally if wants to teach one. Don't make public schools into Sunday schools! Do not adopt this curriculum!!!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rachel Kimball, ZIP Code 75010

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

You should not be injecting Christian ideology in the classroom. The same people who scream indoctrination that isn't happening from the left are the same people indoctrinating Christianity in education. Imagine if these texts books focused on Buddha or the Muslim faith, you would be outraged. It's ridiculous that we even need to be worried about indoctrination when we already have to worry about safety.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jaime Hunter, ZIP Code 78415

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The literal teaching of the Bible as factual and actually historically accurate should not be incorporated into studies. It is an infringement on rights and falsely presumes the United States to be founded on Christianity (which the founders warned against).

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ann Evans, ZIP Code 78628

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a life-long Texan and Christian, I am appalled that politicians are attempting to bypass the constitutional statute separating church and state by mandating that the Bible be taught in Texas public schools. This is a disgusting attempt to indoctrinate our most vulnerable citizens, and a terrifying step towards Christian Nationalism.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amy Bushong , ZIP Code 77429

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religion belongs in the church not in the schools. As a Christian, I understand that there are others that do not believe as I do. Forcing it down their throat or offering extra money to school districts for offering religious teachings is opening a Pandora's box. Have you considered that not all believers believe in Christ? Are these children also going to be taught about Satanism or Wicca? Let the parents teach these children about their religion and use the money you were going to spend on this and give teachers raises so they don't have to buy supplies for their classrooms with their meager earnings! Good grief!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Yolanda Vasquez, ZIP Code 78664

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I no longer have children in public school, but I do have grandchildren in public schools in Texas. It has come to my attention that the TEA wants to add Bible-based English lessons to their grade school curriculum. As a



Christian and an American (and as someone who pays property taxes in Texas), I think this is a horrible idea - and possibly unconstitutional. I do not want the STATE (that's you, TEA) indoctrinating my grandchildren (or ANYONE's children) in ANY religion - even if it's my own. It is not your place. Stop it.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Elisabeth Etnyre, ZIP Code 78247

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Christian and patriot, I understand the importance of both sides of the coin. However, our constitution is what gave me the ability to understand the importance of separation of church and state. It is the constitution and its principles that remind me of the importance of why this is necessary. What if the tables were turned and states pushed for Atheism to be a standard subject with disregard to all religions. This is a big step in the directions of communist China and any Christian faithful to its doctrine would see how this is not for the good of the religion. Please stop this from being implemented—it's a disaster waiting to happen and it will be at the hands of anyone who votes to allow this.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Victotia Flores, ZIP Code 76904

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Church and state should remain separate according to our constitution, I do not agree to have my taxes fund the teaching of the Christian bible.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica Graham, ZIP Code 78722

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a Christian that believes in separation of church and state. Teachers should not be teaching the Bible in school. Especially when there is not equal representation of faiths. This is very alarming to me.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephanie Showalter, ZIP Code 75013

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Parents are responsible for choosing and implementing religious instruction for their children. It's our right. Public schools are for education, not indoctrination. There should be no increased content on Christianity, and religious tenets of any faith should not be taught as facts. This is a fundamental parents' rights issue, this would be indoctrination, this wastes precious learning time when our children in Texas lag children in other states in basic reading, writing, and math. We must educate our children in the basics and leave religious instruction decisions to parents.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amy Chanmugam, ZIP Code 78216

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a community member, taxpayer, and parent, I feel it is important to include references to our Judeo-Christian history in our curriculum so that students fully understand the foundation of our nation's laws and traditions.

Please do not allow these references to be removed from the curriculum in our state's public schools. Our state and nation were founded on these Judeo-Christian principles.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kerry Huffman, ZIP Code 75033

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Public schools are not Sunday schools. Or as Governor Abbott is fond of saying: 'Schools are for education, not indoctrination.'

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Dede Griffin, ZIP Code 77539

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Is 3rd grade an appropriate time to teach the Bible in school? If so, why aren't other faiths included? Texas TEKS says students must know about cultures and beliefs. I'm concerned with how students of different faiths will feel. Parents must disciple their own children, but in public schools, that becomes indoctrination. I'm concerned about teachers who can't maintain

neutrality will say. I'm confused because the Bible isn't even allowed in some public school libraries. Choosing curriculum is important and all students need to be considered.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Maile Quindara, ZIP Code 75077

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a parent and have taught Sunday school for over a decade. I do not want a teacher, or the public schools, teaching my child about our faith. It is my right as a parent to direct their spiritual formation without interference. It also mixes religion and state power in unacceptable ways, which always ends up hurting both the state and the church. Our founding fathers were wise to separate them and we should respect that.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Janet Petersen, ZIP Code 75080

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religion does not belong in Texas PUBLIC schools. I am a Christian and believe religion should be handled at home and church, not in the public school classroom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christy Almond, ZIP Code 78006

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not agree with the teaching of Biblical stories in our classrooms. As a teacher I always create a classroom community that is diverse, accepting, and welcoming of all cultures. Forcing teachers to teach a Christian curriculum, is not showing others that we accept them as who they are. We are a country that is proud of our multicultural heritage, and we need to make sure that we continue to make others feel welcome in our classrooms. Forcing students to learn about Christianity without being inclusive of other cultures and religions is not the way that we show how we are welcoming and loving of others. There's also leads out teachers who do not, from Christian backgrounds, forcing them to teach a religion let is not of their own.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sarah Magnuson, ZIP Code 76708

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Strongly opposed. Freedom of religion and freedom from religion!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ken Marcy, ZIP Code 76205

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Being a retired teacher, I strongly agree that our children today, need to have their education include lessons relative to Biblical stories and concepts. The "ELAR" Curriculum would be beneficial for all children to learn how the Biblical traditions have been an important development of their nation that they live in. With this Judeo-Christian knowledge, the children would have a better understanding of our literature, laws, and traditions. I sincerely hope that the SBOE approves this curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jan Kettenring, ZIP Code 78418

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am not in favor of adding biblical references into Texas elementary curriculum. Although I am a Christian I firmly believe in the separation of church and state. I do not think Christianity should be foisted upon students who are not of the Christian faith. By the same token, I do not think Muslim, or Hinduism or any other religion should foisted upon students of other faiths.

**Page Number:** N/A

**Location:**

General curriculum

**URL to Content:** N/A

**Submitted by:** Craig Mason, ZIP Code 77573

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am against teaching bible stories in public schools. The State of Texas removed lessons on Judaism, Islam, Hinduism, and Buddhism — but added multiple sections on Christianity. And the state law that created this



curriculum explicitly grants immunity to teachers from accusations of violating the Establishment Clause of the United States Constitution — also known as the separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Annie Sikes , ZIP Code 78660

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please do not teach the Bible in Texas Public Schools. I am Christian and want to handle teaching religion on my own and through church, not through the government. Students and teachers across our state have varied beliefs, and this sets them up for numerous problems in the classroom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Denise Stokes, ZIP Code 75013

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I have been made aware the curriculum under review includes explicitly Christian narratives and Bible stories. As a Christian and a parent, I fervently believe my children's religious teachings should be handled in our home and at our church. I do not believe our public school systems are equipped to hire educators that can do justice to both standard curriculum AND my sacred religious teachings. Please keep my sacred texts out of our public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Taylor Willis, ZIP Code 76450

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am against the use of the Bible or any Christian themes in public education unless the schools want to spend time teaching about all religions. This is not what my tax dollars should be used for.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Getaldine Creighton, ZIP Code 77449

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It has been brought to my attention that public schools are allowed to teach the Bible in classrooms. Currently my children are too young to attend public school, and I pay for them to attend a mother's day out at a Baptist church. This is my choice as a parent, and I have chosen to pay the money for my children to attend. We personally do not identify as any religion but again it is my choice to have my kids attend this program to learn and socialize. In public school my taxes are also used to fund the school which is fully controlled by our government. The declaration of church and state should be instated by the government who accepts all of my property taxes. Which is around 2,000 a year. I make no choices where my taxes go therefore the curriculum regarding the Bible should not be a part of a lesson plan. As a non-religious family, I do not wish for this to be taught to my children. There is a church down the street that I can take them to learn if it is so my choice. Teach my children math. Teach my children English. Let them be in PE. Do not use my taxes to teach them a religious text that plays no part in my life. Leave this to the parents please.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Hall, ZIP Code 76088

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The reason that our forefathers settled in America was because of religious persecution in their countries. The freedom to practice their religion was a driving force for them to immigrate to the United States. By mandating a religious exercise of christianity over other religions is a form of religious persecution. The beauty of our constitution which mandates the separation of church of state, ensures the ability to practice any religion without interference. children come to our public school to be educated in the core subjects, not religion. Public schools allow the integration of children from all religions which encourages shared thinking , and learning about other cultures and religions. Indocrination of one religion is not the charge of public schools. This curriculum defeats the underlying principles of our great constitution and country.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Roger Bresnahan, ZIP Code 78209

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I object to faith texts being used in elementary schools, unless a broad array of faiths will have their texts included also. This is a blatant attempt to promote Christianity in the government-funded schools, and I want no religion to be promoted that way.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Carissa Hunter, ZIP Code 75751

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I DO NOT want religion in anyway taught in our public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Heather Salgado, ZIP Code 79403

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I appreciate very much the cleaned up Amplified K-5 Reading Language Arts. I am very positive and excited! Grade level appropriate Christian values Biblical stories added Cleaning up CRT.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Michelle Olson, ZIP Code Texas

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

Almost every ISD in Texas voted against having chaplains in schools. Clearly Texans respect the separation of church and state. Please don't allow the promotion of Christianity in our public schools. We can switch churches if we don't like the message. It is much more difficult to change schools. Give us the freedom to be in control of our children's religious education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tiffany Martin, ZIP Code 79109

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

We have four children in Austin ISD grades 2,3,4 and 6th. We absolutely oppose the teaching of the Bible that is being proposed. Public school is not Sunday school, and Abbot says school isn't for indoctrination! My family are not of Christian faith but we sure are tax payers! No!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mj smith, ZIP Code 78666

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a 7th generation Texan. I do NOT support teaching the bible in Texas schools. Freedom of religion and separation of church and state are foundational blocks upon which our nation stands.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ashley Budd, ZIP Code 78757

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I served on the Frisco ISD School Board for many years in the late 1980s and early 1990s. For several years I served as the President. I helped chair the Frisco ISD bond committees when they started to grow. I have seen the decline of Texas schools firsthand! My daughter brought this new curriculum to my attention. I previewed much of it and was very impressed with the way it is laid out. Our teachers and students need more structure, and this curriculum will provide that. I also love that the Bible was brought

back as a tool for historical reference and as a source of teaching literature. It will be exciting to see if the schools that select this curriculum show much greater gains in achievement scores than those who don't.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Diane Miller, ZIP Code 75034

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am opposed to the language and references to the Christian Bible. They have no place in public schools. First of all the selected entries seem to be fundamental pillars of Christianity. And the King Solomon story reads and implies that the story is a straightforward fact. As a Christian myself I have to question the inclusion of these stories in the text. I feel it will portray us Christians as bigoted, thrusting our beliefs on entire classrooms. As an American I am appalled that this is even considered acceptable, seeing this as a clear violation of the 1st Amendment. And the Texas Legislature knows this too which is why a teacher immunity clause is included in House Bill 1605. As a parent I am deeply concerned that this cause more contention, discontent and division against those who are not Christian. Thus potentially leading to more violence in the schools. Creating a snowball effect that can lead to increased school shootings. And bring more scrutiny and prejudice to Non- Christian. There are other ways and material to improve vocabulary and background knowledge. And by omitting other religions and beliefs from the curriculum is not improving background knowledge. I urge you to not approve the curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Johnny Sanchez III, ZIP Code 78233

**Publisher Response:** Reject



No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Vikramjeet Kaur, ZIP Code 77433

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This proposed material violates the freedom of religion clause of the constitution and it should not be adopted. It belongs in church, not in public school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donald Max, ZIP Code 78746

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am opposed to teachers having to teach Bible stories in the classroom as part of their instructional materials. I am a pediatrician and a Christian and I do not think this is appropriate and is an extra burden on our teachers. I believe parents and teachers of theology should teach Christian theology, not a 3rd grade teacher.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Deborah Countie, ZIP Code 78726

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The idea of forcing teachers to elevate Christian ideals above others is abhorrent and seeming right on par with politicians agendas that have nothing to do with educating children and all to do with pandering to the Christian right. Please keep religion out of the public school experience. It's already hard enough for children who are raised differently than white Christians in this state. Please don't make their lives more difficult by elevating one groups beliefs over others.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brian Gray, ZIP Code 78681

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It's hard to be different as a kid. If you're a Jewish kid going to Texas public schools; if you're a Muslim kid going to Texas public schools; if you're a Hindu kid going to Texas public schools – it's hard enough. Now their teacher is teaching Bible stories at the front of the classroom because some politicians here in Austin are forcing them to do so — with little to no representation for their faith traditions. I'm concerned with how that will

make them feel and how that will make their lives harder. Public schools are not Sunday schools. Or as Governor Abbott is fond of saying: 'Schools are for education, not indoctrination.'

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christine Stevens, ZIP Code 78705

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Dalvir Kaur, ZIP Code 77433

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is not only inappropriate you are asking teachers who have no religious studies training to misinterpret biblical readings

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Diane Roberts, ZIP Code 75080

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Since before Sir Isaac Newton, religion has been an integral part of education, taught and advanced through clergy and other Biblically based societies. The original schools of higher education in the United States were religious-based, and even in Texas, the oldest college of higher learning was founded by preachers and ministers. Our very Constitution used Judeo-Christian morals in its framing. Then the principle of Separation of Church and State was construed to apply to education. The previous centuries of religion and morality, taught in schools, has gradually been sucked dry. Most schools don't even raise the flag or pledge allegiance. It's a wonder we have

retained the "National Anthem" at sporting events. That being said, it is so refreshing and in the face of "modern" thought, to have an entity as yours try to reverse a century-old trend. The Bible is replete with fundamental statements and stories that are alluded to and quoted in literature. To give the Bible credit for its influence over the centuries is a noble feat, and I am behind your efforts completely. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Sears, ZIP Code 79714

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Being a Christian is great—but not everyone is Christian. This curriculum would be harmful and exclusionary to non-Christians and should not be approved. Religion belongs in church, and I do not consent to my tax dollars paying for public school curriculum that forces Christianity on children. This would be counter to “education, not indoctrination.” That said, if the Bible is allowed into curriculum, you must also allow texts from other religions, including Judaism, Islam, and even Satanism. Federal courts have already ruled on this matter. Finally, which version of the Bible does the curriculum plan on teaching? Even among Christians, there is no agreement on which version of the text is the true one.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Allison Peeler Mitchell , ZIP Code 76209

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a former elementary school teacher in HISD. I oppose the proposed change to the elementary school curriculum that teaches the Bible as a historical text. Particularly considering that this proposed change eliminates references to other religions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Katie Cisneros, ZIP Code 77008

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

If my child's 3rd grade public school teacher attempts to teach about the resurrection of Jesus Christ in English class, my child will be debunking the very core tenet of Christianity to every little believer in the classroom. We respect other people's religion explicitly until it is forcibly taught in a public, secular environment. We will no longer sit by quietly while abject indoctrination occurs in public schools or any other public sphere. If you want Johnny to not question his religion, I suggest you teach religion IN CHURCH. If religious dogma is taught in public school, expect for Johnny to have his belief system rocked and for the seeds of doubt to be planted deep and early. Also be prepared for Johnny to get an education on the

Establishment Clause of the Constitution. Agnostics and liberals will literally be created by myopically choosing to expose Jesus' death fable to children who understand the fundamentals of science, reason and curiosity.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christen Watson, ZIP Code 77459

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I vehemently oppose the teaching of the Bible as truth in our public schools. My children are culturally Jewish and non-religious (atheists). They are morally upstanding citizens of this country even without being raised as Christians. To mandate the teaching of the Bible as a true historical text is beyond comprehension. To teach it as part of a literature class seems more appropriate so that ideas can be discussed in an appropriate manner cognizant of many religious or non-religious views. But teachers must be open to other viewpoints even if it includes those held by non-believers. The Bible seems more appropriate to be taught at the college level rather than in elementary or secondary schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Deepa Block, ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am opposed to the content of adding teaching the Bible in the curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ashlie Bausley, ZIP Code 75773

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am concerned about the inclusion of Bible stories in our ELA curriculum. If they are to be included, then there should also be stories from other faith traditions as well so that students have a well-rounded view of all faiths. Public schools are not the place for students to be indoctrinated into one religion over another. Schools are not churches.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mary Woodard, ZIP Code 75115

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a retired public school elementary educator with 32 years experience in the primary grades. I am also a devoted believer and follower of Christ. Nonetheless, I STRONGLY OPPOSE teaching Bible as part of the elementary school curriculum. Texas public schools have the responsibility of offering an education for ALL students, regardless of their religious background and beliefs. Non Christian students should not be made to feel uncomfortable or inferior because their religion is not being taught. If we teach Bible that is geared toward Christian students, then in order to provide an equitable education, all other religions should also be taught. Texas public school teachers carry enough burden for teaching core subjects. Public school is NOT the place for teaching religion. This should be left to parents, along with their churches, synagogues, mosques, etc. Politicians who have no educational experience should keep their efforts focused on addressing the problems they have been elected to fix — they should be supporting public schools and not misappropriating tax payers' money for school vouchers, and they should keep their noses out of curriculum decisions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Priscilla Eaker, ZIP Code 75605

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Distinguished Members of the State Board of Education: I write as a concerned Texan. There are those among us who wish to alter, change or purge our history. The history of our country is unlike any other. People of all nationalities, races, religions and cultures make up this country, but in the beginning our forefathers founded this country on Judeo-Christian values. They came here to seek freedom. Our Constitution and our laws are Bible-based. This is valid, irrefutable history. Our school children should be taught the truth about where we came from, who we are and why. Please do not allow any group to change the truth. You have been given a tremendous responsibility. God is watching and your decisions will be recorded by history. Please protect the truth.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Paul Lozuk, ZIP Code 78404

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose the proposed curriculum in which christianity is grossly overrepresented. There should no mention of bible stories, or christian teachings in our public schools. This just serves as form of indoctrination and a way to alienate those of other faiths. It also violates our establishment clause - separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Leticia Bresnahan, ZIP Code 78209

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Inclusion of Bible verses in the curriculum of Texas public schools is an unconstitutional intrusion of religion into the public sphere. No Biblical text should included in any course unless it is a comparative religion course that is taught in an even-handed way presenting all religions in the same light. The Ten Commandments are not the basis of the law in the U.S. If they were, then why isn't adultery illegal? Why isn't disrespecting your parents illegal? Why isn't cursing illegal?

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Baumgardner, ZIP Code 78727

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious stories have no place in public education. They are not to be taught as facts or history to public school children as they are not factual. Unless you are teaching stories from all religions, Christian stories have no place in public school curriculum. Public school is for all children of all religions, backgrounds, and faiths.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Laura Patrick, ZIP Code 77375

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am fervently against using the Bible as a teaching text in public schools in Texas. I am fervently against posting things such as the Ten Commandments in public school classes, too. Other than brief historical references, to include all other world religion texts, please remove the Bible as a teaching text and do not include it in the future. People's religious beliefs are, by nature, between them and God. I would not want a teacher in a public school proselytizing my child who already has his own belief system of God. No religion of any type should be forced upon Texas children using taxpayer dollars. That is reserved to the private schools and private dollars. Separation of church and state MUST be strongly enforced and inculcating children with someone else's beliefs avoided. People who want religious instruction by someone else other than a parent should use their private dollars to pay for it with private schools that are supported ONLY by private dollars. Otherwise, the rest of us want a secular education for our children so they can make their OWN decisions including religious decisions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kathrine Seale, ZIP Code 78645

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I absolutely oppose the approval of this curriculum or any other curriculum that uses Bible stories to teach. Unless we are using concepts from every religion in schools we shouldn't be using any. This is a sad excuse for a proper curriculum. Please oppose.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Abbigale Vincent, ZIP Code 75094

**Publisher Response:** Accept

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Leave religion to be taught in church. Our teachers do not need to be theologians too! Keep religious teachings out of public schools. Period. Follow the Establishment Clause of the US Constitution.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Aaron Christianson, ZIP Code 78626

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am extremely upset that you are incentivizing school districts to teach religion by offering an additional \$60 per student. Any amount would be unacceptable. First of all, if you have extra money for schools, you should be distributing it, period. Our schools are ALWAYS underfunded. Second of all, it is wholly inappropriate to be teaching religion in schools. It's bad enough that my kids, who are Jewish, have to feel isolated when they can't eat the same food as their classmates or around Christmas and Easter. But to start integrating Christian values and Christian teachings in a public classroom is unacceptable. My kids go to Hebrew school outside of public school hours. If parents want their children to learn Christianity, they can send their kids to religious school through their Churches. If you're truly interested in empowering parents to have a say in what their children learn, this is the best answer. That way, if I want to choose for my kids to learn about religion, I can send them to religious school. Considering how close Texas is to passing school vouchers that will allow parents to put public money toward religious schools, this effort to force Christianity into our public schools is further unnecessary and inappropriate.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jonah Goldberg, ZIP Code 78539

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I previewed the 3rd Grade Reader for the OER materials. The quality of the reading selections is limited and does not promote diverse perspectives and cultures found in today's 21st century. The overall design is not appealing for today's students. Students need authentic literature that reflects contemporary topics and visuals that support learning. These materials reflect a narrow perspective.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Julie Anderson, ZIP Code 77429

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

There should not be any religious teachings at school. Separation of church and state is in the Constitution.

**Page Number:** N/A



**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mitzi Muirhead, ZIP Code 78681

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose the idea that Christianity should be taught in schools by taxpayer funded teachers. There are plenty of good Christian schools that I can send my child to if I want a Christian-centered education for them. Religion is a deeply personal experience for a family, and forcing students to learn solely about the Bible will bring more students to resent Christianity and the followers of Christianity than it will to bring them closer to the religion. Religion should not be part of taxpayer funded curriculum, unless the curriculum is a class about all religions and are equally covered and represented. By implementing this curriculum, you basically say to your Jewish and Muslim and atheist community members that they do not matter, but that you are willing to take their money.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kendall Peete, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support this program because it uses biblical scripture as a primary source. Please adopt this program for Texas children.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donna Rogers - Christman, ZIP Code 75701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I do not think it's right to teach Christian scripture as fact in public classrooms. There are many different religions represented in each classroom, and if there is time spent on religion in a public classroom then all major religions should be represented.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Pirnik, ZIP Code 77389

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Public schools may teach the Bible as an academic text but not devotional. As a Christian parent of a third grader who attends a Texas public school and a former Texas public school teacher, I am adamantly opposed to this curriculum or any that teaches Bible stories in a way that elevates them over other religious stories or texts. Public schools should be welcoming and inclusive places for students of all religious backgrounds (or no religious background). This curriculum will create an environment that is not conducive to learning, especially for students of non-Christian faiths.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lindsay O'Connor, ZIP Code 75081

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Texas resident, a product of a Texas public education, and a grandmother of three Texas public school student, I am vehemently opposed to the Bible being taught in the public schools. Religion instruction is a personal choice and is the responsibility of the parents, not the public school teachers. This country has a history of separation of church and state, and this insidious behavior of trying to make everyone Christian needs to end now.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Karin Dunker, ZIP Code 76126

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religion should not be taught in public schools. This is what Church and private schools are for. It is unbelievable that this is being considered. Separation of church and state is one of the founding doctrines of our country.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cynthia Ponton, ZIP Code 77386

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Separation of church and state. If you're going to teach religion, teach all religions or nothing. This is becoming a bias system. My child does not need to be learning about one specific religion because that is the preference of some elected officials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sarah Mattoni, ZIP Code 75078

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

No Bible teachings in our public schools, for the sake of all

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** K Kehlenbach , ZIP Code 78665

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not want bible studies taught in Texas School. It is a violation of the Establishment clause in the constitution. In addition, it will continue to drive division and discontent within our community. Public schools are for education not indoctrination.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Magnus Ohlsson, ZIP Code 77494

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The inclusion of Bible stories presented as historical fact in public school curriculum is unconstitutional. It violates the separation of church and state. You cannot remove lessons on Judaism, Hinduism, Islam, and Buddhism and then add multiple on Christianity. Religious freedom is at stake. I personally read the Bible and teach it to my kids at home. I am the parent. My children attend public school, where no one should be teaching them about religion. The public school system has plenty of things to focus on instead like core subjects of math, ELAR, writing, social studies, and science. Please leave religious texts, stories, posters of the ten commandments, and more out of public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Dunnebacke, ZIP Code 76087

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religion is a personal choice not to be forced upon by others or the government. As our constitution says the government will not impose religious beliefs on others against their will. This government action, by taking time to teach the Bible to students who may or may not be Christian, promotes religion. This should not be a part of Texas curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rebecca White, ZIP Code 76901

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please keep overtly preferential instruction on Christianity out of public school curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Leila Little, ZIP Code 78643

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Texas educator for over 15 years and a Christian for 50+ years, I cannot agree to including Bible stories in our public school curriculum. Since our country was based on the concept of separation of church and state, we cannot teach any religion in our public schools. That's not our job. I was a Sunday School teacher once upon a time and at that point it was my job, even though I was a volunteer. But as a public school teacher, my job is to teach reading and writing, math and science, and social studies but not about God, anyone's God. Families don't want teachers of different faiths, or without any faith, explaining the meaning of Christianity to their children. Stand up to Christian nationalists and tell them no, we in Texas are not going to teach religion to our children in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tammy Conrad, ZIP Code 78664

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Teaching Christianity outside of world religions, where all major world religions are discussed objectively, is not only discriminatory against non-Christian students but indoctrination of Texas school children. I am against this curriculum. It violates the separation of church and state as described in our Constitution. Parents seeking Christian education should provide their



own curriculum at home and/or through their preferred church. School in Texas is where education is to take place regarding math, science, art, etc.; it is not Sunday school. Keep religion out of schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sharon Salinas, ZIP Code 77070

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm writing to express my concerns about the legislation wanting to require studies of the Bible in our public school system. As a native Texan, Christian and parent, I do not believe that it is ethical to try to teach any religion in school at all. I do not believe teachers should have to post the Ten Commandments and I do not believe that there should be any religious influence in our children's learning environment. IF there were to be religion taught in schools, it should be a comprehensive religious history course for higher level learning. Something objective and factual, teaching about the histories and differences of multiple religions across the globe. Teaching our kids different cultures and helping them understand that people across the globe have different ways of life would help them see that it is a beautiful and diverse world that we live in. I do think that some legislators are trying to come from a good place when trying to implement something of this nature. But this line of thinking is very narrow. To think that you and Your lived experience is the only way to live and to impose that on young children so that you may indoctrinate them to become like you is a foul thing to do. Religion and morals are not mutually exclusive. There are wonderful people who come from all kinds of religious and cultural backgrounds and on the flip side, there are awful people as well. But I firmly believe that only teaching one religion as the one and only way of life will cause more

division. But teaching from different perspectives, even at just a base historical level, can foster inclusivity, respect and kindness in our children. In turn, making our future look the same.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica White, ZIP Code 76227

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not want any religion taught in public schools. This includes the Ten Commandments one of which is Thou shall not kill. This is stupid and irrational when at one time Texas led the nation in executions and every country that has a military trains it's personnel to kill. That's what militaries do.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Edmund Frost, ZIP Code 77074

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Teaching the Bible in public schools should not even be in question. Public schools are not churches, and we, as citizens of the world, need to remember that we are all different, from different backgrounds, cultures, races, religions, ways of living, etc. and the teaching of the Bible as a devotion but not other religions or religious books as a matter of general culture would definitely impact our children negatively by creating confusion and family disruption. Things totally opposite to what Jesus taught.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Maria Alvear, ZIP Code 78633

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Thank you for including the impact of Jesus and Christianity in the unit Roman Civilization. It is a breath of fresh air to see this included in Texas curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Heather Harris, ZIP Code 79707

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Having religion in any way shape or form is not acceptable. You have NO RIGHT to shove your religious beliefs down anyone else's child throats. It's gross, it's manipulative, and it's huge violation of trust.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alexandria Maughan, ZIP Code 76708

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose the teaching of biblical stories as historical facts.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Erica Darling, ZIP Code 78628

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am incredibly concerned about the teaching of Bible stories in public schools. Not only does this create a potentially unsafe, hostile, and disrespectful school environment for non-Christian students, but it is clearly a violation of the Establishment clause of the Constitution. As a parent and a taxpayer, I do not wish our state to be subject to unnecessary costs and time of fighting legislation that it will so clearly lose. This is without question unconstitutional. If parents wish for Christian education to be taught to their child in a school setting, they have the option to send their child to private, religious school. I am fine with ALL religions being taught in a secular, historical way at an appropriate age - which is not elementary school. I respectfully request any religious teachings be removed from public school curriculum, consistent with the Constitution of the United States.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Holly Ohlsson, ZIP Code 77494

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This seems a lot like indoctrination, which we should be opposed to regardless of religious affinity. Please honor the separation of church and state, which is one of the founding principles of this country.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** TOOCHUKWU EKWEMALOR, ZIP Code 77449

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not agree with religious teachings being included in my child's public elementary school education. This does not reflect a separation of church and state. From reading the section on religious texts within reading/language education it seems that Christianity is the most highlighted religion. While the United States of America was settled by Protestants from England this does not reflect the goal of religious freedom that those settlers were searching for. My children can explore religion in their personal lives. Introducing religious texts to children at a young age appears more in line with religious indoctrination than general education. I would love to receive a response. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mary Mitchell, ZIP Code 75228

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please leave teaching the Bible to my church and my home. I do not want anyone else controlling the narrative. I believe it is the parent's responsibility for religious training. There are far better choices for stories to be included if your true goal is to improve reading ability. Not to mention it is totally unconstitutional and you know that or you would not include the part about teachers being exempt from following that. In other words, it's ok to break the constitutional laws if I don't like them? Not a message I want my child to hear. are asking the already over worked and under-appreciated teachers to take on another role of the family. My family- my choice. I'm totally happy with the religious training she is getting at her church and don't need government interference.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Dayna O'Neil, ZIP Code 78623

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a parent of two elementary students in Texas public schools- and as a Christian- I am VERY concerned about the proposed curriculum that forces teachers to teach from the Bible. As a parent, I am responsible for the religious and spiritual upbringing of my children- I do not want this to come from teachers. They are trained to teach reading, math, science, history, etc. They do not have training to teach on spirituality- and, frankly, I do not want them answering the questions that inventively arise from reading the Bible. This curriculum also creates an unfair learning environment for students from other faith and spiritual backgrounds. Public schools are for ALL

students- not just students from the religious minority. Moving forward with this curriculum is unconstitutional- and I strongly object to it as a parent, as a Christian, and as a proud Texan.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kaley Eggers, ZIP Code 76710

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I chose to send my child to the excellent public schools in Lake Travis Independent school district. As a fourth grader she is working diligently to learn math, reading/language arts, science, and social studies. She has friends in her class from many different faith traditions. It would be entirely inappropriate to include the Bible in any part of that curriculum. If a family wants to include religious education for their children, they have every right to go to church on Sunday, enroll in Sunday school, VBS, catechism classes, etc. The public school building is NOT the place for religious teaching. I implore you to decline inclusion of the Bible in elementary curricular resources.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Maureen Wentworth, ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is not needed in public schools. This would be better if the children were in religious school on Sunday separate from public schools. Separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Katya Barrera, ZIP Code 75217

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not believe public schools are an appropriate forum to teach religious texts, especially elevating one religious text over another. This will only cause division and alienation for our children, which are a diverse group that come from different religious backgrounds. Public school is not Sunday school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica Borowy, ZIP Code 78739

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

We are a military family living in TX. Paying taxes in TX. Sending our kids to public schools in TX while we both fight for tolerance and against religious oppression in other parts of the world (we've both deployed to fight Islamic extremism in Iraq, Afghanistan, and Syria) over our combined 48 years of service. We DO NOT agree with teaching bible stories or having bible references in the classroom of our children's public schools. In the military we have EO classes and we cannot discriminate based on each other's religious beliefs and that is what we teach our kids at home. Texas public schools should be welcoming to ALL beliefs but by teaching Christian teachings we are alienating other religions. My kids move frequently as military children and know what it's like to be 'outsiders' in their schools. It's an awful feeling and yet this biblical focus in public schools is bound to make non-Christian children, such as mine, feel even more uncomfortable and out of place. Please keep religious teaching in churches and out of our schools. Teaching kindness and love and community can be done without bringing religion into it.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Karyn Kagel, ZIP Code 76513

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose the posting of the 10 commandments in classrooms- please stop these political stunts that have nothing to do with a quality education and that violate the separation of church and state under our nation's constitution. You are wasting taxpayer dollars and embarrassing Texas residents in the process.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** nancy rhett, ZIP Code 78628

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Biblical stories should not be in public education. Unless you are including every other religion. If parents want bible stories to be taught there are plenty of private Christian schools. I oppose this Christian indoctrination, and I am a Christian.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lesli McConnell, ZIP Code 75244

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am appalled that my taxes are being utilized by the Texas State Board of Education to try to force students to practice religion in the classroom and the conflation of Bible stories with facts. There must be a separation of Church and State. Stop wasting my tax money on religious indoctrination that insults teachers, students, and parents. Texas has become a laughing stock in this country because of this sort of ridiculousness.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lea Rhoden , ZIP Code 78660

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not believe any religion should be taught above another. Nor should Bible stories be taught as historical fact. Information about all religions should be shared equally, or not at all.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shelly Biehle, ZIP Code 78253

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Teaching Bible stories in school is a violation of the separation of church and state. Forcing children to learn Biblical stories in public school is not the way to run an educational reading program. It is absurd ideas such as these that keep Texas in the lowest performing schools in the United States.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Daniel Hammond, ZIP Code 76201

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose teaching Christian bias curriculum in public schools due to the lack of equality for student representation, lack of guidance and education surrounding teacher bias, the constitutional infringement, and lack of

expertise in theology. This also at the very least would need to require parent permission for each student and alternative student education for those who do not receive permission. It opens the door to potential lawsuits as well. If Abbotts voucher program is approved then parents can send their children to private schools that focus on Christian education if they so wish.

**Page Number:** N/A

**Location:**

Pages 238-248

**URL to Content:** N/A

**Submitted by:** Kimberly Reid, ZIP Code 79424

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Absolutely against teaching the Bible in schools. It is not up to the state to dictate what religion, if any, is taught. This is an infringement on people's right to choose for their children. The basics are what they are there for, not to have religion forced on them using tax payer dollars. Stay out of people's business in teaching their children religion.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jamie Wilde-Barrientos , ZIP Code 75068

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please remove Bible teaching from the curriculum or include other religious texts as well for historical context. As a Christian, I do not want my children's elementary school teachers involved in their faith formation. Historical comparisons to other texts in the genre is appropriate for public school, but I doubt that is happening at the third grade level.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Katy Brannen, ZIP Code 75075

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I SUPPORT education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alicia Brewer, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I do not support Texas public schools teaching the Bible. I'm a Christian who supports the separation of church and state. I am raising my two public-school children in the Christian faith; our church is where they should learn about the Bible - NOT their public school. Education, not indoctrination, as Gov. Abbott says. If we wouldn't want a public school presenting other faith texts to our children as fact, we can't accept it happening with the Bible just because it's "ours."

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jane Griffith, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

If you are going to teach about religious texts all religious texts should be given equal time. If that is not possible please do not teach about religious texts. There is a separation of church and state. I do not want my tax dollars to cause any distress to anyone of any religion, especially in school where all children should be treated equally and with respect.



**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica Price, ZIP Code 76108

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Having teachers teach the Bible in a public school seems a lot like the indoctrination that has brought so much publicity to teaching as of late. As a teacher and parent, this makes me uncomfortable and does not allow for the separation of church and state. This is elevating one religion and our state is made up of students of many religions. Let parents do the religious teachings at home - this should not be Texas' business!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Maggie McDonald , ZIP Code 76034

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Teaching of the Bible in public schools is impeding on freedom of religion that our country was founded upon. I definitely don't want my kid learning anything from the Bible & if he's going to learn about christianity then I want him to learn about all organized religions so unless you're teaching about the religions of the world there's no need to include it in the curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jared Gruetter, ZIP Code 77406

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This curriculum violates the First Amendment of the constitution. This curriculum teaches Christianity and will cause division in the classroom with students who are not of the same faith. Please do not approve any part of this curriculum as instructional materials for our state. Thank you

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Julia Canney, ZIP Code 77429

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

There is no reason the Bible should be referenced or used in an ELAR classroom or text. As a Christian parent in Texas, I choose to expose my child to the Bible in our home and at Church. Putting this in curriculum opens up the possibility of a teacher providing their views on the text to my child. There is a reason for separation of church and state - keeping religion out of school so I can provide religious education in context of my churches teachings is a right granted that I will vote for every time.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Annette Weaver, ZIP Code 75056-2215

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students

to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amandeep Kayr, ZIP Code 77064

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose forced religious teaching integrated into the curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lydia Garcia, ZIP Code 76182

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I thoroughly disagree with the decision to add Christian stories as part of the curriculum. Particularly because other religion's stories are being left out. Religious stories should be shared at home and at church, not at school. The separation of religious teachings in public school is vital to create a safe and neutral learning environment for all children. I send my child to school, not "Sunday School."

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jana Bodeman, ZIP Code 78703

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

We should not be teaching the Bible in public schools. Children are from different faiths and unless we're going to teach them all then we can't teach even one. No one should exempt.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sariah Lang, ZIP Code 76120

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Excited for the new material! References like the good samaritan and do unto others...are extremely popular in texas and all students should know them

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Elizabeth Patterson, ZIP Code 75104

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a parent, I do not agree with teaching the bible/Christianity in Texas public schools. There are so many reasons why this is wrong, number one - the U.S. Constitution is very clear on separation between church and state. Federal law prevents public schools from teaching a religion in a devotional way. Bible teachings are to be left to church and Sunday school for those that freely choose. Texas schools already cannot keep up with the national education standards, ranked 41 out of 49 states. Devoting education time to bible teachings will harm students by taking time away from courses that matter for their futures-math, science, reading, history. Public education is built on the premise of teaching children core subjects, helping them find their strengths to develop into good citizens and contributors to their community. Facts must be taught! Opinion, mythology should only be presented in ways that foster critical thinking. Religion is a parent's choice and children should not be forced to learn a religion that parent's do not follow in their own homes. If one religion is taught, then all must be taught. As Governor Abbott states public schools are for education not indoctrination. Children and families come from different backgrounds, not one of us is alike. In my daughter's school there are a wide range of religions-Christianity, Hinduism, Buddhism, Judaism, Atheism. We are accepting and respectful to all our classmates and friends as we are learning to work with the many different people in the world. I ask with curiosity why

would Christianity be chosen over any of these religions. The only reason I can find is that it is political. And politics, just like religion, do not belong in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christina Campbell, ZIP Code 78737

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The Christian bible has no place in public schools. Religion does not have any place being taught in public schools. Please focus on teaching our children things that will allow them to be productive members of our society. Math, reading, science, etc. Please focus on supporting our educators vs wasting time on nonsense like trampling the US Constitution.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Victoria Johnston, ZIP Code 75036

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Texas students need to learn the basics: math, science, reading, social studies, writing, spelling, grammar, in elementary so they can continue on the road to higher education. Keep religion out of the public schools so that students can concentrate on their education. Stop trying to impose your beliefs on everyone. Sunday is for religious activities.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Delia Lopez, ZIP Code Texas

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a citizen of TX, I grew up here and attended TX public schools my entire educational time from kindergarten- high school, graduating with a BFS from UNT in 1986. Religious teaching in the classroom needs to be either all encompassing, meaning teaching ALL world religions, OR NOT AT ALL. I grew up attending Baptists and Methodist organizations, plus scouting programs, and I can attest that religion did nothing but make me confused and upset. I always felt it was nothing more than mythology. Why was I subjected to "right" & "wrong", when I knew and saw hypocrisy being played out daily by teachers at church, school, and extracurricular activities? This country was built on the separation of church and state. HONOR that simple fact. NO religious teachings in classrooms. As a gay youth, I always felt picked on, and religion was one of the main "socially acceptable" forms used to make fun and condemn me. Abbott and his cronies are WRONG to push their narrow minded beliefs upon the citizens of this state, especially when you have children being murdered in classrooms while gun violence and its perpetrators are allowed maximum freedom to intimidate and use religion



as a pass card for gun ownership and use age. It will take more than thoughts and prayers to make TEXAS a great state. PLEASE do not push religion on public school teachers, administrators, and students. If you want to teach it, allow people the freedom of choice to attend religious institutions and worship halls as they will and not upon tax funded school systems. And while you are at it, STOP giving citizens' monies and pushing charter school crap on behalf of the Christian agendas instead of helping real public schools and their missions to educate the public in mass. I was a child of grandparents and parents who were lifelong teachers for the state of Texas. NO RELIGIOUS teaching unless you allow ALL STUDENTS THE OPPORTUNITY TO EMBRACE OR DENY ALL RELIGIONS. Also try teaching Christian texts and stories as the mythology they are and NOT AS HISTORICAL FACTS.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jimmie Henslee, ZIP Code 75050

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This curriculum is exclusionary of the many other religions in Texas. If another religion other than Christianity was a majority and had power and forced their religious beliefs and texts on Christians, it would not be appreciated. Some must not do the same. Public schools are public and not church affiliated.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** A Norris , ZIP Code 79416

### **Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

### **COMMENT:**

Grade 3 RLA Unit 4 Reader, Chapters 13 & 14: These chapters are Bible stories and, in my opinion, are much more detailed compared to previous chapters about Roman mythology, government and history. I do not think they need to contain this degree of detail to accomplish the learning goals of Skills and Knowledge (as per the Teachers Guide). I think pages 104-109 could be shorter. The phrasing on page 107 could be interpreted as stating that Jesus' resurrection was a fact rather than a Christian belief and for this reason smacks of proselytizing in a public school setting. I do not think that the story of the conversion of Saul to Paul in chapter 14 is a useful addition to an otherwise reasonable chapter expanding on the excellence of Roman architecture, engineering and technology. Frankly, I think information about Roman roads and aqueducts could easily have been included in other chapters (e.g. Chapters 5 and/or 11). Grade 3 RLA Unit 8 Reader, Chapter 7: I think the chapter on Spanish and other explorers is well done, with appropriate relating of religious efforts (i.e. the Spanish missions in the Southwest U.S.). Grade 3 RLA Unit 9 Reader, Chapter 12, on pages 127-128 of: I do not think the material from Psalm 107: 23-26, 28-31 adds much to the narrative of Governor Bradford's speech at the first Thanksgiving. Grade 5 RLA Unit 2 Reader, Chapter 3: The quote from Matthew 26: 20-25 is superfluous and the text explanations are too detailed. Grade 5 RLA Unit 9 Reader, Letters from Birmingham Jail, Part II: While it is true that Dr. King referenced the Bible in much of his writings and speeches, I believe this chapter with it's detail of the Old Testament story of Daniel, Shadrach, Meshach & Abednego much too detailed. The box titled "Christian Faith and the Civil Rights Movement," pp 23-24, could easily have been a stand-alone chapter with only a short summary of that story in the book of Daniel. I also think some mention ought to be made of the price that Dr. King paid (assassination!) for his work in the Civil Rights movement. Grade 5 RLA Unit 10: The novel "The Lion, the Witch and the Wardrobe" is widely recognized

as a Christian allegory meant to teach Christian ideas. It is widely marketed to Christian readers. Some have objected to perceived paganism and occultism, as well as sexism. The book has been banned due to depicting violence and gore. The Teacher Guide contains the following on why this novel is important: "By reading this classical literary text, students will have the opportunity to infer multiple themes, analyze the relationships of and conflicts among the characters, and examine plot elements and the influence of setting, including historical and cultural settings on the plot. As students analyze the texts, they will be able to describe how the author uses imagery, literal, and figurative language such as similes and metaphors to gain a greater understanding of the text. One critical element to analyzing *The Lion, the Witch and the Wardrobe* is considering how biblical allegories were used by C.S. Lewis to convey messages. Thus, analysis of the author's purpose for these allegories involves multiple lessons with content that references the Bible." This is clearly an example of pushing the teaching of Christianity in public school. Surely there are other novels that accomplish the teaching goals iterated in the above quote. In summary, I believe that much of the proposed instructional materials are too slanted toward Christian (particularly Protestant) beliefs. There are other systems of belief that also promote the moral and humanistic aspects of life. I am a product of public schooling from elementary school through attainment of an advanced professional degree (M.D.). I also attended Sunday school and church, learning the details of Bible stories and Christian ideals, so I am NOT anti-Christian. I simply believe that there is not enough balance in the proposed learning materials, and that there is too much subtle push of Christianity. Thank you.

**Page Number:** N/A

**Location:**

Specifically: Grade 3: RLA Unit 4 Reader, Chapters 13 and 14; Unit 8 Reader, Chapter 7; Unit 9 Reader, Chapter 12 Grade 5: RLA Unit 2 Reader, Chapter 3; Unit 9 Reader, Letters from Birmingham Jail, Part II; Unit 10 Novel Study: *The Lion, the Witch and the Wardrobe*

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Nancy Bryant, ZIP Code 78261

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I vehemently oppose Bible stories being taught in public schools! This is entirely against our US Constitution. The Bible can be taught in Sunday school. I do not want my tax dollars going to this. Only in an advanced course in High School where all religions are studied should Bible stories appear. This is unacceptable.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christel Cooper , ZIP Code 77840

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

94 mentions of Jesus in the third grade unit is a clear violation of the separation clause of the separation of church and state. This country was founded on this principle. Keep religion out of public schools and keep taxpayers money in public schools only.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Vega, ZIP Code 77096

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please remove biblical religious based beliefs from public school education or include stories from all religious beliefs. Religions are beliefs and belief systems. Religions aren't facts. Everyone in the US is entitled to their own beliefs. Schools should teach facts. The facts are that people believe different things, but it doesn't mean that any of those things are facts....

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Danielle James, ZIP Code 78023

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing to oppose the teaching of Christianity in public school curricula. The freedom of religion also includes freedom FROM religion. This is a direct violation of separation of church & state. Texas is already almost dead last when it comes to education, and this is only making it worse. Stop embarrassing true Christian Texans on a national level. Do NOT include Biblical stories in the curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Allison Brandon, ZIP Code 76244

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shana Fuller, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Separation of Church and State!! How dare you try to incorporate Christian readings as "classic literature!" I don't see anything non-Christian in your proposed literature. This is supposed to be for public schools??? As an educator and a parent in Texas, this new attempt at putting religion in public schools is preposterous.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Samantha Wohler, ZIP Code 78261

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Please adopt OER ELAR for K-5. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a Christian and as an educator, I oppose mandating that educators teach the Christian Bible for several key reasons: It's an affront to our founding principles as a nation of mostly immigrants who fled European religious dogma and persecution. It's averse to biblical principles with Christ having clearly taught not to force people to conform to His philosophies; they must choose of their own free will to follow Him. It's contrary to what our governor claims: that schools should be for education, not indoctrination. It's not just or fair to other students with different faith traditions nor to their tax-paying parents. Lastly, adding Bible stories to the curriculum is not going to fix our educational problems. Please focus energy and resources on supporting researched-based methods for improving the curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephanie Schoellman, Ph.D, ZIP Code 78861

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As our own governor claims, Schools are for education, not indoctrination." As a former Sunday School teacher of 25+ , I am appalled PUBLIC schools would share Bible Stories in the classroom. That is my job as a parent and grandparent! And yes, I do teach them. But what about the Hindu child sitting next to my child? To be honest, I think you will give more parents an excuse to turn away from Christianity and stop having those important conversations IN THE HOME. The fact that teachers can be given immunity from not following the constitutions is inexcusable. What would Jesus do??? You know better!

**Page Number:** N/A



**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donna Coppedge, ZIP Code 78660

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Christian, who wholeheartedly believes in "love your neighbor as yourself," I don't see this curriculum as appropriate for public schools, given the range of faiths represented across our state. Not to mention, we parents and the church are the ones who have the right and responsibility to raise our kids "in the way they should go" by teaching them about our chosen religious tradition, not the teachers and schools. There are plenty of stories our kids can read in schools instead of the Bible!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephanie Durant, ZIP Code 76107

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing to you as a Christian Sunday school teacher. I've taught Sunday school off and on for 24 years, and this Bible teaching in public schools is alarming to me. Public school is for academics, NOT for Bible study. Forcing teachers to teach the Bible is not what this country was founded on. Freedom to choose how to teach our own children the Bible in the way we see fit is what the country was founded on. Forcing students who are not in the Christian faith is anti-American and anti-Texan. This is not supported by anyone who truly values our freedoms. This should NOT be included in the curriculum. IF it is all other major religions should be equally represented. That is the American way.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Stark , ZIP Code 75072

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support the Texas OER Reading Language Arts (RLA) K-5 instructional materials because it supports teachers with resources for small group teaching and ensures equitable access to quality curriculum for all teachers aligned to Texas educational standards. As a former teacher, I spent hours after school designing activities, creating presentations, and building lessons. This will be such a valuable tool for new and experienced teachers to have easily accessible curriculum and activities. The Texas OER product covers 100% of state academic standards and organizes this information in a transparent way for teachers and parents. As a parent, I would utilize these resources for my third grade student.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sarah Heinrich , ZIP Code 77433

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

We love Texas Public Education and would love if curriculum stays centered towards secular education. It is very concerning that the state would try to bribe underfunded districts into choosing religious curriculum. Aside from being a 1A issue, we think that religious education falls within the role of parents and family and that the state should have no role in religious education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jordan Mclain, ZIP Code 76034

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a woman born and raised in Texas, and as a mother of a young daughter, I am deeply concerned and ashamed of the direction our state is heading. The recent push to introduce Bible stories into our schools as devotionally based texts is not only a violation of the separation of church and state but also a dangerous step toward indoctrination. If we are to teach religious texts, it should be done in the context of historical education that includes

the facts and teachings of all religions, not just Christianity. This approach draws unsettling parallels to the indoctrination tactics used in Nazi Germany, where the state imposed a singular worldview on its people, leading to devastating consequences. Are we, in Texas, on a similar path? Are we willing to ignore the lessons of history in favor of imposing a narrow, morally superior ideology on our children? Republicans often speak of serving the people, yet they seem to forget that this includes all people, not just those who share their religious beliefs. Teachers should not be granted immunity for promoting religious texts in a way that crosses the line into indoctrination. Our schools should be a place of learning, not a battleground for religious dominance. It is time for us, as Texans, to stand up and demand that our educational system remains inclusive, neutral, and focused on providing a well-rounded education that prepares our children for the diverse world they will inherit. We cannot allow our state to slip into a pattern of exclusion and intolerance. We must do better for our children, for ourselves, and for the future of Texas.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Melissa Lawton, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm opposed to this curriculum. All religions should be taught or none at all.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Erica Friedman, ZIP Code 78209-3805

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The literal teaching of the Bible as factual and actually historically accurate should not be incorporated into studies. It is an infringement on rights and falsely presumes the United States to be founded on Christianity (which the founders warned against).

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ann Evans, ZIP Code 78628

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please, keep church and state separate, and allow families to teach faith on their own terms, in their own homes, and not in tax-payer funded public schools, or charter schools. It is unconstitutional to teach children a single religion's stories when presenting said stories as fiction, let alone be allowed to present stories and myths as historical non-fiction. It would be wasted tax

dollars spreading unequivocal falsehoods to our upcoming generations. Please keep religious stories, from all religions, as fictional stories. They still have their place to teach literary lessons within fiction.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lauren STEWART, ZIP Code 77379

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Keep religion out of Texas education. Preserve the separate of church and state, including education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alexis Adams, ZIP Code 75231

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It is troubling that the proposed public educational materials include Christian indoctrination and repeatedly highlight Christian teachings (with drastic paraphrasing and without context of the entirety of scripture). Our schools are for education NOT indoctrination. Our schools should not be teaching the Bible as we should maintain the separation of church and state. Teachers are already expected to do too much - we cannot expect them to be theologians and preachers. We cannot force Christianity into our classrooms.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amy Hodge, ZIP Code 75965

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please uphold our national tradition of separation of church and state. The Bible should NOT be taught as a matter of faith or theology in public schools. It can be taught along other traditions as a literary/social/history text, but teaching it as spiritual fact within the public school setting is proselytizing, is illegal, and is abusive to non-Christian children and unfairly privileging to children from Christian families.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Michelle Boyle, ZIP Code 76226

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Nobody agrees in The Bible says or means. There is no one interpretation understood by everyone.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jennifer Rodriguez, ZIP Code 75040

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**COMMENT:**

The bible belongs in Sunday school, not a 3rd grade public school classroom. Please remove teaching the bible and Jesus from the planned curriculum. Our schools should be a place for kids from all religions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Karen Bone, ZIP Code 77354

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious-based curriculum has no place in public education. Teaching Christian myths in school is antithetical to the separation of church and government. I strongly oppose the inclusion of this proposed curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily White, ZIP Code 78261

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Texas School Counselor/Therapist in North Texas (specifically Lewisville ISD and Bridgeport ISD), this is harmful to our students and communities and should not be allowed anywhere in schools. There is a separation of church and state for a reason. Texas has the worst mental health ranking out of all the states and DC. There is a literal political agenda against funding schools, supporting educators, and teaching Social Emotional Learning (which students and families ACTUALLY need). I am embarrassed and ashamed that there is even the possibility of this happening in our schools when state government officials refuse to fund and help our students with educational and mental health supports. If this passes (which is laughable considering the same group who proposed this is like the group fighting to prevent students from getting free lunch and are complete hypocrites). Do

the right thing for Texas youth and families and stop playing political games. Put an end to this, support the actual constitutional values of separation of church and state, and fund the classrooms and schools! Sincerely, An overwhelmed Texas school social worker

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Samantha Lott, LMSW, ZIP Code 76205

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Christian it is unacceptable to teach the Bible to students in a public school because children are of diverse faiths.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sariah Lang, ZIP Code 76120

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I have 2 children in Conroe ISD. 3rd grade at David Elementary and 5th grade and Collins Intermediate. I am writing to inform you that I DO NOT support instituting religious teaching into the public school curriculum. I believe our children need the benefits of either: being exposed to ALL backgrounds and religions or being exposed to NONE. Their exposure to all religions and history will help expand their views and understanding of the world and people around them. My hope is for our children to be exposed to the world OUTSIDE of The Woodlands, TX and to shape their lives around being thoughtful, kind, and open minded. I am asking you to NOT teach bible stories in our public school classrooms. OR to teach ALL religious historical stories. Preferably NO religion in school, keeping separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessie Groetsch, ZIP Code 77381

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I think the Texas teaching curriculum is fantastic... we should never exclude religious history from the learning process. History is history and needs to be learned and then people and families can discern what they want to disregard. I am 100% in favor of religious history being assimilated into the learning process for our children here in Texas.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Bill Muench, ZIP Code 78681

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

Separation of church and state needs to be honored here. Teachers have enough on their plates covering their curriculums of math, science, social studies, English, etc. Religion belongs in church and with the children's families; not in state education. IF teachers are teaching Christian stories, they ALSO need to be teaching Hindi, Jewish, Muslim, Buddhist, etc. with the same amount of coverage.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Laura Johnson, ZIP Code 78620

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am Christian parent and grandparent. I also am a strong advocate of the US Constitution. Specifically, the First Amendment which states that "Congress shall make no law respecting an establishment of religion". Our country was founded first and foremost on that principle. I strongly oppose the teaching of ANY religion in our public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** John Buckley , ZIP Code 75238

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am done

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Narinder Aujla, ZIP Code 77433

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

**COMMENT:**

I oppose the new public elementary school curriculum inclusion of Bible stories as historical fact. I oppose the removal of lessons on Judaism, Hinduism, Islam, and Buddhism. The world's religious traditions should be given equal weight in the curriculum. The Texas State Legislature and the SBOE cannot violate the constitutional principle of separation of church and state. Texas citizens who depend on public schools are diverse; public schools must maintain a secular stance to be welcoming and inclusive of all people. Citizens who wish to develop and teach religiously based curriculum have the option to establish private schools - a right also protected by the constitution. The proposed reading curriculum violates the Establishment Clause of the Constitution by forcing public school students who are not Christian to be instructed to believe Christian religious beliefs. Christian bible stories should only be taught in public schools as elements of social studies curriculum that gives equal weight to other religious traditions and

atheists perspectives — particularly those of the children and families represented in the classroom. This curriculum is damaging to children and a disservice to Texas families who have a human right to a public education option and an American right to separation of church and state in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Charles Chris Navarro, ZIP Code 78253

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I strongly oppose curriculum that exclusively teaches the Christian religion in Texas public schools. This is a clear violation of the Establishment Clause and ignores the mandate for separation of church and state. This is especially inappropriate at the 3rd grade level, as it is proposed, where students are working to master the critical components of fluency, comprehension, vocabulary, and making connections. It is imperative that during these important learning years, that students are offered texts that meet their reading level and that represent the varied backgrounds and cultures from which these students come. The text should not represent a cultural or religious conflict, as it certainly will for many students, when such critical skills are being taught. Non-Christians and Christians alike should be outraged by this proposal. Our founding fathers sought to create a country of religious freedom. Using tax dollars to teach any one religion as fact is an offense to our Constitution and to democracy. It should be noted that it is atrocious that Texas Republicans are withholding billions of dollars from schools, and have hopes of starving them into accepting curriculums that so clearly violate the Constitution, because of the attachment of \$60/student.

These attempts are degrading our school administrators into pan-handlers being forced to scour and scrap, just to keep their lights on. Keep religion out of public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Adrienne McLain, ZIP Code 76034

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a citizen of this country, and a chaplain's kid of a US army veteran who served this country proudly — there is no place for the Bible in the classroom. Texas children are wildly underperforming academically in comparison to the majority of other states. Let's prioritize teaching our children quality academics that will carry them through the collegiate system and beyond, which does NOT include biblical scripture. In addition, our state has a range of other religions and cultures. The exclusionary behavior of bringing biblical passages into the classroom is absolutely not Christian and is shameful.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kelly Flanigan, ZIP Code 77479

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

There is nothing educational about teaching 3rd graders Bible stories. The Bible as part of a religion class that also discusses other religions and religious texts is ok. Indoctrinating young children as if the Bible is fact is absolutely not ok. Not every family is Christian. Public school is for everyone, not just the Christians.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Chad Creighton, ZIP Code 77449

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith



tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Varjit Aujla, ZIP Code 77433

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Bible stories have no place in public education. In fact, the law is clear, public schools cannot teach a particular religion. The new curriculum infused with Christian teachings from a religious text is unconstitutional and inappropriate. As a practicing Christian parent, I refuse to allow my children exposure to only one religion in an institution meant for the education of all students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Misty Anguiano, ZIP Code 75045

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religion shouldn't be taught in schools because education should focus on fostering critical thinking, inclusivity, and respect for diverse beliefs. Public schools serve students from various backgrounds and imposing religious teachings could infringe on personal beliefs and create division. Instead, schools should teach about different religions in an academic context to promote understanding and tolerance, while leaving personal faith practices to families and religious institutions. This approach respects the separation of church and state, ensuring that education remains neutral and accessible to all students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Casey Cowan, ZIP Code 78247

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As the Catholic parent of successful graduates of both public and private schools, and as a retired IT professional and public school graduate, I feel very strongly that a public school teacher should never be in a position to teach, interpret or attempt to explain any form of theology, religion, miracles or sacraments. Using Bible stories as the foundation for any curriculum certainly puts public school teachers in this role. Public school teachers cannot be adequately trained to respond to student's questions about religious topics like the Resurrection of Jesus and the Eucharist. There is entirely too much variety in the interpretation of basic beliefs, even

among the umbrella of 'Christianity'. For example, is the celebration of the Eucharist a symbol (crackers and grape juice), or a norm of faith (the \*transubstantiation\* of bread and wine into the Body and Blood of Christ)? On a more basic level, and an example from our own family experience: does a Protestant person even know/recognize that Catholics are followers of Christ? In our case the answer was 'no'! Private schools can be selected specifically for their variety of instruction and are exactly the place where a family's preferred sacred text can be used as the basis for whatever lessons are deemed appropriate. (Also: Vouchers are unnecessary; fully fund public schools.) Finally, the lack of transparency around who wrote this curriculum is very concerning. What was the source of the stories chosen, who interpreted them, reviewed them, approved them? How much were they paid and for whom do they work? Please keep public schools free of any potential form of religious indoctrination. There are many proven methods to improve literacy that do not require Biblical scholarship.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mary Storemski, ZIP Code 77079

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I have a problem with the religious content of the proposed curriculum. Public schools are for everyone, not just Christians. If we're going to educate students about religion, we should share an objective, factual view of all religions. There shouldn't be favoritism to any particular faith. Public schools are not a missionary vehicle for converting students to Christianity. We should restore context for all religions with equal representation.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Megan Lawrence, ZIP Code 78727

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm Christian and I don't want my tax dollars to pay for teaching the bible in public school. Tithes cover the cost of Sunday school and then some. Also, the Bible has some of the most lewd and x-rated materials than some banned books. I don't want non-theological based teachers teaching those parts. I also don't want kids taking home the wrong lessons from the Bible such as eye-for-an-eye or being afraid of gods wrath. The fact that Christians are trying put this in public schools is a reflection of the lack of faith that people have in their ministry that they want to force it up on people.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Angel Trieu, ZIP Code 78727

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

We have separation of church and state in the Constitution, and public school is no place to put the Bible in the standard curriculum. If you do, then you must add all other religions as well. The USA is a nation of Christians, and many other religions, not a Christian nation. There should be freedom of religion, parents can take the responsibility of teaching their children about their specific religion, not the schools.

**Page Number:** N/A**Location:** N/A**URL to Content:** N/A**Submitted by:** Amy Silver , ZIP Code 78723**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a parent and a former public school teacher. Religious indoctrination has no place in public schools. Parents who want religious indoctrination are free to take their kids to church on their own time and their own dime. Leave the kids alone!

**Page Number:** N/A**Location:** N/A**URL to Content:** N/A**Submitted by:** Amber Creighton, ZIP Code 77449**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious education DOES NOT belong in the public school curriculum. Especially lessons about Jesus rising from the dead, and such like this. Also, asking teachers to ignore parts of the first amendment is unethical, and I hope, illegal. Shame on you for putting this forward as an acceptable curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Katherine King, ZIP Code 78717

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It is unacceptable that biblical text is being proposed as any public school curriculum. Our country and State were founded on the ideals of separating church and state. I am imploring the State Board of Education to oppose this proposed curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica Ayers, ZIP Code 76901

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It is against the constitution of the United States to be indoctrinating public school children with regards to forcing them to learn one single religion versus the history of the world's religions. Stories taken from the Bible should not be taught in classrooms and positioned as factual material. The vanity of the confused leaders who are trying to force religion on others are nothing but performative Christians as true followers would know this is WRONG.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Darcy Riley, ZIP Code 77027

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Do not teach religion at public schools. That's why we have churches!!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Olga Arguelles, ZIP Code 75104

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I grew up going to Texas public schools for the exact reason that there was a separation of Church and State. I absolutely oppose of this curriculum and fear the future of this state. The United States is a country built on immigrants who came here for freedom and opportunity to learn and succeed, but now that is being stripped away.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rosser Standifer, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**



I absolutely do not agree with teaching Bible stories in public schools. Beside the fact that not everyone is a Christian and this would be offensive and hurtful to them, we also should continue to have separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Whitney King, ZIP Code 76501

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a Christian, but I don't think we should be teaching the Bible in our public schools. Please leave that out of our classrooms and leave teaching the Bible to parents and the church. We have separation of church and state for a reason and knowingly violating this will only open the state to spending valuable funds on litigation rather than supporting our schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shanda Bass, ZIP Code 75069

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please keep religious teachings out of the 3rd grade curriculum. There is a separation of church and state for a reason. As the parent this is something that needs to be taught within the family or decided on as a family and in a proper setting, church. If you want to teach things for the Jewish or Islamic or Buddhist faiths then fine. If you are singling out Christianity and only certain teachings from Christianity (do Catholics not get the same treatment?) you are preaching, not teaching.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Bedekar, ZIP Code 77008

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

If I understand correctly, 3rd grade RLA still requires 120 instructional minutes. And now there will be 30 extra minutes added for foundational skills. I have a major concern in terms of implementation. Currently, 120 minutes for departmentalized 3rd grades is nearly impossible. Now we are asking for 150 minutes. It is simply too long and too dense. Please, please consider making adjustments to 3rd to make it closer to the minutes required for 4th/5th. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenna Muscatell, ZIP Code 79605

**Publisher Response:** Accept

Program guidance has been updated to indicate that there are two options for skills based instruction in third grade to be determined by the LEA.

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Dalvir Kaur, ZIP Code 77433

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Bible stories should be taught as myths. They have no place as religion since there is not one religion. Some do not believe in any religion and religious stories are myths.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kalynn Surratt, ZIP Code 76086

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Bible studies do not belong in public schools. I hope you care how that makes non Christians students feel. Shame.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Barbara Miller, ZIP Code 78676

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I write in opposition to the preaching expected of teachers to 3rd graders this year. My grandchildren attend public Texas ISDs, not Private Religious ones because they are raised agnostic. It is against the separation of church and state, no matter what our governor or certain legislators think. There will be lawsuits and yet more thousands or even millions of dollars wasted on losing propositions put forth by our so-called leaders. I would think that the Board of Education would know this and would resign rather than teach their own beliefs, regardless of the children or parents' beliefs. Unless, of course, those BofEd people were bought off by special interest groups which I believe is the case here. Shame on all of you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** TINA THOMAS, ZIP Code 77355

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a parent of a public school student, and this curriculum that is being taken under consideration should be rejected. Too many lessons read like Sunday school lessons such as lesson 10: Christianity and the Roman Empire. It is telling teachers to have students sing "Silent Night", to ask questions "What does it mean here when the text said that Mary had found favor from God?" And "How will Mary's life change after the angel spoke?" And it seems a ridiculous amount of time is dedicated to the nativity scene and the stable. There is nothing wrong with educating our children about the religions and cultures of the world — they are, after all, part of our human story. However, this curriculum is going beyond what is appropriate in the public school. There is a separation of church and state for a reason. a

public school is for ALL children. How might a child who is not Christian feel in the classroom? I myself am a Christian, and I am appalled by this curriculum. I am disheartened that it is even up for consideration. Our children deserve better.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Patricia Everett, ZIP Code 76110

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is ABSOLUTELY a HEINOUS ABUSE OF POWER. It does not represent what myself or MOST Texans want being taught in our schools. I'm not a proponent for removing the Bible completely from our classrooms, but as a parent and a CHRISTIAN one I DO NOT SUPPORT the removal of all other religions being taught about, both in their historical context, as well as their philosophical and spiritual contexts in our schools. What kind of mess are y'all trying to pull out there?? If Jesus weren't out of the grave he'd be rolling in it!! Jesus told us to SPREAD the good news, not to force it down everyone's throats at the exclusion of all other belief systems, so that kids won't have a CHOICE other than Him. If you're a true Christian, you know the best way of evangelizing is bringing the Word and letting the Holy Spirit do the rest. My God, get off your butts and LIVE Jesus!! Get out there and SHOW His love and mercy; don't try to coerce people into loving Jesus. That's something the devil would do! So shame on you for this manipulation of the law. I leave you with this, STRAIGHT OUTTA THE BIBLE FOLKS! "Live wisely among those who are not believers, and make the most of every opportunity. Let your conversation be gracious and attractive so that you will have the right response for everyone." Colossians 4:5-6

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Walker, ZIP Code 75214

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I oppose this proposed curriculum. As a Texas public school graduate I think it's extremely unnecessary to have religious teachings in this curriculum. The beauty of public schools is that we have students from all different backgrounds and religion and it is unconscionable to include. Equally as important this violates the separation of Church and State.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gabriela Bresnahan, ZIP Code 75206

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not want my children subject to religious indoctrination from school textbooks. Public schools should focus on teaching math, science, reading and writing. Religion in schools should only be taught from a historical perspective not a spiritual one! Let the parents help the child with their spiritual beliefs not the public-school teacher.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ramya Jhand, ZIP Code 76244

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Thank you for accepting comments on this crucial subject. It is absolutely NOT the government/school's job to teach the Bible. That should be done at the child's home and church. I am opposed to any religion being taught in public schools. No Bible stories being taught, no creation theories belong in the Texas school curriculum. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lynda Buckley, ZIP Code 75238

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a devout Christian, but I am adamantly opposed to including Bible stories in the elementary curriculum. It defies the country's founding principle of separation of church and state. If extreme Christians want to have further instruction for their children beyond their Sunday school, they can do it at home. How do you think this will impact the Hindu, Buddhist, Jewish, Muslim, agnostic families? It's reprehensible that you would even consider a vote on this.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Joyce Galiette, ZIP Code 77459

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please remove teaching Bible in public schools over other religions. As a parent of a first grader in AISD, as a follower of Christ, and as a citizen of the USA under the constitution, I do not want my children and community indoctrinated at school. I do not trust Bible teaching to be carried out in public school—that is for home and church. School is for education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Allison Hanschen, ZIP Code 78724

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I strongly oppose the teaching of content of the Bible as historic facts in public schools in TX. Bring back lessons about all major religions and leave it at that. Bible or any more information about Christianity can be taught in church or at home if parents do choose.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Julia Babcock, ZIP Code 77954

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a tax paying parent, I am against bible teaching in the classroom. Teachers are overwhelmed with teaching the basics of math, reading, writing. We need separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Veronica hernandez , ZIP Code 76244

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This curriculum is great for Texas teachers and students. Love that the Bible returns to classrooms!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Diane Miller, ZIP Code 75034

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I support education that gives kids the academic Judeo-Christian knowledge they need to understand our Nation's laws and values. Any suggestions to ignore the truth about Christian roots in American education by eliminating biblical references in curriculum is not only a false re-write of history but is not the majority opinion of parents and grandparents in Texas despite a very vocal minority of people to the contrary.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Russell Stewart - Stewart, ZIP Code 77356

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am an active member of my church. My children grew up in the church. My wife taught Sunday School for over 20 years. I do not want my religious beliefs taught by a hardworking teacher who may not share my beliefs. My family, my responsibility. When my children took World Cultures in high school, I appreciated the opportunity to learn about other cultures. We are a wonderful mixing pot in America of many cultures. This veiled attempt to push one religion on everyone is immoral, not to mention unconstitutional. While I believe for example, that Jesus was resurrected ,many do not. It is wrong to push my beliefs onto someone else. You can teach the Golden Rule while leaving Jesus out of it. Parents are shirking their responsibilities in bringing up their children if they want someone else to do their job. Teachers are to teach educational subjects, not ideologies. You are only encouraging elitism for those who are Christian. It is shameful that it is even being considered.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donna Coppedge, ZIP Code 78660

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a retired TX public school educator, a parent, and now a grandparent, I am AGAINST mandating Bible education in our public schools. Schools are for education, not indoctrination. The very idea of this is discriminatory. Texas can do better.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Michele Beard, ZIP Code 77469

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a parent of a school-aged child in Texas, and as a graduate of Texas public school, I vehemently oppose public school's teaching the Bible in any form to children. I'm fine with the mention of it as a religious text, as I am fine with the Quran, and other religious texts that belong to other religions, but I do not want the Bible being taught to my child at school. If I wanted to teach my child the Bible beyond the mention of it as a religious text, I would take him to church. Texas already fails the children enough with how it treats education and doesn't properly fund public schools and teachers. And with the governor trying to screw public schools over even more with vouchers, we do NOT need this. Leave religion out of schools and let people practice whatever religion they want on their own time.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica Harp, ZIP Code 75089

### **Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

### **COMMENT:**

I am writing to express my strong condemnation of the incorporation of religious teachings in our public schools. The inclusion of religious content in a publicly funded educational environment not only violates the principle of separation of church and state but also undermines the core values of our diverse and inclusive society. Public schools serve students from a myriad of religious backgrounds, including those who do not subscribe to any faith. Introducing religious teachings in this setting not only alienates students who hold different beliefs but also imposes a particular religious perspective, infringing upon the personal and familial rights to religious freedom and expression. Our public education system is designed to foster critical thinking, intellectual growth, and the development of knowledge based on empirical evidence and reason. It should be a place where all students feel respected and valued, regardless of their religious beliefs. Religious teachings, by their nature, are based on faith rather than empirical evidence, and thus belong in the private sphere of religious institutions, not in the curriculum of public schools. Furthermore, endorsing or promoting any religion in public schools can lead to division, discrimination, and conflict among students. It risks creating an environment where some students feel superior to others based on their religious beliefs, while others may feel marginalized and excluded. This contradicts the fundamental goal of public education to provide an equal and unbiased learning environment for all students. It is imperative that we uphold the constitutional mandate of the separation of church and state to ensure that public schools remain secular spaces focused on providing high-quality education to all students. I urge the school board and educational authorities to cease any religious teachings in public schools and to reaffirm their commitment to maintaining a neutral and inclusive educational environment for all students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Adam Mitchell, ZIP Code 75228

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This question on whether or not the Bible should be taught in public schools or not is ridiculous. Imagine if it was proposed that Judaism is taught instead. Who gets to decide which religion is "best"? None of you. That's Not a decision we can make for each other especially when it comes to school. Schools are for education, not indoctrination, remember?. Feel free to teach it as an academic text but there's a fine line that needs to be watched. It cannot turn into a lesson on spirituality or religion, school is absolutely not the place for that. Imagine. I wouldn't want the government elevating one religion over my own. Freedom of religion also means freedom from religion. Think about how close-minded of a decision this would be. Completely and totally inappropriate.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** C Smith, ZIP Code 75093

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm uncomfortable with bible stories being taught public school classrooms as a Texas parent. The US constitution declares that we have separation of church and state which includes what is taught in public schools. It is therefore unconstitutional to mandate that teachers teach the stories of one specific religion as if they are irrefutable facts. It should be up to the parents to decide what religion, if any, is taught to their child.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jessica Torres, ZIP Code 78201

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a Christian parent. I urge the SBOE to not approve curriculum that teaches the Bible or Bible stories. Texas public schools arena place for education, not indoctrination. The 5th or 6th grade curriculum already includes an overview of the major world religions. In keeping with the intentions of our country's founding fathers and the constitution, we need to keep church and state separate. Please leave religious teaching to parents. Teaching the Bible in a public school creates religious oppression and marginalization of non-Christian students. If parents want religion to be taught in school, they can choose to send their child to a private school. Our



country is going down a slippery slope of Christian nationalism, considering Christianity as synonymous with patriotism. Religious nationalism is what our earliest European immigrants were fleeing from in Europe, and also what has caused an incredible amount of pain through the years with various governmental programs. An example is the Native American Boarding School era during which time the government collaborated with Christian missionaries to convert Native American Children to Christianity, among over things that stripped these children from their families, culture, and beliefs. I understand this is a much more extreme example, but the point is that religion should stay out of public school education and the SBOE should not approve this curriculum that does not honor our nation's value of religious freedom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Angela Lutts, ZIP Code 76118

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I denounce religious education in all Texas public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Aida Pena, ZIP Code 78154

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**COMMENT:**

As a mother of two elementary-age children attending a public school in Texas, AND as a person who follows the Christian faith, I am appalled at the attempt to insert and elevate "biblical teachings" in our children's school classrooms. It is fundamentally un-American to be teaching the Christian Bible as fact in schools, or elevating it above other religions in any capacity in our public school system. This is not okay, nor should it be tolerated in our state. Teaching about religions from a purely academic standpoint is a positive thing, but Public School is NOT Sunday School. This is harmful to students whose families practice other religions, AND it's harmful to students whose families practice in many of the literal thousands of different denominations of Christianity itself whose views do not align with this specific version of "biblical facts." Religion is a deeply personal and beautiful thing, and therefore NO singular religion should be elevated in our Texas public school educational materials, and it most certainly should not be taught as historically accurate or factual.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Madelyn Vieth, ZIP Code 76272

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Which "bible" will you insert into curricula? Many bibles exist and are valued by diverse religions. To choose one over others is to ignore our Constitutional rights of not only religious freedom but freedom FROM religion.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Wanda Davis, ZIP Code 78639

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I submit this comment as a parent of two elementary aged students, as a Catholic, and as a licensed attorney. Teaching our children factual historical information that has been supported by evidence is imperative to grounding our children in the values and culture of our family and community. More importantly, those lessons should be taught from a person who has a demonstrable background in studying that area. No two classrooms are the same, and certainly, no teacher is the same. When it comes to teaching potential 'Bible stories' as a part of the curriculum, our representatives should absolutely oppose any inclusion of (any) religious studies in public classrooms. Primary school teachers are not priests, not trained in answering catechism questions, and certainly shouldn't be in the position of teaching stories which may completely undermine the families these children come from. I ask that the representatives uphold the founding promises of our government and continue to keep religion out of the public classroom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ariya Villegas, ZIP Code 75234

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I don't want Christianity taught in both my child's education. Keep religion out of public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kalee Barnes, ZIP Code 78628

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Do not allow Bible teachings (and remove other religions) in state curriculums. I am stunned that Texans would bar the Constitution's rule in separation of church and state. As a Christian, I do not believe public teachers should preach in their classrooms, field theological questions, or have to compromise their beliefs in the classroom. For these things, teachers have been fired. Public school is for education not indoctrination.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Patrick Hanschen, ZIP Code 78724

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Do not teach religion in schools. If this Christianity agenda gets approved, then Christian churches should no longer be tax exempt in the great state of Texas.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Angel Rosales, ZIP Code 77008

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am in favor of this curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hillary Hickland, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am concerned about that the state of Texas is considering implementing a curriculum that exclusively teaches Christianity to 3rd graders. I'm not opposed to a survey of world religions or to Christian education being offered as an option ... maybe after or before school. John 13:35 By this all people will know that you are my disciples, if you have love for one another. Showing love for others begins with respect for who they are and what they believe.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cynthia Sarpalius , ZIP Code 76006

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Texas parent, education administrator, former full-time pastor and current minister this curriculum- namely Ch.13-16 - are in my opinion intrusive and wrong to teach to a class of culturally and religiously diverse students whose parents have not knowingly signed up for such a curriculum. Curriculum like this takes the role and responsibility of deciding for or against any religious teaching from the parents. If curriculum like this is approved it will set the precedent that any religious teaching can be

packaged as a grade-level's academic lesson while serving as a tool to indoctrinate students into a religion and leaves the parents and guardians to either support or defend whatever is taught in the classroom. Religion is a deeply personal, cultural, and meaningful relationship with the divine and/or spiritual. One particular religion's history and beliefs should not be taught as a state board approved curriculum. The same reluctance I'm sure the writers of this curriculum have in detailing another religion's deity's history across 3 chapters is what many of us feel about doing that with Christianity in a nation of freedom. Its my job to teach that to my kids. In my opinion this seems to be written by someone who lives, works, and worships in a generally homogeneous space and probably should not write curriculum from that same lens. I say all this with respect.

**Page Number:** 101-127

**Location:**

Chapters 13-16

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Christopher Edwards, ZIP Code 75052

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I find this content to be unnecessary and inappropriate for students in Texas public education. The story of Jesus' life and death should be treated with the same consideration as 'Roman gods and goddesses' - note the lower case. I emphatically disagreed with the fixation on Jesus as the center of this story of the Roman Empire. This material is best suited for Sunday school and being taught at home by parents. Without full consideration of major faiths - including a history centered on the life of Mohammad or the

tenets of Hinduism, this section of material is clearly an overreach favoring one faith. To be clear though, any discussion faith-based traditions and stories such as these are inappropriate for public education.

**Page Number:** 101-127

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Kristin Bingham, ZIP Code 79424

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

If you're going to teach religion in an academic setting, it needs to be truly academic and include all religions. Our tax dollars aren't going to the indoctrination of my child, this is morally reprehensible. With all of the outcry of far right extremists claiming colleges are indoctrinating young adults, the fact that this insane political party is now trying to so blatantly religiously indoctrinate actual children is truly unbelievably ignorant. I absolutely object. They can take their own children to church on their own dime and time, but not on mine and not my child.

**Page Number:** 238

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Emily Pease, ZIP Code 78209

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I vehemently disagree with any form of religion being taught as fact in a public school setting. I am also appalled that the state of Texas protected such persons teaching from being charged with violating the Establishment clause of the federal constitution. Proof that y'all know what you did is against the current laws. As someone who was raised in the Texas public school system and moved my child back to my hometown to go to school here I am disappointed. No Texas child should feel out of place or ashamed of their own families beliefs. Shame on anyone who voted to pass this bill and allowed this in 3rd grade classrooms.

**Page Number:** 238, 248

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rachel Crawford, ZIP Code 78641

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"As part of the work to run the Empire, Augustus Caesar ordered every Roman citizen to be counted and their name registered in a census. The census was used in part to help the empire know how many people needed to pay taxes and is a practice continued by governments to this day. In ancient Rome, the census required the people of the Empire to return to the places where they were born to be counted."

Explanation: This lesson presents the Gospel of Luke's claim of an empire-wide census as an established historical fact, but the reality is there no other historical evidence at all for such a census. It is possible that Luke was thinking of a smaller-scale census, undertaken at a different time. In any case, by presenting Luke's description as historically accurate, the curriculum is endorsing a religious claim.

Correction Source: <https://fr.bibleodyssey.com/articles/the-nativity/>

**Page Number:** 245

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

As both a mother and public elementary teacher, I am vehemently opposed to the teaching of religion as fact. I believe strongly in the separation of church and state. Next year my son will be a third grader and I do not find this material appropriate for him. Death is already a difficult subject for young children. Adding the concept of resurrection as fact would undoubtedly raise many questions it would not be feasible or appropriate for the teacher to answer.

**Page Number:** 248

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rochelle Ran, ZIP Code 75044

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This proposed curriculum for PUBLIC SCHOOL grade three that is paid for by all Texas resident taxes contains specific references to Jesus, bible stories and Christian doctrine which is unacceptable and should be rejected immediately. I send my daughter to public school which I pay for with my very expensive property tax and our family does not subscribe to or believe in the doctrine of organized religion and we vehemently object to any mention or teaching of Christianity within the public school curriculum. No child should be subjected to religious learning in a public school which is publicly funded and the fact that these lessons are included in this curriculum is abhorrent and insidious. I do not care what religion people practice and teach their children at home, but it has absolutely no place in public education and I will do everything within my power as a tax paying Texas parent to ensure my daughter is not forced to learn these things during her time in the Texas public school system. If the people who are forcing this doctrine into our public institutions want their own children to learn about Christianity as part of their elementary school education, they are more than welcome to send those kids to private Christian schools - but leave everyone else's kids out of it and leave religion out of our public schools!

**Page Number:** 48**Location:**

There are a multitude of religious references to Jesus and Christianity within this new proposed K-5 curriculum that I am writing to voice my absolute objection to.

**URL to Content:** N/A**Submitted by:** Jennie Albano, ZIP Code 78759**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890729507)**

**COMMENT:**

As a born Texan, a cradle Catholic, and a retired Texas public school teacher, I am appalled by this suggested curriculum. It is a gross violation of the constitution to allow public schools teachers to indoctrinate their students in one religion. If the 3rd grade curriculum needs to include religious instruction, then it should be inclusive of ALL religions...not just the Christian tradition.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Roberta Schulze, ZIP Code 78253

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The teaching of Christianity or any other religion has no place in our public schools! I happily pay my school taxes for fact-based curriculum, not teaching religion. Stop the madness!!! I was taught in public school that we ARE NOT A THEOCRACY.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Janet Woltman, ZIP Code 78006

### **Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

### **COMMENT:**

I have watched part of the committee meeting with Texas Education Commissioner being questioned on the new curriculum that has removed lessons on Judaism, Islam, Hinduism, and Buddhism from the curriculum but has added multiple sections on Christianity. I have read various excerpts and articles. I am deeply concerned about this new curriculum and am writing for the State Board of Education to reject this curriculum. In 1782 by an Act of Congress, the motto for the Seal of the United States of America was "Out of many, one." Many of our forefathers fled countries where they were not free to practice their religion, they knew the importance of freedom of religion. We are a diverse population with a variety of different beliefs and religion should be taught in the context of history. We should learn about various religions at different times throughout education, but more specifically in middle and high school with nuanced discussions. I am deeply concerned that this new curriculum does not teach about a variety of religions and opens the door for teachers and educators to teach their specific beliefs. Adding in immunity from violating the establishment clause furthers my concerns. Within different religions there are different denominations and within denominations there are different factions and beliefs. Teaching beliefs is the realm of parents and any religious institutions/services that they attend as a family. I do not care if my children's teachers are Muslim, Christian, Hindu, Buddhist, Spiritual but not religious, Atheists, etc. as long as they do not attempt to teach their beliefs to my children and respect the diversity of religions and beliefs that make our country stronger. Our children should learn to interact with individuals who are different from them. Quoting specific bible verses in elementary school is indoctrination and can "other" children who do not follow a biblical religion. Save specifics of texts for more advanced studies and discussions in middle and high school. When parents have already established the basics of their personal beliefs with their children and their

children are mature enough to start evaluating different beliefs and whether they align with their personal and family beliefs. I call on the State Board of Education to reject this curriculum and maintain separation of church and state so that ALL Texas children may flourish.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rachel Kramer, ZIP Code 76051

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Hello I am a catholic Texan born and raised and I would like to plead with you not to allow the Bible to be taught in public school settings. This is not appropriate for other families of other religions. Gov Abbot says school is a place for education not indoctrination. Are we now going to require all teachers to be pastors as well? This is a path too complicated and forced. This is why our founding fathers made a government where church and state are separate. Thank you

**Page Number:** 1

**Location:**

Bible being taught in public school settings

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Taylor Bowman, ZIP Code 78253

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

FAIR PLAY: It is unconstitutional for the State of Texas to force bible stories into public school curriculum. We will never ever stop fighting maga Christian Nationalists on this matter unless all 4,000 plus world wide religions have the same right.

**Page Number:** 1

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** David Diehl, ZIP Code 77004

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The bible is a religious text, not a historical document. It is not accurate to present it as such and as a voting taxpaying citizen of Texas, I object to your efforts to indoctrinate youth with ignorant religious bias.

**Page Number:** 103

**Location:**

Your religious bias

**URL to Content:** N/A

**Submitted by:** Janet Harvey, ZIP Code 78633

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do not approve on anything that I have read and view here. This is surpassing the education system. I don't agree on teaching kids about religion in schools, instead you should focus on eliminating the STAAR Test and focusing on making schools safer for students, also focus on providing better school breakfasts and lunch. I disagree with this new format of learning. We the parents should vote and not the Republicans. Dont let politics ruin out kids educations, I am totally against this new curriculum.

**Page Number:** All

**Location:**

All

**URL to Content:** N/A

**Submitted by:** Maria Hernandez, ZIP Code 75211

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**



I object to the inclusion of Bible references and instruction in this text. Public school is not Sunday School, and the Constitution's requirement for the separation of church and state is being violated by instructional materials that teach specifically Christian texts. Leave this to families.

**Page Number:** na

**Location:**

Whyisthisnecessary.com

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Audrea Moyers, ZIP Code 78757

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890729538)**

**COMMENT:**

Any religious instruction in public schools should be removed from the proposed changes to the third grade curriculum. This is wrong because it goes against the First Amendment of the US Constitution, does not respect the beliefs that others have, and Bible teachings without similar instruction of other religions is simply indoctrination. Take any religious instruction out of the proposed changes to the Texas third grade curriculum.

**Page Number:** 248

**Location:**

Proposed third grade Texas curriculum

**URL to Content:** N/A

**Submitted by:** Benjamin Retta, ZIP Code Texas

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890729323)**

**COMMENT:**

I'm concerned with the entire k-5 ELAR curriculum that infuses the Bible stories and lessons into elementary reading. I'm deeply concerned that there's financial incentive to use this curriculum. I'd also like to know who created and paid for this curriculum. This is antithetical to pluralism. My family and children are Mormon and they're already targets for harassment at school for not being "Christian." This curriculum elevates teachings of Christianity above all other religions. And it's a violation of the establishment clause. As parents we want rigorous academic based curriculum that doesn't have any other agendas imbedded into it. I'm especially appalled that this is an elementary curriculum where kids are most susceptible to believing what they hear in school as fact.

**Page Number:** N/A

**Location:**

This isn't an error. And there are dozens of instances of Bible teachings in this curriculum.

**URL to Content:** N/A

**Submitted by:** Laney Hawes , ZIP Code 76137

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890729378)**

**COMMENT:**

This curriculum is what our schools need and our teachers have been craving.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tamara Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Param Singh , ZIP Code 77041

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Schools are for education, not indoctrination." This is not a "Christian Nation" or "Christian State." "Christian Nationalism" is not Christian. We are a nation of laws - not of men or religion. I am a Christian and attended all public schools, in Texas, without religion ever entering into the curriculum. This idea, to teach Christianity in public schools, is anathema to the United States and Texas Constitutions. It is so wrong on many levels beyond the Constitution. Are you really going to force a Jewish or Muslim child to learn about Christianity? Would you like it if your Christian child were forced to learn about Judaism, Islam or Buddhism - to the exclusion of Christianity? You are now going to further isolate certain children. There may even be bullying involved, which, as strong evidence suggests, if pushed far enough, tragic, violent consequences can result. This is Texas, not Gilead. I implore you to reverse this course and keep religion out of public schools.

**Page Number:** N/A

**Location:**

Teaching of Christianity, to the exclusion of all other religions, in Texas Public Schools.

**URL to Content:** N/A

**Submitted by:** John Kirtley, ZIP Code 75220

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

One of my tasks serving on the OER Advisory Board consisted of an elementary-level unit on the American Revolution, in which students learn about the ride of Paul Revere. They, of course, learn the facts about his famous warning that the British were coming. But they also learn about the science, art, and culture of the period. Students are given the full picture and context of the time to truly understand the significance of that important moment in America's founding. This cross-curricular approach improves learning by funneling multiple disciplines into a single course. Further, it means students will start with an early foundation of knowledge that is connected and meaningful, and then build upon that foundation each year as they progress through school. But the OER doesn't just benefit students. Teachers will have free access to these new high quality instructional materials that include lesson plans, guides, and quizzes. This allows teachers to focus on the most important part of their job, teaching and evaluating students.

**Page Number:** N/A

**Location:**

The full product! But I think that the Grade 3 section on Rome is impressive, as is the Grade 4 Unit 5 on the American revolution!

**URL to Content:** N/A

**Submitted by:** Thomas Lindsay, ZIP Code 78701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Thank you for improving the challenging nature of materials for our kids. We need to keep challenging them to read at a higher level, especially the classics.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Russell Parish, ZIP Code 78749

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

◦ lance—a long pole that knights would hold while on horseback, using it to knock down things and other knights ◦ shield—a metal plate knights carried in front of their bodies to protect them ◦ spear—a sharp, pointed weapon resembling a long knife used to protect knights ◦ sword—a long-bladed weapon used in battle to fight enemies

**Page Number:** 27

**Location:**

It is not an error but it would be helpful if Amplify provided images for the vocabulary words (lance, shield, spear, sword) to assist second language learners and visual learners.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Noemy Franco Orozco, ZIP Code 79118

**Publisher Response:** Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**Component:** Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890728685)

**COMMENT:**

This is fundamentally against the constitution of separation of church and state. By not keeping the Christian Church out of our public schools, we are not adequately preparing our youth with critical thinking and reasoning skills and are attempting to indoctrinate and alienate our students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Leah Joelson, ZIP Code 75204

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a community member of Texas, I would like to document my disagreement and disapproval of the proposed third grade curriculum that allows teachers to instruct their students by using Bible stories. I support the separation of church and state and I support the right for children of all faith traditions to feel equally welcome and represented in their public school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mollie Burpo, ZIP Code 78735

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890728678)**

**COMMENT:**

No bible study in schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** melinda moritz, ZIP Code 78063

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890729385)**

**COMMENT:**

Posting the 10 Commandments in every public school classroom in TX is an appalling idea. Where is the sensitivity to NON-Christian students? Where is the separation of church and state guaranteed by our US Constitution? Release proper funding to Texas' public schools and support the future of Texas.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A



**Submitted by:** Laura Horansky, ZIP Code 78230

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Thank you for reading my comment. First of all, the form is a bit daunting especially for those who want to make a comment on the basic idea of teaching religion in public school. I read some of the material, but my objection is the idea of teaching religion in public school unless we're now going to start teaching all religions and I don't see anything like that in the proposal. Will there be future curriculums about Buddhism or Witchcraft? Just like there are parents who disagree with sex education being taught in schools, teaching religion should be treated the same way. Religious schools exist for this purpose. There is a health component to sex education, yet many believe these things should be taught at home. Likewise, religious doctrines should be taught at home and/or in the church of that religious belief. Furthermore, I think it's disgusting that the carrot of \$60 per student is dangled in an effort to lure districts to bite knowing that most districts in the state are struggling financially. If we can give up \$60 per student based on teaching religious doctrines, then why not just give these districts the funds they need to start with? This somehow feels like part of a project 2025 objective to force everyone to adopt Christianity when supposedly we are a nation who was founded on freedom of religion. Free to practice but meantime we'll indoctrinate all kids with Christian doctrines whether you like it or not. This is what happened to Native Americans and enslaved people. It also seems so counterintuitive. The state has spent an inordinate amount of time banning anything black or lgbtq+ but now wants to teach the Bible. I don't need to read all the proposed curriculum materials to know that I fundamentally disagree with forcing any teaching of any religious doctrine in public school where my taxes are being paid. If vouchers are approved, which I'm also against, then let those parents take that money and send their kids to a private religious school. This should not show up in

public school. If the state or school districts want to offer religious studies in high school, I think that's great. These courses can be designed to teach about various religious beliefs without pushing one over another. It exposes older kids to options that they can understand and explore. Anything other than this is unacceptable. To add to my point, how can K-5 parents opt out of being in classes that teach Christian doctrines? There's one teacher who teaches all subject matter. That forces a situation where a taxpaying family has to decide to leave a district or the state to avoid being put upon. This is wrong for many reasons, and I hope that these rules are NOT adopted.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** cassandra baugh, ZIP Code 78636

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is the United States! Many people, including myself were raised Christian. But many weren't! This is the land of the free and we welcome ALL religions, which is why most of our ancestors came here! We need to keep our Christian Bible in the church and homes, not forced on other non Christians in our public schools. Private church based schools can do what they want but public schools need to not assume everyone needs Christian teachings!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Doreen Schaefer , ZIP Code 75075

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

My concern regarding the proposed curriculum is the overarching theme of Christianity throughout the proposed units. After an in-depth review of the Teacher's activity book, one could assume the mentions of the Christian faith are in context with the historical moments being discussed. However, Unit 3's choice of novel study makes it clear that Christianity is being spotlighted as a thematic focus. This is seen across every grade level's proposed materials, such as the 5th grade's novel study covering Christian allegories found in "The Lion, The Witch, and The Wardrobe" and the 3rd grade's depiction of the Baptism of Virginia Dare as an example of Christian baptism as an expression of religious freedom. There is also numerous mentions of historical figures's Christian beliefs being used in the context of moral superiority. These examples are a direct violation of the separation of church and state and give the appearance of the public education system endorsing one religion over all others. Given the diverse student population in our schools, this curriculum is exclusionary and can be seen as Christian indoctrination. Adoption of this curriculum, as written, puts educators and school districts at risk of litigation. While I do not disregard Christianity's impact

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shannon Butler, ZIP Code 76048

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

You shouldn't be teaching Bible stories in public schools. Let the parents take their children to their own churches. Do not indoctrinate these kids.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Roxanne Urbanek, ZIP Code 78626

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890729439)**

**COMMENT:**

Na

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rachel Bayless, ZIP Code 75752

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

**COMMENT:**

I support OER curriculum!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Denise Layne, ZIP Code 76248

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gursahil Singh, ZIP Code 77064

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Hindu-American, born and raised in the United States I find this movement to push the Bible into public schools abhorrent. I too am a proud American, and public schools are no place for religion. If my religion cannot be taught, my children should not be forced to learn about the Bible.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Patel Shital Patel, ZIP Code 78628

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm a Baptist minister and it's completely unacceptable for a public school teacher to be teaching the Bible. They are not properly educated and your material is indoctrinating students. I will raise my kids with religious study. Not the state. You have no business talking religion with any kids before high school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** John Young, ZIP Code 76120

### **Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

### **COMMENT:**

On behalf of the Sikh Coalition, we write to express our opposition to the Texas Education Agency's (TEA) approach to the recently released instructional material for K-5 classrooms which primarily emphasize the inclusion of Christianity and completely omits other world religions including Sikhism. As a faith-based civil rights and community organization, the Sikh Coalition firmly believes that children and families, including Texas' own Sikh community, have the right to a government-funded public education that does not privilege the views or experiences of one specific community and instead uplifts their state's rich diversity, including the countless faith, spiritual, and ethical traditions that comprise the state's religious landscape. Founded in response to the post-9/11 wave of bias against Sikhs in America, the Sikh Coalition is the nation's largest Sikh American civil rights and advocacy organization. Over the past 20 years, we have evolved into a professional organization dedicated to defending and expanding Sikh civil rights in the United States. A key part of this work includes advocacy for more inclusive laws, as well as pushing for increased awareness and understanding of Sikhism through proactive, constitutionally appropriate education and community development efforts. This entails calling for inclusive education through the improvement of social studies standards, educational materials, textbooks, professional development initiatives for educators, and more. Specifically and intentionally teaching the Bible in public school classrooms directly threatens our important work to protect and uplift the Sikh community—and many other minoritized communities—in America by significantly privileging American Christian history and theology over any other faith, cultural, and ethnic traditions represented in U.S. history and current affairs. The instructional materials fail to acknowledge that many diverse religious, spiritual, and ethical traditions have played a vital role in the founding and flourishing of our communities here in Texas and across the nation. To be clear, our

opposition to the TEA's new instructional material is not at all an attack on Christianity, nor is it a denial of the contributions of Christian communities to American civic history. However, "Christianity" is a broad label that encompasses a number of different denominations, theological commitments, and racial and ethnic communities, which cannot be accurately represented through the teaching of one version of the Bible or one version of American history. Championing equality, embracing continuous learning, and advocating for the rights of all, especially those on the margins, are central tenets of the Sikh tradition. In light of this, the Sikh Coalition opposes your call for Christian education in public schools, and we urge you to consider instructional materials that are a true representation of Texas.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Upneet Kaur, ZIP Code 77433

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This lesson seems more suited to a social studies curriculum than to language arts. On page 240, it states, "Explain that Jesus of Nazareth was a religious teacher who lived in the time of ancient Rome. He is revered by Christians as Jesus Christ, the Son of God." Throughout the curriculum, God is mentioned but never explained, which is a responsibility that belongs to religious institutions and families, not schools. Given that not all students believe in God or share the same understanding of God, including references to God in a public school curriculum seems inappropriate, especially when teachers are not trained as religious educators. How does teaching students about religious beliefs improve their language arts skills? It doesn't. This story is not about how Jesus impacted the Roman Empire; it's



a narrative of his life, effectively teaching religion rather than language arts. If such content is to be included at all, it belongs in social studies, not language arts. This content infringes on the religious freedom of both teachers and students, as it promotes a particular religion which is prohibited by the First Amendment of the Constitution.

**Page Number:** 236-251

**Location:**

Grade 3, Unit 4, Lesson 10

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is my 31st year in public education. I taught bilingual education for 9 years, & for the past 22 years, I have been a bilingual educational diagnostician. I know a few things about education. I also happen to be a Christian. I also know that if you put 20 Christians in a room, they'd all have differing views about Christianity. Can you imagine your child coming home from school telling you something about Christianity that is 100% opposite about the views you are trying to instill in your children? Maybe your family is Muslim, or Atheist? Any consideration to teach their religion, or views? What about our founding fathers making sure that our country was FREE from religion, as in the separation between church & state? They wanted to make sure that America would be free from the tyranny of forced religion. Forced religion is exactly what the TX GOP is doing with this curriculum. If they continue with this plan, there will be lawsuits, & deservedly so.

**Page Number:** 238

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Suzi Kelley, ZIP Code 75943

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Lesson 10, in its entirety (pages 243 to 255) and Lesson 11 (pages 256 to 280) in the Teacher's Edition are not appropriate lessons for Texas students. The addition of these lessons appear to challenge Title XI and our Federal First Amendment rights as United States citizens. We are a democracy, not a theocracy, and public education in Texas serves the masses. We cannot favor one religion over another. If we are to include the stories of Jesus Christ and Paul, we must consider adding stories of ALL important religions - major and minor - to the curriculum. If adding these stories serve too big a task at this time, please remove Lessons 10 and 11 from the curriculum; and allow the teaching of religion to continue happening in private.

**Page Number:** 243

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Leslie Hooe, ZIP Code 75801

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Lesson 10, in its entirety (pages 243 to 255) and Lesson 11 (pages 256 to 280) in the Teacher's Edition are not appropriate lessons for Texas students. The addition of these lessons appear to challenge Title XI and our Federal First Amendment rights as United States citizens. We are a democracy, not a theocracy, and public education in Texas serves the masses. We cannot favor one religion over another. If we are to include the stories of Jesus Christ and Paul, we must consider adding stories of ALL important religions - major and minor - to the curriculum. If adding these stories serve too big a task at this time, please remove Lessons 10 and 11 from the curriculum; and allow the teaching of religion to continue happening in private.

**Page Number:** 243

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Leslie Hooe, ZIP Code 75803

**Publisher Response:** Accept

Grade 3 Unit 4 has been revised.

**COMMENT:**

I don't know if I've selected the correct course, publisher, component. I do know our government has a separation of church and state in the constitution and Texas seems determined to ignore and undo that. Our schools have fallen so far behind in the basics and need to return to fundamentals and life skills and NOT teach religion in public schools. More money needs to fund public schools, not vouchers, not private schools. Teachers shouldn't have to teach to all the standardized tests either (STAAR, etc) but need to be teaching the subjects. That experiment may have sounded good on paper, but it's not working. Our children deserve the best public schools without indoctrination included.

**Page Number:** 248

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sharon Bennett , ZIP Code 78130

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"He went by the Greek version of the name, Paul, during his travels. [Saul and Paul are the same name in different languages]."

Explanation: This claim is factually inaccurate. Paul is NOT the Greek version of Saul, and Saul and Paul are NOT the same name in different languages. Paul reflects the Roman name Paulus or Paullus, while Saul reflects the Hebrew name Shaul. These are completely different names. The Book of Acts does not explain why Saul began going by Paul.

**Page Number:** 263

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response: Accept**

Grade 3 Unit 4 Lesson 11 has been revised.

**COMMENT:**

Sentences 3 and 4 read: "He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died." Where Jesus was born and died is not pertinent to this lesson. The facts about where Constantine built churches can be combined into the fifth sentence stating, "Constantine built churches throughout present day Israel and Turkey." This sentence is more relevant and current to public education students.

**Page Number:** 288

**Location:**

In the second paragraph sentences 3 and 4.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Leslie Hooe, ZIP Code 75803

**Publisher Response: Reject**

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

Sentences 3 and 4 read: "He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died." Where Jesus was born and died is not pertinent to this lesson. The facts about where Constantine built churches can be combined into the fifth sentence stating, "Constantine built churches throughout present day Israel and Turkey." This sentence is more relevant and current to public education students.

**Page Number:** 288

**Location:**

In the second paragraph sentences 3 and 4.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Leslie Hooe, ZIP Code 75801

**Publisher Response: Reject**

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

I have put all of the content I am referring to in this google doc, but if you can't open it, Please let me know and I can copy and paste the entire thing here, thank you.

<https://docs.google.com/document/d/1fdJ5URHOODGHqalPYYrZgaX4kdOm4>

**Page Number:** Lessons 10&11

**Location:**

3rd Grade Unit 3 lessons 10&11

**URL to Content:** N/A

**Submitted by:** amy ramsey, ZIP Code 76109

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890726780)**

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Maninder Kaur, ZIP Code 77095

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**URL to Content:** N/A

**Submitted by:** Jaspreet Singh, ZIP Code 77429

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Pincle Singh , ZIP Code 77095

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please keep religion separated from public education

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenton Cooper, ZIP Code 76036

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a parent, and I am also a Christian pastor. The way Christianity is approached in this curriculum recommended to our public schools is absolutely inappropriate for a state whose constitution prohibits endorsement of religion or expenditures on religious activity. This is not a curriculum teaching about world cultures. It is a Sunday school curriculum, at least in pages 101-110. I believe that the inclusion of Christianity to the exclusion of all other faiths (which were in the original before it was redacted and then amended to expand the teaching of the Christian faith) and the way it is covered are clear violations of the establishment clause of our constitution. These look and read like Sunday School lessons that simply add "the Bible teaches..." at the start of every chapter to give the appearance that they are neutral educational material. This entire chapter could easily be a Sunday school curriculum. It is not appropriate for use in a system that is supposed to be non-sectarian and to not espouse any

particular faith. The inclusion of religious content is not only misrepresentative of the tenets of Christianity and other religions, but places undue and inappropriate burdens on our public school teachers to be religious educators, a role they are not trained for. The interpretation of biblical material is not a monolith among Christians, and yet it is presented that way. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. Religious freedom and public education are both cornerstones of our Texas culture and democracy. Please reject the proposed curriculum. I also understand that there were several lessons that were part of the curriculum as originally designed that were scrubbed, that these include lessons on Islam, Hinduism, Buddhism, and Judaism. I also understand that these, along with the original lesson on Christianity, taught ABOUT the faith from a neutral position. Despite the addition of "The Bible teaches...", the current curriculum does not teach ABOUT Christianity. It teaches Christianity. The absence of other faiths makes clear that is the intent. Learning about various faiths and what religious persons believe is indeed an important way to understand the many cultures in our world. But that is not what this curriculum does. Instead it promotes one faith and is devoid of any other learning about others. I ask that the material as it is currently amended to teach the Christian faith and exclude all others not be adopted, and that if we are going to teach about any faith we should include all 5 major world religions, each from an academic rather than from a proselytizing approach.

**Page Number:** 101-

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Larry Bauerkemper, ZIP Code 78666

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a parent, Trustee, and pastor, I have identified parts of the curriculum that reference or insert religious content. I am concerned that the inclusion of religious content is not only misrepresentative of the tenets of Christianity and other religions, but places undue and inappropriate burdens on our public school teachers to be religious educators. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. Religious freedom and public education are both cornerstones of our Texas culture and democracy. Please reject the proposed curriculum. The following passage or passages cause me particular concern: In the biblical account of this miracle, Simon immediately fell on his knees at Jesus' feet. Simon realized Jesus was the Messiah. Jesus told Simon that from now on, rather than trying to catch fish, he would become a fisher of men. This meant that, because Simon believed in Jesus, Simon should share his beliefs with others and invite them to believe in Jesus as the Messiah. This passage shares Holy Scripture as a primary source of historical events, rather than the book of faith that it is. A summary of Christian faith is appropriate in the public school setting, but this is not a summary of Christian faith. This appears to be an attempt to convince children as young as 8 that Jesus is the Messiah. It does not properly belong in our public schools, taught by teachers who may or may not be Christian. It belongs in a Sunday school class. As a parent, it is my responsibility to teach my children about faith. I want their teachers to focus on core subjects, electives, and social-emotional care. As a pastor, it is abhorrent to think of my faith being misrepresented by someone who is not trained in this kind of teaching. As a Trustee, I know our teachers already have more than enough on their plates--they do not need to also be trying to learn about the Bible and proselytizing to our children. Thank you for your consideration.

**Page Number:** 105

**Location:**

First paragraph on page 105 through bottom of page 107.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Jessica Cain, ZIP Code 78666

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The student reader claims that with Constantine, "Christianity became the official religion of the Roman empire. Before Constantine, the Christian faith spread by word of mouth from travelers on Roman roads. They would sometimes carry hand-written copies of texts written by early followers of Jesus. In 325 AD, Constantine convened a special council of church leaders, called the Council of Nicaea, to discuss and define key beliefs about Jesus. They compiled those texts into the New Testament of the Bible that is still in use today.... Slavery, which was very common in ancient Rome, began being partially limited by law."

Explanation: 1. As noted in a previous submitted comment, Christianity did NOT become the official religion of the Empire under Constantine. 2. The Council of Nicea did NOT determine the contents of the New Testament. 3. It is not at all clear what the curriculum's writer was thinking of when s/he wrote that after Constantine slavery was "partially limited by law." This serves the curriculum's strong agenda to communicate that Christianity is opposed to slavery, but honestly, as a scholar of antiquity, I have absolutely no idea what it is talking about here. Constantine, for example, sanctioned "the the enslavement of free-born foundlings."

Correction Source: on slavery:

<https://bmcr.brynmawr.edu/2012/2012.01.38/>

**Page Number:** 119-120

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 5 has been revised.

**COMMENT:**

The student reader, page 121, says "Constantine established the first Roman church called The Basilica Nova."

Explanation: This is factually inaccurate. Constantine did not establish the first church in Rome. There were already Christians in Rome by the mid-first century, when Paul wrote his letter to the Romans. According to Roman Catholic doctrine, Peter founded the church at Rome. This sentence requires rewording.

Correction Source: Book of Romans

**Page Number:** 121

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 5 has been revised.

**COMMENT:**

Constantine "made Christianity the national religion of the Roman Empire."

Explanation: This is factually inaccurate. Constantine did not make Christianity the national religion of the Roman Empire. Emperor Theodosius did this, several decades after Constantine's death.

Correction Source: <https://www.britannica.com/topic/Christianity/The-alliance-between-chur...>

**Page Number:** 249

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890726773)**

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Harbeer Sandhu, ZIP Code 77377

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Harjot Dhesi, ZIP Code 77095

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

My name is Amanda Tyler and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas parent, Baptist lay leader and attorney, I have identified parts of the curriculum that reference or insert religious content in ways that cross the line from an objective presentation of religion to a devotional presentation that interferes with religious freedom rights of children and their families. Public schools are not Sunday schools. Religious institutions, including houses of worship, and families are the appropriate

places for religious instruction. Our country's First Amendment, and specifically the religious clauses, provide that religious freedom is protected by making sure the government stays neutral when it comes to religion, neither advancing nor denigrating any particular religion or religion over irreligion. The following passage causes me particular concern: Grade 3, Unit 4, Section on Ancient Rome, Lesson 10 on the Life of Jesus: From the Teacher's Guide: "These New Testament texts of the Christian Bible describe what modern Christians believe to be the circumstances surrounding the birth of Jesus, celebrated today as Christmas. The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the predicted Messiah." and "The Bible explains that Jesus rose from the dead. Three days after his death by the Roman authorities, followers of Jesus visited his tomb and found it empty. An angel appeared and said he has risen and led them into the tomb. When the visitors entered the tomb, they found it empty. The Roman historian Josephus noted that Jesus had many disciples at the time of his death by Pilate: "But those who had become his disciples did not abandon his discipleship. They reported that he had appeared to them three days after his crucifixion and that he was alive." 1 In the years that followed, many heard about the resurrection of Jesus, that he had risen from the dead, and word spread throughout the empire. To be resurrected means to rise from the dead. More and more people believed that Jesus was the Son of God. These early followers of Jesus grew to a large group of believers, eventually calling themselves Christians and calling Jesus "the Christ," which was the Greek word for Messiah. Over time, these early Christians developed many new customs, including eventually celebrating the event of the resurrection as Easter." This teaching belongs in Christian Sunday Schools but not public schools. It is not necessary to go into this kind of detail about the life of Jesus to learn about Ancient Rome. Also, the way it is presented makes it seem like all these events – including the resurrection – are historical events rather than tenets of the faith.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Reject



No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Saranjeet Singh, ZIP Code 78212

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tarnoor Kaur, ZIP Code 77429

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way.

When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Harpreet Chawla, ZIP Code 78212

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

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**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Himmat Rai, ZIP Code 77065

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Komal Singh, ZIP Code 77429

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jatan Grewal, ZIP Code 76052

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Upneet Kaur, ZIP Code 77433

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please do not include education resources that present religious faith ideals as fact. Instead, including resources that help student use critical thinking to distinguish between fact and fiction.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Preston Horn, ZIP Code 76063

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gunjeet Bhatt, ZIP Code 77433

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This entire lesson talks about Jesus, including his death and resurrection, in a unit about the history of the Roman Empire, as if those are historical facts and not articles of faith for a specific religion. Putting religious stories next to established historical facts like this is misleading and unacceptable.

**Page Number:** N/A**Location:**

Lesson 10

**URL to Content:** N/A**Submitted by:** Archit Chakravarti, ZIP Code 78613**Publisher Response:** Accept

Grade 3 Unit 4 lesson 10 has been revised.

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A**Location:** N/A



**URL to Content:** N/A

**Submitted by:** Sampuran Singh, ZIP Code 77095

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Why is there so much emphasis being placed on teaching the Bible in public schools? This is not something that I want my daughter to learn about, and even if I did, I feel that church/Sunday School is the place to learn about the Bible, not public schools! Whatever happened to separation of church and state?

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Shepard, ZIP Code 77009

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One

unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amen Grewal, ZIP Code 76052

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students

to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Harman Singh, ZIP Code 77064

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jaspreet Kaur, ZIP Code 78023

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The content of the texts covers the Ancient Rome, which is not addressed in the social studies TEKS for elementary. Several of the units throughout the K-5 OER RLA curriculum are not aligned with Social Studies or Science TEKS. Since the STAAR test embeds selections that are aligned with the Social Studies and Science TEKS, would it be possible to align the content in the OER RLA curriculum with the Social Studies and Science TEKS as well? Thank you!

**Page Number:** N/A

**Location:**

Throughout the teacher guide

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Melanie Massey, ZIP Code 76182

**Publisher Response: Reject**

No revision made. The use of cross curricular topics within the RLA product provides opportunities to introduce or reinforce Science and Social Studies TEKS across grade levels. The RLA product is not intended to be the primary instructional resource for TEKS based instruction in these areas.

**COMMENT:**

One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally

appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Preeti Singh, ZIP Code 77401

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Harnoor Padda, ZIP Code 77429

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Harpreet Groppe, ZIP Code 77386

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a parent in a multi-religious household, and with four children, I am commenting on my concern with the newly released Open Education Resource which have place an emphasis on Christianity and omit any mention or consideration of other monotheistic faith traditions, like Islam, Sikhism, Buddhism - not to mention countless others. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at a time as well as promotes one religion over another - which is not the role of educators in our public school system. While I understand the context of the section is Ancient Greece - it is more than possible to obtain an understanding of the Ancient Roman civilization without direct biblical references. A discussion around the first census, does not naturally lead itself to the story of Jesus' birth in a manger. This seems to be a misguided attempt to find ways to include stories of faith into the public-school setting. Questions such as "What types of miracles do Christians believe Jesus performed? » He healed the sick, walked on water, helped a fisherman catch many fish when they previously caught none, and calmed a raging storm. " (page 242) are not aimed at ensuring any understanding of Ancient Rome - but of Christianity alone, which again is not an appropriate role for public schools. Additionally, when children are in the third grade, they are often learning to navigate their own personal faith traditions. It is not the role of school to foster this personal faith, but the role of parents, guardians, family, and community members outside of school. It is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of the concerns raised here into consideration when reviewing these materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gina Felton, ZIP Code 77494

**Publisher Response: Accept**

Partial Revision based on suggestion. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Manjit Aujla, ZIP Code 77433

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."



**COMMENT:**

As a member of the Sikh community, I am commenting on my concern with the newly released Open Education Resources which have an emphasis on Christianity and completely omit other faith traditions such as Sikhism. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at the time as well as promoting one religion over another. In addition, it is crucial that classrooms and their teachings are a reflection of all in an age appropriate and constitutionally appropriate way. When children are in the third grade, they are often learning to navigate their own personal faith traditions. Thus, it is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of concerns of the Sikh community into consideration when reviewing materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gurleen Kaur, ZIP Code 77379

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

No public education teacher in Texas should be instructed to teach the tenets of Christianity, especially to 3rd grade students. These sections should at most teach on the cultural and political history of the Roman empire, with Jesus as a historical figure at most (which the curriculum as

written far exceeds). The current curriculum centers the role of Jesus and Christianity in the transformation of society in the Roman empire which a far too nuanced and complex topic to attempt to examine in a 3rd grade classroom. Additionally, it asks the teacher and students to interpret the teachings of Christianity and the Bible which absolutely requires public educational resources to engage in the practice of religious teaching (which does NOT require a mandate to students that they believe what they're reading). This is illegal under the Establishment clause and will endanger the legal work of teachers, administrators, and unduly waste time to defend a curriculum that doesn't do a good job teaching history and reading comprehension in the first place. The relevance of the Roman empire to be included in this guide can easily be reconfigured to be viewed from a more neutral perspective that doesn't treat texts like the Bible as primary sources for historical fact concerning Jesus or the lives and political activities of Romans in this time. It's possible and preferable to teach on the Roman empire without succumbing to a Christian perspective. Students deserve to learn about the history of the Roman empire and developing writing/reading skills in a setting that doesn't require grappling with Bible stories, the moral beliefs of Christians in ancient/modern society, nor the historical truth of Jesus's life and impact. I'm a Christian and I value secular public education and will not abide the diminishing of our public curriculum at the expense of time elevating the teachings of a single religion in class.

**Page Number:** 236-273

**Location:**

Lessons 10 & 11

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mario Koym-Garza, ZIP Code 75248

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The significance of understanding the basis of Christianity as a religion is a key tenet and foundation for comprehension of a multitude of classic literature and linguistics in English. This unit is phenomenal and much needed in the area of English/Language Arts.

**Page Number:** 236-273

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shanda Hasse, ZIP Code 79413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This content has nothing to do with 3rd grade TEKS. Separation of church and state. Religion does NOT belong in public school. This content is inappropriate for students in a PUBLIC SCHOOL, in which religion is not to be taught. I am appalled as a parent that the State of Texas is okay with a text book indoctrinating my child to a religion in which he does not belong.

**Page Number:** 238

**Location:**

“Christianity and the Roman Empire” is the name of Lesson 10. Reading through the lesson, this is inappropriate to be teaching in schools. This violates separation of church and state. The Bible does not belong in public schools. This is illegal in the United States.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Kristin Hinck, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Messiah, n. savior sent by God"

Explanation: The word "messiah" literally means "one who has been anointed (with oil)," not "savior." Not all biblical references to messiahs are to savior-figures per se. In Psalm 2:2, for example, the term refers to an ancient Israelite king. In general, explaining the term "messiah" with "savior" terminology lends itself to the criticism that the explanation reflects Christian bias. (See, for example, <https://www.jewfaq.org/mashiach>, which says "The word "mashiach" does not mean 'savior.'"

Correction Source: <https://www.jewfaq.org/mashiach>

**Page Number:** 241

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. Content is appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

The definition of "Messiah" is incorrect. The current text reads that the definition of "Messiah" is the "savior sent by God".

Explanation: The Merriam Webster definition of "Messiah" is "the expected king and deliverer of the Jews". Please use an official definition for this term in the text.

Correction Source: <https://www.merriam-webster.com/dictionary/messiah>

**Page Number:** 241

**Location:**

Vocabulary for "Christianity and the Roman Empire"

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Zoe Bolack, ZIP Code 76244

**Publisher Response:** Accept

Grade 3 Unit 4 has been revised.

**COMMENT:**

Original Version: "Judea was a land that sat at the far eastern edge of the Roman Empire, and is in the area of the modern day nation of Israel. Judea was predominantly populated by the Jewish people. Over more than a thousand years, the Jewish people sometimes ruled this land directly, but they had also been subject to different conquering empires over many years. The Romans were another in a long line of conquering powers."

Recommended Version: "Judea was a land that sat at the far eastern edge of the Roman Empire, and is in the area of the modern-day country of Israel. Judea was the homeland of the Jewish people. Over more than a thousand years, Jews sometimes ruled this land directly, but they had also been subject to different conquering empires over many years. The Romans were another in a long line of conquering powers." Comments: We recommend using the term country, which we think will be more accessible and clearer to 3rd graders. Our suggested edit to this passage emphasizes that Judea was the homeland of the Jewish people, rather than simply a region predominantly populated by them. Referring directly to Jews in the next sentence is both accurate and appropriate.

**Page Number:** 243

**Location:**

Lesson 10: Christianity and the Roman Empire, pg. 243, Show Image  
U4.L10.2: Judea, 1st century BC, Paragraph 1

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has ben revised.

**COMMENT:**

"One group of people in a far-flung corner of the empire ended up having a major impact on the Romans, especially because of one man and his growing group of followers." The discussion then moves directly to the topic of Jews in the Roman Empire. The wording suggests that Jews were important primarily as the source of Christianity, a framing that diminishes the importance of Jews and Judaism and that I can imagine might not be well received among many modern Jews.

**Page Number:** 243

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

**COMMENT:**

I do not believe this lesson achieves its objective and contains content of a religious nature while excluding other religion's teachings and historical context. Due to the religious nature of this lesson, if it is included in the curriculum, I believe parents should be given the opportunity to opt their children out of this lesson. The lesson could be seen as indoctrinating small children in the Christian world view. Several concepts such as Angels, God, Messiah and Crucifixion are too abstract for 3rd graders to understand as concepts rather than facts. Many of these concepts are things Christians believe in but are not accepted by people of all faiths and belief systems. I don't find these appropriate concepts to teach in public schools. I'm a Christian and my faith is one of the most important and personal things to

me. However, I believe that parents should be the primary teachers of religious concepts and should decide the content of their child's religious teachings, the settings teachings occur in and the teachers they want for their children to learn from. I also don't think teachers are equipped to provide these teachings and answer the questions youth may have in a way that won't upset parents and potentially create conflict in the school environment.

**Page Number:** 243-261

**Location:**

Unit 4, Lesson 10: Christianity and The Roman Empire

**URL to Content:** N/A

**Submitted by:** Cristina Trevino , ZIP Code 78666

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"There have been many different interpretations of those texts over the years, including a belief that those texts predicted that there would be a coming Messiah, or Savior sent by God." As I noted in another comment about another page, messiah does not mean "savior," and this wording reflects Christian bias.

**Page Number:** 244

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

**COMMENT:**

Original Version: “The Jewish religion is based around a series of religious texts called the Tanakh, or Hebrew Scriptures, that were written by different authors over more than a thousand year span. There have been many different interpretations. of those texts over the years, including a belief that those texts predicted that there would be a coming Messiah, or Savior sent by God. During the time of the Roman Empire, many in the Jewish faith believed this Messiah would come to free the Jewish people from Roman rule.” Recommended Version: “The Jewish religion is based around a series of religious texts called the Tanakh, or Hebrew Bible. The Hebrew Bible stresses belief in one God, called monotheism, and argues that the proper way to connect to God is through just and ethical action. There are many values and laws throughout the Hebrew Bible, and as with all religious scriptures there are many different interpretations.” Comments: While the common secular academic consensus is that the Tanakh (Hebrew Bible) was composed over a long period of time, students might confuse this with the traditional Jewish view that the scriptures are divinely inspired and comprise a single unified text. For the purposes of this lesson and introducing the Jewish view, we recommend removing this information. At present, the text omits what some of the core beliefs and values are in the Hebrew Bible, and we suggest including them. We also think it is important to note that with the Hebrew Bible, as with all religious scriptures there are different interpretations. Because the concept of messiah was not so critical to Jews, nor an expectation of many or most Jews in the Roman Empire, we recommend removing the references to messiah in this section about Jewish scripture and belief. The reference to messiah in the section on Christianity below appropriately explains the significance of the concept for Christianity and its origin in the Hebrew Bible.



**Location:**

Lesson 10: Christianity and the Roman Empire, pg. 244, Show Image  
U4.L.10.2: Judea, 1st century BC, Paragraph 2

**URL to Content:** N/A**Submitted by:** Emily Bourgeois, ZIP Code 78731**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

Public education should not include asking teachers to incorporate religious beliefs into their instruction of the history of the Roman empire. I am a Christian and an Elder in my church but that should not matter. I would not want my grandchild or her friends that may be Jewish, Hindu, Buddhist or other to be indoctrinated by overtly Christian content in their schools. I don't have a problem with the bible being taught along with other faith texts but when we approach the content from a religious perspective and even go further by integrating one religion to the exclusion of others, that crosses a legal line that should not be allowable. Our public schools who welcome all are not for indoctrination into one belief or faith. Just one example is in the 3rd grade ELA curriculum on Ancient Rome. Unit 4, Lesson 10, Page 245 - "The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the predicted Messiah.". The read aloud text to students is: "according to the text, how will Mary's life change after the angel spoke with her?" The student's expected answer is "Mary is going to become a mother. She will have a son, and he will be the Messiah." This is just one example of numerous references to biblical content that may cause questions by children, especially those that are not being raised as Christians. Why would this even be included? I agree with Governor Abbott when he says, "our public schools should be for education, not indoctrination." Unfortunately, he and the TEA don't seem to be following their own guidance.

**Page Number:** 244-250**Location:**

General content with multiple teaching points represented as 'factual' historical events related to Jesus Christ and Christianity. Multiple areas in Lesson 10, Unit 4 beginning Page 245 - "The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus , and that this was the predicted Messiah.". The read aloud text to students is: "according to the text, how will Mary's life change after the angel spoke with her?. Student expected answer is "Mary is going to become a mother. She will have a son, and he will be the Messiah." This is just one example of numerous references to biblical content that may cause questions by children, especially those that are not being raised as Christians. Why would this even be included?

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Robin Smith, ZIP Code 75248

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Lesson 10 is heavily influenced by Christian perspective by instituting current faith-based (the Bible) literature over general theory of the time period and inhibits critical thinking skills. For example, stories of miracles were the vehicle that spread Christianity, but this point is not re-emphasized, unlike the miracle stories, p.247. Thus, restricting thinking to regurgitation and not understanding "why". Regarding faith vs theory, the lesson introduces Bible history and not scholastic study. Essentially, you're introducing material that has undergone over 100+ years of 'telephone' to very young minds rather than actual evidence of period. For example, there is no proof Pontius Pilate executed Jesus, p.248. Lastly, I take issue with the emphasis of persecution upon the Christians in this lesson. Christianity spread quickly because it embraced Judaism, Roman culture, was portable, and easier entry requirements. This religion was adaptive and easily embraced by the greater world. Let us not perpetuate the mass ignorance of the ancient world in a time of great knowledge. Let us state today - the

malleableness in these people thinking, and though their journey of seeking answers is the same as ours today, we accept that we don't know. In short, add speculation into the lesson - reduce the absolutism. You're kidding yourself, the next generations, and deferring true civic greatness.

**Page Number:** 244-254

**Location:**

Lesson 10

**URL to Content:** N/A

**Submitted by:** Scott FabianiBeeman, ZIP Code 77033

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

To understand Roman history and Christianity, some background on Christian and Jewish beliefs are necessary. However, the lesson goes beyond background knowledge and describing historical events to including fictitious and religious biblical accounts in section on history. Accounts that are unnecessary to this lesson and should be removed are: an angel telling Mary that she would bare Jesus, the census story describing why Jesus was born in Bethlehem, the in-depth description of the miracle on the Sea of Galilee and the resurrection story. The time spent on these biblical accounts indicates a desire to teach the Gospel stories in public stories, which is completely inappropriate and prohibited. While students should have an idea of who Jesus is, putting in biblical narratives in a unit that teaches about Roman history and culture may confuse students into believing the Bible is a history book instead of a religious text. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths. It is prohibited for a public school to have religious instruction.

**Page Number:** 244-255

**Location:**

Unit 4, Lesson 10

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Morgan Berasley, ZIP Code 78758

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is a clear violation of separation of church and state. If parents want their children to learn this, they take them to Sunday school, not public school. This goes against what I want my child to learn at school. It's against the law and not acceptable

**Page Number:** 245

**Location:**

Page 245 where instruction turns to the New Testament and the birth of Jesus

**URL to Content:** N/A

**Submitted by:** Brooke Meris, ZIP Code 78669

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please do not make public Texas educators teach the Bible in the classroom. This will harm students whose families have different beliefs other than Christianity. This will put teachers in a position have discussions and answer questions on a subject they may or may not be an expert in. It may make them feel uncomfortable if it goes against their beliefs. Religion is just that, a belief, not fact. Within those beliefs there are many nuances. Teaching the bible and/or playing hymns in the classroom is not appropriate. This violates the Establishment Clause of the United States Constitution. Immunity should not be granted in order to allow teachers to violate the Constitution. Free Appropriate Public Education. No religion in public schools.

**Page Number:** 245

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ashley Conrad, ZIP Code 78734-5710

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Bible stories are not historical fact in our public, secular schools. The State of Texas removed lessons on Judaism, Islam, Hinduism, and Buddhism — but added multiple sections on Christianity. Unacceptable. The state law that created this curriculum explicitly grants immunity to teachers from accusations of violating the Establishment Clause of the United States Constitution — also known as the separation of church and state. The State Board of Education has to approve this curriculum before it can be taught in Texas classrooms. The board is accepting public comment through Friday.

**Page Number:** 245

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Jennifer Montgomery, ZIP Code 78734

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please do not teach biblical stories in public school. My husbands family is Catholic and why family is Hindu and as parents we have to make careful decisions about religion and do not want the public schools interfeeing with the spiritual education of my child. Please stick to math, sciences, reading and social studies to teach the kids what they need to function in the real world and leave their moral education to their parents. Even if well intended Bible stories have no place in elementary education. I strongly oppose religious teaching of any kind in public schools

**Page Number:** 245

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Aruna Jahoor, ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "These New Testament texts of the Christian Bible describe what modern Christians believe to be the circumstances surrounding the birth of Jesus, celebrated today as Christmas. The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the predicted Messiah."

Recommended Version: "These New Testament texts of the Christian Bible describe what modern Christians believe to be the circumstances surrounding the birth of Jesus, celebrated today as Christmas. According to the text, the angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the messiah referenced in the Hebrew Bible." Comments: We commend the clear presentation of contemporary Christian beliefs in the first sentence. We suggest a brief reference in the second for clarity about the source of the information about the angel and Mary, and a more neutral account of where the concept of messiah was referenced. Finally, we recommend against capitalizing religious titles as proper nouns such as "messiah" or "savior" in instructional materials for public schools.

**Page Number:** 245

**Location:**

Lesson 10: Christianity and the Roman Empire, pg. 245, Show Image  
U4.L10.3, par. 3

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

Religious education should be saved for Sunday and has no place in public schools.

**Page Number:** 245

**Location:**

P245

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Alexis Kamen, ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This lesson is not historical. It's religious and has no place in any classroom. You have removed other religions from the curriculum and this is proselytizing and selecting one religion and promoting it as the state. An angel telling Mary that she's favored to produce the son of God is not history; it's religion. Stick to history. If we want religious education it's available 7 days a week elsewhere.

**Page Number:** 245

**Location:**

Top half of page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Laurie Higginbotham , ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**



Lesson 10 includes teaching about the crucifixion and resurrection of Jesus. I am a Christian, but I strongly oppose the teaching of the Bible or Jesus in public school. It violates the First Amendment. The place for teaching about the Bible or Jesus is at church, home, or private religious schools - not public schools.

**Page Number:** 245

**Location:**

Lesson 10

**URL to Content:** N/A

**Submitted by:** Chip Brees, ZIP Code 78746

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a fifth generation Texan and lawyer. I am against the Government teaching my kids religion in classrooms. Especially the Government choosing which version of their preferred religion to teach. The Government has no business indoctrinating children with the government's view of which religion should be forced upon them. Further, instructing teachers to teach specifically from the new testament in classrooms is a textbook violation of the US Constitution's first amendment establishment clause. The State Board of Education must stop this clear violation of our 1st Amendment now before it gets started. Our public schools should not be places where kids are taught what to think and especially taught what religion to think about. That's our job as parents and no one else's.

**Page Number:** 245

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jamal Alsaffar, ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm deeply opposed to public schools teaching any type of religious instruction. This should be left to parents and private religious institutions. This violates my rights as a parent.

**Page Number:** 245

**Location:**

The instruction turns to the New Testament and birth of Jesus.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Christina Benn, ZIP Code 78734

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Texas public schools should not be teaching the proposed curriculum regarding certain Bible stories as historical fact. Excluding Judaism, Islam, Hinduism, and Buddhism lessons alongside the addition of Christian lessons

is showing clear violations of the separation of church and state. The Board of Education should not approve this curriculum.

**Page Number:** 245

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Steven Haspel, ZIP Code 78722

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is interpretation of religious text that has been translated hundreds of times and not an academic assessment of what the word "favor" means. If the word "favor" is a required vocabulary word, please use it in another context and not one pulled from religious text. For the paragraph about Jesus, I fail to see the connection between Christmas and the virgin Mary with the spread of Christianity to the Roman Empire. This text is bringing Sunday school teachings into public education. If the goal of this educational unit is to discuss the Roman Empire and the conflicting religions, then it only makes sense to also heavily explain Judaism and the important Roman gods of the time period along with the rise of Christianity.

**Page Number:** 245

**Location:**

In the "Read Aloud Pause" section, the question posed is "We have talked about the definition of favor before. What does it mean here when the text said that Mary had found favor with God" - Answer: "It means she is supported or liked by God". Also on the page, this section "These New Testament texts of the Christian Bible describe what modern Christians believe to be the circumstances surrounding the birth of Jesus, celebrated

today as Christmas. The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the predicted Messiah."

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Zoe Bolack, ZIP Code 76244

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The lesson is described as describing the impact Christianity had on the Roman Empire, but the focus is on the religious importance of the life of Jesus (birth, miracles, crucifixion and resurrection) which overshadows the historical importance of Christianity. The life of Jesus takes up over 4 pages (pp. 244-248) while Constantine's conversion takes up two paragraphs. Lines like, "The angels said this child was the Messiah that was predicted in the Hebrew Scriptures." p. 246 "Jesus told Simon that from now on, rather than trying to catch fish, he would become a fisher of men...And this idea has continued to motivate Christians, even since the time of the Empire, to share their faith with others." p. 247 "The Bible explains that Jesus rose from the dead." p. 248 are faith claims more appropriate for a Sunday School class rather than a public school class. They have little relevance to how Christianity impacted the Roman Empire and instead seem to promote Christianity through belief in the miraculous stories of Jesus' life. In this lesson, the Bible is treated as a historical text, not a religious one. Third graders should not be left to figure out the difference without guidance.

**Page Number:** 245-251

**Location:**

READ-ALLOUD: "CHRISTIANITY AND THE ROMAN EMPIRE"

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Jean Hare, ZIP Code Texas

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

" Simon realized Jesus was the Messiah. Jesus told Simon that from now on, rather than trying to catch fish, he would become a fisher of men. This meant that, because Simon believed in Jesus, Simon should share his beliefs with others and invite them to believe in Jesus as the Messiah."

Explanation: The curriculum is once again playing fast and loose with the actual details of the passage (Luke 5:1-11). The passage does not say that Simon realized at that moment that Jesus was the messiah. That realization does not come until later in the book. This entire discussion seems designed to promote particular Christian beliefs. It is not at all clear how this is supposed to illuminate ancient Rome, the topic of the unit.

Correction Source: Luke 5:1-11

**Page Number:** 246

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

"Remind students that they are going to annotate with a (!) where there is text evidence that shows how Jesus of Nazareth made an impact on the Roman Empire. Point out that they have just heard how shepherds were

told that Jesus was the coming Messiah and began to spread the word of his arrival. Tell them to note this with a (!). Ask them to predict how this might have begun impacting ancient Rome. » Answer may vary but should include that if many people were told that the Messiah was born, it may impact their religious beliefs and their behavior."

Explanation: This passage clearly communicates to 3rd graders that angels' appearance to shepherds is a historic fact, one that in turn led to shepherds spreading the news, thus having an impact on Rome. It explicitly promotes acceptance of a biblical story of a miraculous event (angels) as historically accurate, and thus it explicitly promotes acceptance of a religious claim. This passage needs to be deleted in its entirety.

**Page Number:** 246

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

Original Version: "The Christian Bible explains that on the day Jesus was born, his mother Mary and father Joseph were traveling to the town of Bethlehem to register for the census. When they arrived, they were told there were no rooms available to rent. They took shelter in a nearby stable, a type of barn where animals are kept. When Jesus was born, Mary wrapped him in pieces of cloth and laid him in a manger, which is a long wooden or stone box used for horses and cattle to eat animal feed. The Bible explains that angels appeared to nearby shepherds and told them that a baby was born. The angels said this child was the Messiah that was predicted in the Hebrew Scriptures. After the shepherds saw baby Jesus for themselves, they spread the word of his arrival." Recommended Version: "According to the Christian Bible, on the day Jesus was born, his mother Mary and father Joseph were traveling to the town of Bethlehem to register for the census. When they arrived, they were told there were no rooms available to rent. They took shelter in a nearby stable, a type of barn where animals are kept. When Jesus was born, Mary wrapped him in pieces of cloth and laid him in a manger, which is a long wooden or stone box used for horses and cattle to

eat animal feed. The New Testament explains that angels appeared to nearby shepherds and told them that a baby was born. The angels said this child was the messiah that was predicted in the Hebrew Scriptures. After the shepherds saw baby Jesus for themselves, they spread the word of his arrival." Comments: Our edits to this passage help clarify that the circumstances of Jesus' birth are part of the New Testament and should not be confused with a historical account.

**Page Number:** 246

**Location:**

Lesson 10: Christianity and the Roman Empire, pg. 246, Show Image

U4.L.10.4: Map of Bethlehem, Paragraph 2

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

"The angels said this child was the Messiah that was predicted in the Hebrew Scriptures."

Explanation: 1. The curriculum seems to be presenting this story as historically accurate, which is promoting a religious claim. 2. The angels did not tell the shepherds that "this child was the Messiah that was predicted in the Hebrew Scriptures." As is so often the case, the curriculum gets the details wrong.

Correction Source: Luke 2:13-14: [13] And suddenly there was with the angel a multitude of the heavenly host praising God and saying, "Glory to God in the highest, and on earth peace among men with whom he is pleased!" (Revised Standard Version)

**Page Number:** 246

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This entire paragraph has absolutely nothing to do with the Roman Empire. It describes a random event in Jesus's life as portrayed in the Bible and I fail to see the connection with the rest of this unit. Please reduce the number of Biblical stories and only stick to factual events that are not from religious texts. If religious stories are going to be discussed in this section, I would also suggest describing the rise of Islam at the same time period.

**Page Number:** 246 - 247

**Location:**

Section titled "remains of fishing boat from ancient Galilee".

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Zoe Bolack, ZIP Code 76244

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This exact "Pausing Point" being re-articulated 4 different times in this guidance is absolutely unnecessary. There are thousands of other parts of history that had an impact on the Roman Empire and the emphasis on Jesus (from his birth to his death) is inappropriate for this unit. I strongly suggest



removing the multiple sections about Jesus and focusing on other parts of the Roman Empire including the events that lead to the rise and fall of the empire. Biblical interpretations are meant for religious schools and teachings, not public education. Historical events written in this guidance document should be from a factual, non-biased, non-religious perspective.

**Page Number:** 246, 247, 249, 250

**Location:**

The "Pausing Point" on each of the pages states "Ask students to annotate with (!) text evidence that shows how Jesus of Nazareth made an impact on the Roman Empire."

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Zoe Bolack, ZIP Code 76244

**Publisher Response:** Reject

No revision made. Instructional strategy is aligned to TEKS focus.

**COMMENT:**

Quoted from the text: "One of the many miracles described in the Christian Bible happened one morning as Jesus was walking along the beach of a big lake called the Sea of Galilee. He ran into three fishermen: Simon, James, and John. They had been fishing in their boats all night with no luck. Jesus got into one of Simon's boats and told him to throw his net into the water again. This time, when Simon and his fishing partners let their nets down, they were unable to haul the net because of the large number of fish. In the biblical account of this miracle, Simon immediately fell on his knees at Jesus's feet. Simon realized Jesus was the Messiah. Jesus told Simon that from now on, rather than trying to catch fish, he would become a fisher of men. This meant that, because Simon believed in Jesus, Simon should share his beliefs with others and invite them to believe in Jesus as the Messiah." I believe that the introduction of religious content in the education system contradicts the principles of secularism and the separation of church and state, which are fundamental to our society and the upholding of the freedom to practice or not practice religion in America. The inclusion of religious teachings in the curriculum can be seen as an endorsement of a particular faith (Christianity specifically), which could alienate students and families who do not share that faith. This not only risks creating divisions

within the student body but also infringes upon the rights of students to receive a neutral and unbiased education. I respect the importance of religious education for those who seek it, but I believe it should be confined to private religious institutions or voluntary after-school programs, rather than being a mandatory part of the public school curriculum. Education should aim to foster critical thinking, respect for diversity, and an understanding of different cultures and perspectives, without imposing religious views on students.

**Page Number:** 246-247 of 349

**Location:**

Last section of page 246, continuing to page 247

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Landan Bright, ZIP Code 79778

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "This time, when Simon and his fishing partners let their nets down, they were unable to haul the net because of the large number of fish. In the biblical account of this miracle, Simon immediately fell on his knees at Jesus's feet. Simon realized Jesus was the Messiah. Jesus told Simon that from now on, rather than trying to catch fish, he would become a fisher of men. This meant that, because Simon believed in Jesus, Simon should share his beliefs with others and invite them to believe in Jesus as the Messiah. This idea would ultimately lead many people in the Empire to share their faith in Jesus, spreading his message rapidly. And This idea has continued to motivate Christians, even since the time of the Empire, to share their faith with others." Recommended Version: "This time, when Simon and his fishing partners let their nets down, they were unable to haul the net because of the large number of fish. In the New Testament account

of this miracle, Simon fell on his knees at Jesus's feet, and came to believe that Jesus was the messiah. Jesus told Simon that from now on Simon should share his beliefs with others and invite them to believe in Jesus as the messiah. This idea has continued to motivate Christians since the time of the Empire to share their faith with others." Comments: As elsewhere, we recommend describing the events of the New Testament narrative with clear references and more neutral language. The suggested edits preserve the core idea of Christian belief in sharing their faith in a manner that is succinct and accessible to all students.

**Page Number:** 247

**Location:**

Lesson 10: Christianity and the Roman Empire, pg. 247, Show Image  
U4.L11.5: Remains of fishing boat from ancient Galilee, paragraph 2

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

The Roman historian Josephus noted that Jesus had many disciples at the time of his death by Pilate: "But those who had become his disciples did not abandon his discipleship. They reported that he had appeared to them three days after his crucifixion and that he was alive."

Explanation: Josephus is a very important source for this time period, but most scholars question whether or not he wrote the claim repeated here. This passage is found in the context of a larger passage that scholars call the Testimonium Flavianum. Most scholars agree that at least parts of this larger passage were not actually written by Josephus but were added instead by later Christian scribes. It is odd that writers of an elementary school curriculum are, in effect, taking a stand in this very technical, but well known, debate. For the most part, the only people who accept the authenticity of this passage do so in order to use it for the purposes of Christian apologetics, which also seems to explain its presence in this lesson. The lesson is trying to persuade 8-year-olds that a Roman historian living close to the time of Jesus recorded reports of the resurrection. But

since Josephus probably did not write this, using the passage this way is very, very problematic.

Correction Source: Examples of different scholarly positions can be found here: <https://www.earlychristianwritings.com/testimonium.html>

**Page Number:** 248

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is unconstitutional!!! I never thought I would be living in a Theocracy. DO NOT APPROVE THESE MATERIALS!!!! You all think we won't notice. There is a time and a place for teaching the Bible and that is at Church in Sunday School. That is why they have Sunday School. This is bad and horrible. DO NOT APPROVE THESE MATERIALS!!

**Page Number:** 248

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Jeri Matthys, ZIP Code 78947

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

My comment refers not only to the G3 Unit 4 Teacher Guide, but also the Reader (which has the same problematic language). I am an ordained minister in the Christian Church (Disciples of Christ) and serve as the senior pastor at a church in Austin. The way that the section on the resurrection is written, it is told as a Sunday School or VBS lesson rather than something appropriate for elementary students in public schools. As Rep. Talarico said in the education committee meeting on Monday, August 12 (which I attended), there is a difference between teaching and preaching, and this is preaching (and I would know; I preach most Sundays!). It is also problematic that lessons about other religions were deleted, and that the explanation about Judaism in this unit (starting on pg. 243) is overly-simplistic and only taught to the extent that it sets up the lesson on Christianity. I was not able to select a "general" comment not identifying the course/grade/publisher/component, but I would like to add that I disagree strongly with any and all instances of prioritizing Christianity and diminishing or skipping over other religions. Infusing public school curriculum with Bible stories goes against the freedom of religion that is core to the values and history of the United States, and families should be able to not have to worry about public schools teaching the religion preferred by those in elected office. Teach ABOUT religion, do not teach the religion itself. Use objective language, do not teach Bible stories as straightforward facts, and include lessons on other world religions, as well.

**Page Number:** 248

**Location:**

Bottom half of pg 248 (and other locations, which you will see in my comment below)

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Megan Peglar, ZIP Code 78753

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.



**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Laurie Higginbotham , ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Early Christians endured persecution from the Romans, meaning that they were treated badly for their beliefs. ... During this time, Christians had to meet in secret to worship God. They often met in catacombs, which were underground cemeteries built by the Romans."

Explanation: The claim that Christians met in secret catacombs to avoid persecution is a factually inaccurate, though a common misconception. Catacombs were public places, and Christians, like other Romans, visited them occasionally to honor their dead. This claim should be deleted.

Correction Source: See, for example:

<https://www.pbs.org/wgbh/pages/frontline/shows/religion/first/catacombs...>

<https://larryhurtado.wordpress.com/2014/07/30/was-early-christianity-se...>

**Page Number:** 249

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 10 has been revised.

**COMMENT:**

3. Literal. How did Christians respond to being persecuted for their beliefs? » They began meeting in secret to worship God, often in catacombs built by the Romans 4. Inferential. How did the life of Jesus of Nazareth impact the Roman Emperor Constantine? » He was the first emperor to convert to Christianity and make Christianity the national religion of Rome.

Explanation: As per a previous comment, both of these claims are factually inaccurate.

**Page Number:** 251

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

**COMMENT:**

This story goes into detail on Christian theology. For example, on page 263, it says: "The primary idea spread by those Christians was that Jesus died and was resurrected in order to forgive people for their sins, or harmful behaviors that separate a person from God. Anyone could receive that forgiveness and remain connected with God." Since the constitution makes clear that the government cannot promote a particular religion, the only way you can teach Christian theology in such detail is to balance that with teaching the theology of other religions at a similar level of detail. I don't see that in this curriculum, which is supposed to be about language arts, not theology. It is inappropriate and unconstitutional. Please remove it.

**Page Number:** 256-268

**Location:**

Grade 3, Unit 4, Lesson 11



**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Anderson, ZIP Code 76126

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Remind students that, in the last lesson, they read that the Bible is a collection of books organized into the Old Testament and the New Testament. The Bible as a whole is the core religious text of the Christian faith. The Old Testament portion of the Bible is an organization of the Hebrew Scriptures, or Tanakh. The Tanakh is the core religious text of the Jewish faith."

Explanation: "Bible" has different meanings. For \*Christians\*, the Bible is organized in the Old and New Testaments. For Jews, the Tanakh is the Bible. This curriculum at times bends over backwards not to call Jewish scripture simply "the Bible" or to acknowledge that there is more than one form of the Bible. To limit the term Bible to both OT and NT and to suggest that the Tanakh is somehow not "the Bible" reflects Christian bias and is deeply offensive. Discussions like this should be reworded to remove this problem.

**Page Number:** 259

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 11 has been revised.

**COMMENT:**

"Roman roads were a key tool to allow Paul and others like him to impose Roman power, religious beliefs, and culture on people all over the Empire."  
Explanation: The claim that Paul was seeking "to impose Roman power, religious beliefs, and culture on people all over the Empire" is completely inaccurate. The lesson is about the Book of Acts. Acts 9 argues that Paul persecuted Christians for his own religious reasons, seeking authority to do so from the Jewish high priest. His persecution had nothing to do with "Roman power, religious beliefs, and culture."

Correction Source: Acts 9

**Page Number:** 264

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

Grade 3 Unit 4 Lesson 11 has been revised

**COMMENT:**

"Anyone could receive that forgiveness and remain connected with God. This idea stood in contrast to the polytheism of Rome before Constantine. Official Roman religious beliefs focused on the idea that individuals must worship many different gods by working with priests at a temple."

Explanation: This passage's claims and wording are very odd. It takes a traditional (and unfair) Protestant criticism of Catholicism and applies it to Roman paganism (Protestantism allows individual access to God, the argument goes, while Catholics have to go through a priest.) Roman pagans also believed that individuals could worship gods. They did not have to go through priests at the temple. There were all sorts of prayers and rites that could be done by individuals and groups in contexts other than temples. In its current form, the passage is factually inaccurate.

**Page Number:** 265

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response: Accept**

Grade 3 Unit 4 Lesson 11 has been revised.

**COMMENT:**

"The spread of Christianity changed the Roman Empire because many people now changed to believing in one God instead of many mythical gods. They would no longer need the beautiful Roman temples to the many mythical gods."

Explanation: By pointedly using the term "mythical" in reference to Roman gods, the passage implies to its third-grade audience that Paul's god was real. In doing so, it is promoting a religious claim.

**Page Number:** 266

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response: Accept**

Grade 3 Unit 4 Lesson 11 has been revised.

**COMMENT:**

All of this proposed curriculum for K-5 is attempting to infuse Christian ideology into our publicly funded education system. This is egregious and should not be allowed. If you wish to do an overview of world religions and belief systems (e.g., atheism, Hinduism, Buddhism, Islam, Judaism, Sikhism, Taoism), then it should be reflected in the curriculum, but the entire focus of this document (among others in the other grade levels) is on Christianity. This is a violation of the US Constitution's guarantee of the separation of "church" and state. This proposed curriculum is an affront to all Texans who come from different faiths and belief systems and who contribute their tax dollars to support the public school system to ensure an equitable, fair, comprehensive approach to educating all of our children and respecting their families' belief systems, heritages, and cultures.

**Page Number:** all

**Location:**

The K-5 proposed curriculum is located on the SBOE website here:

<https://sboe.texas.gov/state-board-of-education/imra/english-language-a...>

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Cheryl Carter, ZIP Code 78757

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing to express my concerns about TEA's proposed Elementary Language Arts and Reading curriculum. I am a former educator and really appreciate the planning that has gone into the ELAR curriculum. However, I have noticed that many religions are not represented. Christianity gets promoted in third grade in unit 4, lesson 10, Christianity and the Roman Empire and lesson 11, The Road to Damascus from Augustine to Constantine. Christianity gets promoted again in fifth grade when the students read The Lion, the Witch and the Wardrobe, Unit 10. The Jewish religion gets represented in Queen Esther in the second grade, unit 10, lesson 2. When Rep. Talarico addressed commissioner Mike Morath, he asked why Texas had removed lessons on Islam, Hinduism and Buddhism. Surely, these religions have literature that would help us appreciate the culture of our students and educators. We have many students who are not Christians attending our schools and I think it is important that the students and teachers discuss these religions as well as Judaism and Christianity.

**Page Number:** Lesson 10 and 11

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jane Collins, ZIP Code 76013

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious indoctrination and a violation of me and my students' first amendment rights.

**Page Number:** Most

**Location:**

Throughout entire lesson.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Julian Jones, ZIP Code 78613

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am a Texas parent to a first grader and a soon to be preschooler. My first grader attends public school and it is my desire to have both of my children in public school for Pk-12th grade. I am also a graduate of Texas public schools and a former elementary public school teacher. As a parent and educator, I believe a strong public education requires literacy practices aligned to the Science of Reading including building knowledge and vocabulary through complex texts. I share this all to say that I am personally

invested in the adoption of a strong RLA curriculum and I have deep concerns about the Open Education Resource RLA curriculum that is currently up for TEA approval. Specifically, I am concerned about the Kindergarten - Teacher's Guide for Unit 7 Lesson 6. The in-depth discussion of the Good Samaritan story from the New Testament of the Christian Bible is completely inappropriate to be taught in public school. There are many ways to teach about being a community member that don't include specific references to a religion or religious text. Additionally, the centering of the Christian Bible in a lesson about helping others does not allow space for other religious and moral viewpoints to demonstrate the universality of helping others. This explicit Bible teaching infringes on my rights as a parent to teach my child the moral and spiritual values that are important to our family and I can imagine also infringes on the rights of parents of non-Christian students. Please remove this lesson and other lessons in the RLA curriculum that explicitly reference the Christian Bible.

**Page Number:** p. 236-255

**Location:**

All of Lesson 10

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Lindsey Lorehn, ZIP Code 77008

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Christian, I believe in the separation of church and state as protected in the United States Constitution's First Amendment. As such, this curriculum is inappropriate for our schools. Bible stories should not be taught as historical fact in our public schools. If we are bringing Christianity into the classroom, we must reinstate lessons on Judaism, Islam, Hinduism, and Buddhism as well. Better yet, let's leave religion out of public schools and

focus on education. The State Board of Education must not approve this curriculum before it can be taught in Texas classrooms, because it violates our rights and is inappropriate for today's young Texans.

**Page Number:** Page 245

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Anna Lindsey, ZIP Code 78738

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Roman Mythology" and "The Roman Republic" Beginning quotation mark is pointing the wrong way

Explanation: This unit appears to be the only one that I saw that used quotation marks in the lesson titles. I recommend removing all of the quotation marks. Or at the very least fixing the one for Roman Mythology.

**Page Number:** Table of Contents

**Location:**

Throughout the table of contents in the introduction section of the teacher's guide.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

Grade 3 Unit 4 has been revised.

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890727541)**

**COMMENT:**

I appreciate the factual accuracy and conservative outlook of the rewritten reading language arts K through five OER curriculum. I NOTED PATRIOTISM HAD BEEN ADDED ALONG WITH CHRISTIAN VALUES AND SOME BIBLICAL STORIES. I REALLY APPRECIATE THAT. Thank you that CRT AND OTHER NEGATIVE, DARK THEMES HAVE BEEN REMOVED. THIS WILL NOW HAVE A VERY POSITIVE IMPACT ON THE STUDENTS. EXCELLENT JOB!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Susan Pérez, ZIP Code 79410

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890727596)**

**COMMENT:**

As a former Texas State Representative and founder of Patriot Academy, I am very familiar with the negative outcome of civic ignorance in America. Instead of teaching our entire story, our education system (including Texas) has for too long given a warped view of the American culture. The good, the bad, and the ugly should all be taught, no shying away from our mistakes, but with an emphasis on the good that made America the greatest nation in history and teaches the children to love their Nation once again. While I have not reviewed every lesson, what I've seen in the OER is absolutely refreshing. Instead of ignoring the basic principles of liberty that resulted in America's free and prosperous society, these materials finally return to the "secret sauce" built around treating your neighbors the way you want to be treated. WELL DONE! What a positive example for other states to follow! I highly recommend that the SBOE adopt these materials.

**Page Number:** 17



**Location:**

N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Rick Green, ZIP Code 78620

**Publisher Response:** Accept without change

Pending Publisher Response

**Component:** Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890726834)

**COMMENT:**

Religious studies need to be kept out of schools!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mariah Holton, ZIP Code 78947-6231

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious studies need to be kept out of schools!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mariah Holton, ZIP Code 78947-6231

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890726902)**

**COMMENT:**

Copy Editing Error - Bradford read from Psalm 107. It begins, "Give thanks to the Lord, for He is good; His love endures forever." It begins, "Give thanks to the Lord, for He is good; His love endures forever."<sup>1</sup>

Explanation: It appears the last sentence is repeated. I suspect the writer only intended to include the sentence once.

**Page Number:** 220

**Location:**

End of the page

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Vito Ruiz, ZIP Code 78154

**Publisher Response: Accept**

The errant copy-edit has been corrected.

**COMMENT:**

Original Version: "Rhode Island became the first English colony to allow people complete religious freedom and welcome not only Puritans, but Quakers, Roman Catholics, Jewish people, and others, too." Recommended Version: "Rhode Island became the first English colony to allow people complete religious freedom and welcome not only Puritans, but Quakers,

Roman Catholics, Jews, and others, too.” Comments: The circumlocution “Jewish people” is unnecessary. “Jews” is an acceptable demonym, and is parallel with the other groups listed.

**Page Number:** 238

**Location:**

Lesson 10: Pilgrims and Puritans, pg. 238, Student Reader Pages 140-141

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 3 Unit 9 Lesson 10 has been revised.

**COMMENT:**

3rd grade Unit 9 Language lesson 2 TEKS 3.11.D.iv Edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms The lesson asks students to write the correct form of a given adjective in isolated sentences but students do not edit their own writing or the work of others or apply the lesson to their own writing. 3rd grade Unit 9 Writing lesson 2 This lesson includes reading TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; TEKS 3.8.C Analyze plot elements, including the sequence of events, the conflict, and the resolution; TEKS 3.8.D Explain the influence of the setting on the plot. In this lesson, students brainstorm for a personal narrative and use the elements of plot to plan their narrative. They do not retell or analyze the plot of any texts. 3rd grade Unit 9 Language lessons 3 and 4 TEKS 3.11.D.v Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner. The lesson is over the superlative and comparative forms of adverbs, which is not mentioned in the 3rd grade TEKS. The lesson asks students to write the correct form of a given adverb in isolated sentences but students do not edit their own writing or the work of others or apply the lesson to their own writing 3rd grade Unit 9 Reading lessons 5 and 14 Evaluate details read to determine key ideas. In these lessons, students complete a graphic organizer identifying the central idea or key idea and supporting details. They do not evaluate these details. 3rd grade Unit 9 Writing lessons 6, 7, 8, and 11 3.11.D.v Edit drafts using standard English conventions, including: adverbs

that convey time and adverbs that convey manner. These lessons focus on comparative and superlative adverbs which is not a 3rd grade TEKS. In addition, students identify the correct adverb for isolated sentences or compose their own isolated sentences containing comparative or superlative adverbs. They do not edit their own writing or the writing of others nor do they apply the lesson to their drafting. (Lesson 9 does ask students to add comparative or superlative adverbs to the draft of their narrative.) 3rd grade Unit 9 Speaking and Listening Lesson 10 TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.6.H Synthesize information to create new understanding; In this lesson, students read texts that include comparing and contrasting. They identify whether the certain parts of the text compares two ideas or contrasts them. They do no synthesizing of their own nor are the evaluating details to determine key ideas. 3rd Grade Unit 9 Lesson 13 TEKS 3.11.D.vii Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases. Students receive instruction about pronouns and antecedents including reciprocal pronouns, which is not part of the 3rd grade TEKS. The lesson asks students to write the correct form of a pronoun in isolated sentences given the antecedent. Students receive no instruction about subjective, objective, nor possessive pronouns. They do not edit their own writing or the work of others or apply the lesson to their own writing. 3rd grade Unit 9 Speaking and Listening lesson 15 and Reading lesson 16 TEKS 3.9.D.iii Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution. Students fill out a cause and effect graphic organizer based on events in the reading. There is no connection to text structures used by authors or an indication that the text is organized in any specific way. 3rd grade Unit 9 Language lesson 15 TEKS 3.11.D.vii Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases. The lesson asks students to write the correct object pronoun in isolated sentences. They do not edit their own writing or the work of others or apply the lesson to their own writing.

**Page Number:** Several

**Location:**

In the instructions for teachers, I have been looking at the TEKS included for each lesson and found several TEKS that are not aligned to the activities. Detailed examples below.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Catherine Horn, ZIP Code 78247

**Publisher Response:** Reject

No revision made. TEKS alignment has been verified through the IMRA process.

**COMMENT:**

3rd Grade all units, including unit 9, include a read aloud lesson called "Speaking and Listening" that lasts 15-80 minutes (usually 30-45) including 10-25 minutes of text read aloud (usually 20-25) with whole class question/response format teacher questioning. Occasionally students fill out a worksheet or graphic organizer. This is included most days; usually all but 1-4 days in each unit include these read alouds. The lessons only rarely have direct instruction of the TEKS listed, rather, the questions asked touch on the TEKS without any explicit instruction. 3rd grade Unit 9 A majority of the Reading lessons in this unit do not have explicit lessons to teach the TEKS. For most lessons, students read parts of the text (read aloud, partner read, reread, or independently read) then answer a series of questions. They then repeat with a new section of the text. Any mini-lessons included in these lessons are about the content of the informational reading, not the TEKS. For example Lesson 1 TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; TEKS 3.7.E Interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating; TEKS 3.8.C Analyze plot elements, including the sequence of events, the conflict, and the resolution. A mini lesson for retelling is included but none of the other TEKS are explicitly addressed during instruction other than in brief surface level questions. Students are given no instruction nor asked to evaluate details read to determine key ideas nor is there any instruction for analyzing the plot elements, students only identify and retell them. Lesson 3 TEKS 3.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information; TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. During the reading, students answer a variety of text based questions. They also compose questions as they read. No mini-lesson addressing the TEKS is included. Lesson 4 TEKS 3.7.D Retell and paraphrase texts in ways that

maintain meaning and logical order. Following the reading of the text, with periodic questioning, students complete a graphic organizer with plot elements. There is no mini-lesson. Lesson 5 TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.7.G Discuss specific ideas in the text that are important to the meaning. In this lesson, students complete a graphic organizer identifying the central idea and supporting details. They also answer several text based questions. There is no lesson to give instruction into HOW to identify these things. Lesson 6 TEKS 3.7.C Use text evidence to support an appropriate response; TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order. Students complete a graphic organizer to record the central idea and supporting details. They also answer several text based questions. No mini-lesson is included. Lesson 7 TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.6.F Make inferences and use evidence to support understanding; TEKS 3.7.C Use text evidence to support an appropriate response. During the reading, students answer a variety of text based questions. No mini-lesson addressing the TEKS is included. Lesson 8 TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.7.C Use text evidence to support an appropriate response. During the reading, students answer a variety of text based questions. No mini-lesson addressing the TEKS is included. Lesson 9- no reading lesson is included Lesson 10 TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; TEKS 3.6.F Make inferences and use evidence to support understanding; TEKS 3.6.G Evaluate details read to determine key ideas; TEKS 3.7.C Use text evidence to support an appropriate response. During the reading, students answer a variety of text based questions. No mini-lesson addressing the TEKS is included. Lesson 11- no reading lesson is included Lesson 12- TEKS 3.6.H Synthesize information to create new understanding; TEKS 3.7.C Use text evidence to support an appropriate response. During the reading, students answer a variety of text based questions. No mini-lesson addressing the TEKS is included. Lesson 13 TEKS 3.6.G Evaluate details read to determine key ideas. During the reading, students answer a variety of text based questions. No mini-lesson addressing the TEKS is included. Lesson 14 3.6.G Evaluate details read to determine key ideas. In this lesson, students complete a graphic organizer identifying the key idea and supporting details. There is no lesson to give instruction into HOW to identify these things. Lesson 15-

no reading lesson is included Lesson 16 TEKS 3.6.F Make inferences and use evidence to support understanding; TEKS 3.9.D.iii Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution. Students fill out a cause and effect graphic organizer based on events in the reading. Students receive no explicit instruction about cause and effect relationships, text structures, or about making inferences. In addition- 3rd Grade Unit 9 Writing Lesson 2 In the writing lesson, students are asked to brainstorm ideas that “actually happened”, “might have happened”, and “might happen in the future”. They are then to fill out a narrative story map as a pre-writing with no other instruction or modeling of how to move from a brainstormed idea into a fully fleshed story plan with setting, problem, beginning, middle, end, and solution. Grade 3 Unit 9 Writing Lesson 5 TEKS 3.12.A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft. During this lesson, students are to align their narrative plan to make sure they have a climax. After being given a definition of climax, the lessons says “Have students review the Middle column on Activity Page 2.3. Have students make sure this column is the climax of their story. If not, students may rewrite the middle of their story.” No other instruction is given. Next students are told they will add details about the characters through dialogues, actions, interactions, and descriptions. After each of these terms is explained, the lesson instructs teachers, “Say: ‘Today, we are going to focus on description and action.’ With a partner, have students work on developing their characters by adding additional information to their description and to the action in the story. “ No explicit instruction or modeling is given. Grade 3 Unit 9 Speaking and Listening Lesson 6 TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.9.D.i Recognize characteristics and structures of informational text, including: the central idea with supporting evidence. No mini-lesson or explicit instruction is included for any of these TEKS. Students listen to the text read aloud and participate in a series of teacher questions. Grade 3 Unit 9 Writing Lesson 10 This lesson includes all the editing (TEKS 3.11.D i-ix) Students are encouraged to use an editing checklist to self edit their drafts. No mini lessons are included to teach students HOW to do this nor is any modeling encouraged. Grade 3 Unit 9 Listening and Speaking TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; TEKS 3.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information;

TEKS 3.6.F Make inferences and use evidence to support understanding; TEKS 3.7.G Discuss specific ideas in the text that are important to the meaning. During the 20 minute read aloud, students answer a variety of text based questions. They also compose questions as they read. No mini-lesson addressing the TEKS is included. Grade 3 Unit 9 Writing Lesson 14 TEKS 3.13.C Identify and gather relevant information from a variety of sources; TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; TEKS 3.13.A Generate questions on a topic for formal and informal inquiry; TEKS 3.13.B Develop and follow a research plan with adult assistance; TEKS 3.13.E Demonstrate understanding of information gathered; TEKS 3.13.F Recognize the difference between paraphrasing and plagiarism when using source materials. Students are given detailed and explicit instructions into how to function in their groups as they take note and conduct research from the text. They are told where in the text to look for information. However, they are given NO instruction into how to know what to write down, how to take notes, how to avoid plagiarism, or even the purpose or focus of their notes other than that they are going to work with their group to write a new chapter for the text. 3rd grade Unit 9 Speaking and Listening lesson 15 TEKS 3.9.D.iii Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution. Students fill out a cause and effect graphic organizer based on events in the reading. Students receive no explicit instruction about cause and effect relationships or text structures. 3rd grade Unit 9 Writing lesson 15 TEKS 3.12.A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft. Students use their notes to work as a group and draft a new chapter for the text. The only direction students are given as they draft their chapter is the following- "Explain that the Group Leader will still keep everyone on track, and now the Scribe will write the draft of the chapter using the ideas from the team. The Fact Checker will make sure the notes from the research are incorporated into the story. Emphasize the importance of collaboration and cooperation. Remind students of the characteristics of a narrative that they studied earlier in the unit. List these on the board: Situation- including setting and sequenced events, Characters, Dialogue, Descriptive language. Tell students that they should include all of these characteristics in their chapter."

**Page Number:** several

**Location:**



Throughout the lesson guides, there is a lack of engaging activities that align with research supported practices as well as a serious lack of explicit and systematic instruction on the TEKS. The majority of the Reading and Speaking and Listening lessons are formatted as "read/listen to the text, then answer questions". A method that is ineffective, outdated, and not engaging. See below for specific examples in 3rd grade Unit 9.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Catherine Horn, ZIP Code 78247

**Publisher Response: Reject**

No revision made. As part of the IMRA review process, quality rubrics are utilized by reviewers to address the use of research supported practices in the product.

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890720238)**

**COMMENT:**

1 Jesus was a radical protagonist flipping tables over and demanding change  
2 Forcing the use of (!) is unacceptable and forces the child to support the claims in bias  
3 If you want to force an image of Jesus add an image of someone from the middle east to show the radical racism in davincis art don't be starting white Jesus racism at 3rd grade Also What grade is the early testament in? Also the Quran? And The Vedas? If we're going to be teaching religion in schools we should teach all religions or are we no longer the land that has religious freedom?

**Page Number:** 240-244

**Location:**

Pg.240 first line Pg.242 use of symbols Pg244 image from davinci last supper

**URL to Content:** N/A

**Submitted by:** Ben Groshong, ZIP Code 75080

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890720139)**

**COMMENT:**

The text is careful with Roman religious myths to explain that these are religious stories we learn in school because they are important to understand history (going so far as to label them 'mythical God' or 'mythical Goddess' every time they are mentioned, to the point of being ridiculous. It is not as careful with Christian stories to draw a distinction between the testimony of history and faith. For example, it does not treat the resurrection of Jesus as a religious story, but sometimes blends it towards a statement of fact, such as "The Bible explains that Jesus rose from the dead" or "many heard about the resurrection of Jesus" (248). Similarly, it treats "Jesus was born in a stable" as equally historical as Constantine "was the first emperor to convert to Christianity" when one is a historical fact, and the other is contested (Luke says stable, Matthew at home, and the protoevangelium of James suggests a cave). A more appropriate curriculum would be clear that The Bible is a story that Christians believe, which has shaped history, but that many people think these Bible stories are also myths. As a pastor, I would like to see appropriate separation of church and state and am distressed to think that such biased material might be approved by the school board.

**Page Number:** 236-248

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Samuel Voth Schrag, ZIP Code 76016

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The entire lesson 10 "Christianity and the Roman Empire" is not suitable for Texas children. It is not suitable to play religious music and to promote Jesus as a god. As a parent, it is my right to determine the religious instruction of my child. This violates my parental rights, this violates my child's rights, and this is unconstitutional under the Establishment clause. Public schools are government. And Government is not to establish a religion. Lesson 10 here clearly establishes a religion by promoting Christianity by not clarifying that Jesus is a mythical god, such as Jupiter and Athena were clearly defined as being in lessons 2 and 3. Lesson 10 also creates a false link between the idea of Messiah in Judaism to Jesus being that Messiah, Jews disagree, and it incorrectly twists the teaching of the Jewish faith. So not only is this unconstitutional, it is erroneous. The entire Lesson about Rome needs to be abolished or just Lesson 10. There is no way to remedy this otherwise.

**Page Number:** 236-255

**Location:**

Chapter 10 " christianity and the Roman Empire"

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Ayesah Castang, ZIP Code 76542

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The faith statements found in these pages should not be taught by a 3rd grade teacher in a public school setting. Concepts such as Messiah, angels, God's love and forgiveness and miracles are tenets of the Christian faith but have nothing to do with the historical record. All of these concepts are gained through faith and have no business in a Public School Classroom. The stable birth is only recorded in the New Testament of the Christian Bible and singing Christmas carols is not an appropriate activity as none of that has any historical accuracy. In addition there is no corroborating evidence to confirm the occurrence of a census at the time of Augustus Ceasar other than a religious text, the New Testament of the Christian Bible. I am a Christian and I would not want the children of my church taught these concepts by a 3rd grade teacher no matter how wonderful he or she may be. This is what Church and Sunday School is for. This curriculum should be considered illegal under the Establishments Clause of the First Amendment to the United State Constitution. All language that makes a child develop a faith concept from this curriculum should be removed and replaced with actual historical data. Diann Smith, Richardson, Texas 8/15/24

**Page Number:** 243 - 248

**Location:**

U4L10.3 through U4L11.6

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Diann Smith, ZIP Code 75080

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890720047)**

**COMMENT:**

our public schools do not need to focus on a singular religion. the curriculum should respectfully represent all religions and beliefs, including but not exclusive to Christianity.

**Page Number:** N/A

**Location:**

Christianity

**URL to Content:** N/A

**Submitted by:** Kayla Miles, ZIP Code 75209

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a Christian and a teacher I want to advocate AGAINST this curriculum. Religion must be taught at home and at churches NOT in the classroom. Civics should be taught to foster love of community and country, as well as integrity and other values. This is a violation of religious freedom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Maria Richison , ZIP Code 78163

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890720160)**

**COMMENT:**

The error is in forcing a certain brand of Christianity or your pet religion into the public school curriculum where it is unwanted and unconstitutional. Separation of Church and State means what it says. Educators should be instructing kids on the fundamentals of English, reading, science, math, history, the arts and other subjects the knowledge of which will aide in their growth and future. Keep religious education at home. It is unwelcome and ostracizing for kids who are not believers, or even a different branch of Christianity than the one the Legislative body favors. Stop now. And stop trying to pass a law using our money for school vouchers. Public funds for Private schools are not helpful for the majority of Texas kids. In fact. It lowers the educational standard. Properly fund our public schools and fund free school lunches and give our kids a chance to learn and grow and contribute positively to this state as adults. Your greed is ruining this state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Claudia Trachier, ZIP Code 75041

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890720177)**

**COMMENT:**

The spelling patterns given are: 'ar' > /ar/ 'or' > /or/ 'er' > /er/ 'ur' > /er/ 'ir' > /er/. The "er" sound is represented here with only four phonograms instead of five. With an "explicit phonics" curriculum like Spalding or Riggs, where all the phonograms are learned by rote memory, there would be no gaps. The five phonograms that make the "er" sound are: 'er' /er/ as in "her," 'ur' /er/ as in "nurse," 'ir' /er/ as in "first," '(w)or' /er/ as in "work," and 'ear' /er/ as in "early." Having some phonics is good, but having a complete, explicit phonics curriculum is better.

**Page Number:** 7

**Location:**

Top of the page, under the heading.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Janet Stutts, ZIP Code 75254

**Publisher Response:** Reject

No revision made. Content is appropriate in its current form. The suggested feedback will be considered for future continuous improvement.

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890720078)**

**COMMENT:**

As a voting, tax paying citizen who respects the entirety of the US Constitution, any content that advocates for any religion, particularly at the expense of equal exposure to ALL other religions, is in direct violation of the US Constitution: Amendment #1 "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;". The current proposed legislation to explicitly teach religious content has no place in a public education setting nor classroom. Even numerous religious leaders object to this because to sufficiently understand and instruct this

content, it requires a strong education in divinity and deft understanding of religious concepts and most importantly, requires a receptive audience being exposed of their own free will. This is NOT free will. If anything, this is directly over-riding free will, completely unconstitutional, and attempts to usurp the rights of Texas parents to see to their child's religious education as they see fit. The state has no right and no place promoting this material in public education. This is nothing more than a blatant and proto-fascist effort to indoctrinate captive students, against their parents' wishes. Texas used to be about freedom and choice. This is anything but. Historically speaking, the current Texas government, is guilty, for the last 25 years, of providing woefully inadequate education-the same criticism lodged against the government of Mexico in Texas' declaration of greivances against their totalitarian inclinations. Additionally, those early Texans and Texians intentionally structured their early government to separate church and state because they saw the inherent dangers and empirical evidence of those dangers when practiced by the Spanish and later Mexican governments. And now, Abbott and his Christian nationalist cronies seek to committ the same thing-clearly failing to learn or understand the history of the very state they so poorly govern. Let me be clear: religious education and content has ZERO PLACE in Texas public education.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Toby Lavergne , ZIP Code 78130

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Get religious fanaticism out of our schools. Public schools are for education not indoctrination! If children need to know the Bible, it can be done at home or Sunday at church.



**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lara Lautzenheiser, ZIP Code 76028

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It's an abomination to teach the Bible in a public school. Please remove this from the proposed curriculum and give parents the freedom to choose religious instruction for their families.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Beth Rainey, ZIP Code 75218

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

**\*\*The Vital Importance of Separation of Church and State\*\*** The principle of separating church and state is one of the cornerstones of American democracy, enshrined in the First Amendment of the U.S. Constitution. This

separation is not just a legal necessity but a safeguard for both religion and government, ensuring that neither is compromised by the influence of the other. This essay will explore why the separation of church and state is essential for a healthy democracy, referencing key historical figures and laws that uphold this principle. ### The Founding Fathers' Vision The United States was founded on the principle of religious freedom, a concept that was revolutionary at the time. The Founding Fathers understood the dangers of intertwining religion with government, having witnessed the religious conflicts that plagued Europe for centuries. They sought to create a nation where individuals could worship freely without government interference or favoritism toward any particular religion. Thomas Jefferson, one of the most vocal advocates for religious freedom, famously wrote in a letter to the Danbury Baptist Association in 1802, "I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should 'make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' thus building a wall of separation between Church & State." This "wall of separation" was not meant to be a barrier to religion but rather a protection of religious freedom from government control. James Madison, often referred to as the "Father of the Constitution," also strongly supported this principle. In his 1785 \*Memorial and Remonstrance Against Religious Assessments\*, Madison argued that religion is a matter "which lies solely between Man & his God," and therefore, the government has no right to force citizens to support or participate in any religious activity. ### Legal Framework Supporting Separation The First Amendment of the U.S. Constitution clearly states, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This clause is the foundation of the separation of church and state, ensuring that the government cannot establish an official religion or favor one religion over another. In addition to the Constitution, various Supreme Court rulings have reinforced the separation of church and state. One of the most significant cases is \*Engel v. Vitale\* (1962), where the Supreme Court ruled that it is unconstitutional for state officials to compose an official school prayer and encourage its recitation in public schools. The decision was based on the principle that the government should not be in the business of promoting religious practices, as it violates the Establishment Clause of the First Amendment. Similarly, in \*Abington School District v. Schempp\* (1963), the Supreme Court struck down mandatory Bible readings in public schools, stating that "no state law or school board may require that passages from the Bible be read...at the beginning of each school day." This case reaffirmed the importance of

keeping religious instruction out of public education, preserving the neutrality of the state in matters of religion. ### Why Separation Matters Today The separation of church and state is as crucial today as it was in the time of the Founding Fathers. It protects individuals' freedom to practice their religion without government interference and ensures that the government remains neutral on religious matters. This neutrality is essential in a diverse society where people of different faiths, or no faith at all, must coexist. Furthermore, this separation prevents the government from imposing religious beliefs on its citizens. When the government endorses or promotes a particular religion, it risks alienating and marginalizing those who do not share that faith. This can lead to social division and discrimination, undermining the very principles of equality and freedom upon which the United States was founded. The separation of church and state also protects religion itself. When religious institutions become entangled with government, they risk becoming politicized and losing their spiritual focus. By maintaining a clear boundary between religion and government, both can operate independently and with integrity, ensuring that religious beliefs remain a personal and voluntary matter. ### Conclusion The separation of church and state is a fundamental principle that upholds the values of religious freedom, government neutrality, and social harmony. As Thomas Jefferson and James Madison recognized, intertwining religion with government threatens both the liberty of individuals and the integrity of religion. The Constitution, supported by numerous Supreme Court rulings, ensures that this separation is maintained, protecting the rights of all Americans to worship—or not worship—as they choose. In a pluralistic society, the separation of church and state is not just good; it is essential for preserving the freedom and equality that define the United States.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** James Gatsche, ZIP Code 78739

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"Religious institutions that use government power in support of themselves and force their views on persons of other faiths, or of no faith, undermine our civil rights. Moreover, state support of an established religion tends to make the clergy unresponsive to their own people and leads to corruption with religion itself. Erecting the wall of separation between church and state, therefore, is absolutely essential in a free society." - Thomas Jefferson -----

The separation of church and state is a fundamental principle that ensures freedom of religion and protects the rights of all individuals, regardless of their beliefs. It is crucial for several reasons: 1. **\*\*Protection of Religious Freedom\*\***: This separation ensures that no single religion is given preference by the government, allowing people to practice their beliefs without interference or favoritism. 2. **\*\*Prevention of Religious Conflict\*\***: By keeping governmental and religious institutions distinct, it reduces the risk of conflicts fueled by religious differences and prevents religious discrimination. 3. **\*\*Preservation of Democracy\*\***: A secular government is more likely to make decisions based on universal principles of justice and equality rather than religious doctrines, thus maintaining democratic values. 4. **\*\*Encouragement of Pluralism\*\***: It allows diverse cultural and religious expressions to thrive, enriching society and promoting mutual respect and coexistence. 5. **\*\*Focus on Common Good\*\***: Policies and laws can be created based on objective reasoning and the common welfare, rather than religious teachings, leading to more inclusive and effective governance. Overall, the separation of church and state is vital for maintaining a fair, free, and diverse society where individuals can coexist peacefully and governments can function effectively.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Michael Hidalgo , ZIP Code 78666

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Keep Bible studies out of Public schools!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mariah Holton, ZIP Code 78947-6231

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

"The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the predicted Messiah." I am a lifelong Episcopalian. Generations of my family were raised attending Church, my children have been raised attending the Episcopal Church, and this is as it should be. We have freedom of religion in this country and enjoy a separation of Church and state. The text above crosses the line. This does not serve any educational purpose, or have any context in supporting the Lesson "Christianity and the Roman Empire" since that should be about Jesus as an adult. It is absolutely possible to support this lesson without going in to the theology (or mythology as some may say) of the birth of Jesus. Having this taught in

schools is a slippery slope to teaching religion in school and indoctrination. As Gov. Abbott said, "Public schools are for education, not indoctrination." We need to protect that.

**Page Number:** 245

**Location:**

the last sentence of the first full paragraph on the page.

**URL to Content:** N/A

**Submitted by:** Kelley Dinderman, ZIP Code 78734

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component:** Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1 (ISBN: 9798890720207)

**COMMENT:**

Church and state do not mix. Stop indoctrinating children into your beliefs.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Conrad, ZIP Code 75766

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 3 Reading Language Arts,  
Edition 1 (ISBN: 9798890724380)**

**COMMENT:**

We urge you to carefully review and reconsider the adoption of OER-HQIM material by Amplify as well as the implications of HB1605, the imposition of religion in our curriculum which is against the principles of our founding fathers and curriculum that does not focused on traditional subjects like reading, writing, arithmetic, and moral instruction such as fables. The curriculum lacks emphasis on face-to-face guided instruction, with no rote learning, and memorization of alphabet, reading, spelling. Additionally, patriotism should be the most significant aspect of the curriculum without using God as a tool to gaslight parents into accepting someone else's religion. Children should read stories such as the "The Lion and Mouse," "The Hare and the Partridge" and other classical tales that instilled moral values and ethical principles in early school years, not someone else's idea of religion. It is essential to ensure transparency, accountability, and the protection of our children's educational rights. The concept of separation of church and state, rooted in the First Amendment of the United States Constitution, embodies the foundational intent to safeguard individuals' freedom of faith from governmental interference. Our founding fathers underscored the importance of preventing the government from instituting a specific religion, ensuring the freedom for individuals to practice their faith without government imposition. The essence of the Establishment Clause, encapsulated in the First Amendment, prohibits the government from endorsing or inhibiting any religion. This fundamental principle upholds the idea that state curriculum should uphold religious neutrality, preserving the constitutional rights of every individual. Moreover, the United States Supreme Court has continually upheld and interpreted this principle to maintain the vital separation of church and state. By respecting this constitutional tenet, we honor the different religious beliefs and promote equality in education, ensuring that no specific religion is imposed in educational curricula. In summary, the principle of separation of church and state is a cornerstone of our constitutional framework, safeguarding individuals' freedom of faith and ensuring religious neutrality in government matters and educational settings. Open Educational Resources (OER) by TEA must unequivocally respect and uphold these crucial protections under the constitution, and refrain from infringing on personal beliefs. It is our

responsibility to ensure that this curriculum is not approved by the state, and to advocate for the freedom of genuine choice, as public schools should uphold our constitutional rights and focus on enhancing education. As a devoted patriot, conservative, and Christian mother, I am deeply concerned about the impact of religious content in the curriculum and about the unnecessary exposure of our children's to multiple religious views. It is absolutely vital for the State Board of Education (SBOE) and the legislature to carefully weigh the influence of religion in the curriculum, taking into account the rich tapestry of family traditions and cultures within our community. Striking a balance that honors personal beliefs, and empowering local districts to make educational decisions in line with their community values, is paramount. I strongly urge the SBOE and the legislature to conduct a meticulous review of Open Educational Resources (OER) before their integration into the state-approved curriculum, ensuring they align with the principles of our founding fathers, uphold our constitutional rights, and foster respect for individual freedoms and traditions. Jackie Besinger, MBA-MHA

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jackie Besinger , ZIP Code 78733

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**COMMENT:**

I am a Christian and I absolutely do not want my son learning about the Bible in this environment. It is inappropriate. He can learn from us or at church. But NOT at school. This is a pandora's box that you will regret. It will not have the effect you think it will have. Please reconsider!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Daniel Minton, ZIP Code 76016

**Publisher Response:** Reject



No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I object to public school teachers teaching Bible stories to our children. We'll take care of that in our wonderful churches. We need teachers to focus on traditional topics of reading, math, social studies, and science.

**Page Number:** N/A

**Location:**

I am not sure of exact location, but I do not want public school teachers teaching Bible stories to our children. We'll cover that in our wonderful churches.

**URL to Content:** N/A

**Submitted by:** Tami Welsh, ZIP Code 77406

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I do NOT wish Texas schools to teach Christianity at all. The spiritual journey should be left as a personal one and guided by one's family and place of worship alone. Private schools with Christian instruction exist. Families should choose where and how OUTSIDE of the public school system they

want to support their child spirituality. The idea of and proposed legislation to enforce Christian religious study in our public schools is insulting, un-Christian, and dangerous. Stop it. Texas parent of Public School system

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Zoey Fain, ZIP Code 78721

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

## **ELAR, Grade 4 (IMRA)**

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

**Component: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 (ISBN: N/A)**

### **COMMENT:**

I SUPPORT education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alicia Brewer, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I recommend and approve of this curriculum! I would like to provide feedback on the following grades and units: Kindergarten Unit 3, These lessons are foundational, a good place to start. Grade 1 Unit 6, All lessons appear accessible and level-appropriate. Grade 1 Unit 3, I like the coverage of early civilizations of the Americas. I think this is highly appropriate for Texas students. I acknowledge, however, that there are some adults who might disagree. Grade 2, Unit 5 Accessible and level-appropriate. Amazing pictures. Grade 3 Unit 1: The Wind in the Willows---Classic, universal stories. Kindergarten Unit 10, Tactful and age-appropriate treatment of slavery. Grade 1 Unit 8, Appropriate build on Kinder materials. Kindergarten Unit 10, Tactful and age-appropriate treatment of how Native Americans have been treated. Grade 4 Unit 1, Like the diversity of of the stories, and how unique they are as human experiences. Will be very perspective-broadening for suburban and urban children. Grade 4 Unit 5, Very fair, sensitive, and yet positive treatment of the U.S. Revolution. Grade 5 Unit 2, I learned much just reviewing this material. Very well integrated: language arts, fine arts, with math & science. Grade 5 Unit 6, Very good and thorough experience with Shakespeare. I especially appreciate the extensiveness of the efforts to help students understand the language style.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Marvin McNeese, ZIP Code 77005

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I currently believe the classical approach is the best way to teach our children. I viewed several lessons at various age levels. I like the lessons that emphasize "The Golden Rule", historical lessons I learned as a child, and basic American cultural ideas that have not been watered down in order to be inclusive to all ideas. I believe that our children have not been introduced to basic concepts that unite our society in America. I am an educator and we have tried to introduce so many ideas from around the world, we haven't time to cover the basic ideas of being a good citizen and to understand how our country has developed due to these ideas. My grandchildren are home schooled through Classical Connections Curriculum and I am ashamed for the children in public school that will never understand how our society developed through the spiritual concepts taught through classical literature. I am also ashamed that we no longer recognize the ideas of great minds from throughout history that has influenced our country's development.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Pat Randolph, ZIP Code 79053

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I support OER curriculum!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Denise Layne, ZIP Code 76248

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Our nation has a heritage rooted in Judeo Christian values and it is important that children are educated in such a way to include Judeo Christian biblical passages and stories. Please do not remove the biblical stories or references.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jennifer Schober, ZIP Code 78660

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I would like to make it known that I support Biblical references in education. I am not against teachings on other religions. But I definitely support education on the United States' Christian traditions and roots. This would give children the academic Judeo-Christian knowledge they need to understand our literature, laws, and traditions. I want children of all ages to be knowledgeable of the Biblical traditions that shaped the nation they live in.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tina Mahaffey, ZIP Code 78412

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Love the novel selections.

**Page Number:** N/A

**Location:**

Love the novel selections included in this curriculum.

**URL to Content:** N/A

**Submitted by:** Tammy Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

As a representative of the business community, I am impressed with the rigorous content of these materials. I believe this type of curriculum is critical to future of Texas economic development. If we don't challenge our students we will not have the workforce needed to preserve the Texas miracle.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Caroline Simmons, ZIP Code 78703

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Public schools are not the place to teach religion. I highly object to the current attempts to include religious teaching into our public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** John Shadduck, ZIP Code 75252

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Excellent teaching curriculum for teachers and wonderful lessons, activities and literature for students. I can't wait for this to be in our Texas classrooms.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tammy Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I support education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and

concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shana Fuller, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am deeply concerned about biblical references in the curriculum. I am a Christian and I believe in separation of church and state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lynn Moore, ZIP Code 77019

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The classic novel studies, poetry, history and science are wonderful and very well laid out! The science is fun, engaging, and interesting! The OER curriculum is very well done and so needed in our Texas classrooms. Texas children will greatly benefit from this!



**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cindy Asmussen, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I would like to strongly oppose the new curriculum. There is no reason that biblical text needs to be used to increase the vigor of education. I live in a very diverse district with many religions. I strongly believe that as a parent I should be responsible for my children's religious education. I also object to this curriculum because it removes the ability for the teacher to use their judgement, creativity, and expertise to develop their own plans. Great teachers will not flourish with these guidelines and will not be drawn to our state. We will lose teachers and students with the adoption of these guidelines. Rural districts will suffer the most.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Krislyn Mann, ZIP Code 78717

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I currently believe the classical approach is the best way to teach our children. I viewed several lessons at various age levels. I like the lessons that emphasize "The Golden Rule", historical lessons I learned as a child, and basic American cultural ideas that have not been watered down in order to be inclusive to all ideas. I believe that our children have not been introduced to basic concepts that unite our society in America. I am an educator and we have tried to introduce so many ideas from around the world, we haven't time to cover the basic ideas of being a good citizen and to understand how our country has developed due to these ideas. My grandchildren are home schooled through Classical Connections Curriculum and I am ashamed for the children in public school that will never understand how our society developed through the spiritual concepts taught through classical literature. I am also ashamed that we no longer recognize the ideas of great minds from throughout history that has influenced our country's development.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Pat Randolph, ZIP Code 79053

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

In regards to using the Christian Bible for public school lessons, I respect those who want to learn Bible stories and make lessons from them, but that activity should be reserved for religious leaders and scholars to be delivered in an appropriate religious place of worship, or a non-secular academic institution. A non-secular public school should operate as just that.

Furthermore, what I would really like to see is a greater investment into online educational resources for all public school students that they can access from home to improve their executive function skills, reading skills, and math/logic skills. The modern workplace demands a higher mastery of these skills and we need to deliver the modern resources our students need to meet those demands.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Yvonne Hernandez, ZIP Code 77007

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I strongly support education that gives kids the truth about the beginnings of our country. It is founded in Christian-Judeo laws and traditions. It IS a HUGE part of our history and they should be taught those FACTS. Omitting that is hiding the truth.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Forrest, ZIP Code 78664-6230

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**

Dear Texas Education Administration, I am writing to express my concerns about the current direction of the curriculum in Texas public schools, particularly regarding the integration of religious content in the English Language Arts (ELA) curriculum across various grades. The U.S. Supreme Court has made it clear that "public schools can and should teach religion objectively as part of a secular program of education." However, the new Texas plan appears to be riddled with errors and religious preferentialism, which is not only a disservice to our students but also contrary to the principles of unbiased, inclusive education. Texas currently ranks 48th in

education nationwide. This unfortunate ranking highlights the urgent need for us to improve the quality of education we provide to our students. We must aim to deliver an optimal education—one that is free from bias, barriers, or preferentialism. We can, and should, do better for the sake of our students' futures. I would like to draw your attention to several specific examples within the current curriculum that demonstrate a lack of inclusivity and an undue emphasis on Christian narratives: Fourth Grade ELA: In the unit on inventions, there is a glaring absence of contributions from Arab, South Asian, African, and South American cultures, with the sole exception of paper from Asia. Additionally, in the unit on the Middle Ages, the curriculum discusses Christianity's influence on European culture but fails to reference other ways of living and their influences on our history. This one-sided view does not provide our students with a comprehensive understanding of history and culture. Also, the novel *Number the Stars* centers around a White, Christian family saving their Jewish neighbor. While self-sacrifice is noble, I reiterate that it comes among a variety of Euro-centric stories that completely ignore other cultural iterations of similarly beneficial themes. It is vital that our education system reflects the diverse society we live in and provides an unbiased, well-rounded education to all students. I urge the Texas Education Agency to consider these concerns and take steps to ensure that our curriculum is inclusive and representative of all cultural and religious backgrounds. We owe it to our students to give them the best education possible—one that prepares them to thrive in the reality of a diverse and interconnected world. Thank you for your attention to this matter. I look forward to seeing the positive changes that will result from addressing these concerns. Sincerely,

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Since before Sir Isaac Newton, religion has been an integral part of education, taught and advanced through clergy and other Biblically based societies. The original schools of higher education in the United States were religious-based, and even in Texas, the oldest college of higher learning was founded by preachers and ministers. Our very Constitution used Judeo-Christian morals in its framing. Then the principle of Separation of Church and State was construed to apply to education. The previous centuries of religion and morality, taught in schools, has gradually been sucked dry. Most schools don't even raise the flag or pledge allegiance. It's a wonder we have retained the "National Anthem" at sporting events. That being said, it is so refreshing and in the face of "modern" thought, to have an entity as yours try to reverse a century-old trend. The Bible is replete with fundamental statements and stories that are alluded to and quoted in literature. To give the Bible credit for its influence over the centuries is a noble feat, and I am behind your efforts completely. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Sears, ZIP Code 79714

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am very thankful to see the new traditional values like the Golden Rule being woven into the lessons in our public's schools. All history is important! What a great model to use.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Gilmore, ZIP Code 76689

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I want to give a full-throated endorsement for the OER materials submitted. I did not review every lesson for every grade but did review many English units for all the grades. Though I realize no set of curriculum materials is ever perfect, I am so pleased for this State Board of Education and the future of Texas education that this day has come. The SBOE that I served on for eight years never had this chance to directly impact the classroom with high-quality instructional material owned by Texas and supervised by the SBOE. We could only make suggestions to for-profit publishers. Sometimes they listened, sometimes not. These IMs take advantage of the classroom hours spent in ELAR skill-building to use source material rich in history and science in every lesson for every grade, diverse and engaging stories from around the world from varying cultures and time periods that children will enjoy, more Texas-centric content, home activities to engage parents (also given full access to IMs) to support classroom work, numerous and much needed writing opportunities, and great classroom materials provided for educators. More and more educational research is showing how very important knowledge building year after year is for every child, particularly the most disadvantaged children. We have a definite knowledge gap. Curriculum material should not waste time, in language arts classrooms particularly, using lessons that are almost completely skill focused with little attempt at also using knowledge building content as the building block for developing skills. All districts, no matter their school budget challenges, can take advantage of these high quality, content rich IMs covering 100% of TEKS. This IM was built based on the experience and voluminous feedback from Texas classroom educators. These OER materials are free for all and will hopefully be approved and held accountable by the State Board of Education. Wow! What a privilege you have. Thank you for your service.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donna Bahorich, ZIP Code 77024

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am for this program.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Candace Williams, ZIP Code 78729

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am in favor of this curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hillary Hickland, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Religious texts should not be included regardless of the religious source or framing.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Donald Jamison, ZIP Code 75165

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Please do not promote teaching of the Christian Bible in schools in Texas. As a Catholic and Christian, I do not believe that there is a role for public schools being involved in religious instruction and indoctrination.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** John Carwile , ZIP Code 77356

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Return to how Indiana taught me. Paper pencil book, and great teachers. Homework, accountability, neighborhoods, smaller schools. My mom taught and she was lived by her students, they knew she had authority over their grade- and they knew they mattered to her. Do better OER is worse than my state/ w Kinsey- you will regret it.

**Page Number:** N/A

**Location:**



Bible scripture included in curriculum. Regardless of where, or how, this is NOT the role of education. This is a families domain. When, how and where. We emancipated from The Crown so there was not an imposed religion. Further it seems unconstitutional. Encourage families to seek church and a faith for solutions - the government is not the answer.

**URL to Content:** N/A

**Submitted by:** Scott Lowe, ZIP Code 76034

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 (ISBN: 9798890726742)**

**COMMENT:**

Religious indoctrination and a violation of me and my students' first amendment rights.

**Page Number:** 82

**Location:**

Lesson 6: Chapters 9 and 10: To Be Brave Reading

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Julian Jones, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 4 Reading Language Arts,  
Edition 1 (ISBN: 9798890726612)**

**COMMENT:**

This is fundamentally against the constitution of separation of church and state. By not keeping the Christian Church out of our public schools, we are not adequately preparing our youth with critical thinking and reasoning skills and are attempting to indoctrinate and alienate our students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Leah Joelson, ZIP Code 75204

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Nope, this is not the one. My students would not be engaged with this curriculum. I need there to be more than 2 choices of complete curriculum. This and Savvas can't be the only 2 out there. The other choices seem like only phonics - which we just adopted. Ugh. I'm frustrated.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Wendy Hoot, ZIP Code 77304

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**Component: Bluebonnet Learning Grade 4 Reading Language Arts,  
Edition 1 (ISBN: 9798890726605)**

**COMMENT:**

Thank you for your work on IMRA new curriculum. Keep it up!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tonya Gilliam, ZIP Code 79424

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am a parent to three children in Texas public schools, a former principal and principal supervisor in Austin ISD, and I currently work for an educational nonprofit. If Texas adopts a curriculum that teaches the Bible as content, we will lose teachers, traumatize children, and break the law. Do not ignore the constitutional right staff, students, parents and other guardians have to separation of church and state!

**Page Number:** Na

**Location:**

Na

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Emily Bush, ZIP Code 78745

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 (ISBN: 9798890729545)**

**COMMENT:**

In the unit on inventions, there is a glaring absence of contributions from South Asian, African, Arab, and South American cultures, And, with the sole exception of paper from Asia, there is a lack of Asian contributions to the global increase of technology.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Reject

No revision made. Suggested content is included across the product.

**Component: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 (ISBN: 9798890727336)**

**COMMENT:**

Anything related to reading Bible verses and encouraging singing songs about the Bible need to be take out of this curriculum. We are NOT a Christian country and I teach students of all faiths from all walks of life. Unless you are going to encourage us to sing songs or read about Hinduism, Islam, or even Paganism, this goes against everything we stand for in the United States.

**Page Number:** N/A

**Location:**

Anything related to reading Bible verses and encouraging singing songs about the Bible

**URL to Content:** N/A

**Submitted by:** Viktora Henderson, ZIP Code 79762

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 (ISBN: 9798894641737)**

**COMMENT:**

I am an overall supporter of this curriculum! It provides the structure and framework that has been lacking in our schools for many years! Thank you for returning the Bible as a foundational document in our schools! I believe our state will be blessed because of this!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hudson Morgan, ZIP Code 76047

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Portions of these lessons adequately address how the Roman empire transitioned from polytheism to monotheism, yet it does seem excessive description is given to stories from the Bible in a few places. For example, it would be simpler to just state that during the Roman census a child was born who was believed to be the Jewish Messiah. This story forms the beginning of the Christian belief system, as opposed to relaying the details of the angels and manger. Similarly, I'm not sure how the story of Simon

becoming a follower of Jesus is necessary to understanding the concept that Christians work to spread their faith. I would recommend that the text state Jesus is sentenced to death and not mention crucifixion as those who are not Christian will require the teacher to define this term. If included, it would be wise to provide teachers with a way to handle this in an appropriate way for 8 year old children of various backgrounds. The paragraph under Image U4.L10.9 also seems unnecessary as it addresses that Christianity is still practiced today, but the next lesson skips back to ancient Rome. In Lesson 11, much detail is also given to the story of Paul/Saul, yet it only states what was mentioned in the previous section. The roads around Rome allowed Christianity to spread. If the information is kept regarding the Christian faith, I hope the same detailed attention is given to the history of the Islamic faith, as those who practiced it preserved and advanced Greek/Roman learning and invention throughout the Middle Ages (in the 5th grade unit). Otherwise, it would appear this text has a faith-based bias.

**Page Number:** 236-255; 263-265

**Location:**

Middle of Lessons 10 and 11

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Vito Ruiz, ZIP Code 78154

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "Between 1095 and 1291 AD, there were nine crusades, or attempts to recapture Jerusalem. Despite these periods of confrontation, trading relationships developed between Europe and the Middle East."

Recommended Version: "Between 1095 and 1291 AD, there were nine crusades, or attempts to recapture Jerusalem. On their way to the Holy Land, many crusaders persecuted and killed Muslims and Jews. Despite

these periods of violence, trading relationships developed between Europe and the Middle East.” Comments: The lesson presents the Crusades without acknowledging the persecution which many crusaders visited on Muslim and Jewish communities during the course of their campaigns. Without this addition, students would not be aware of the painful and deadly impact the Crusades had on some communities. This sentence acknowledges the persecution in a grade-appropriate way, which supports future learning about the Middle Ages.

**Page Number:** 255

**Location:**

Lesson 11: King Henry II, pg. 255, Inset, Student reader, The Crusades

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

Original Version: “If You Were a Crusader - As a young crusader, you would have traveled to faraway lands. This could have been your experience. Your eyes are red and itchy! It is difficult to see through the cloud of dust that has been kicked up by the many horses galloping across the dry desert land. Your mouth is parched and dry. Two years have passed since you left your father’s country home and the beautiful rolling hills of your homeland. In that time, you have been traveling across land and sea. You have experienced incredibly hot and cold. You have recovered from disease—you are one of the lucky ones for sure. You wear a red cross on your shirt of armor, and you carry a flag that bears the same emblem. Some of the men you travel with fought alongside King John’s brother, Richard the Lion-Hearted. Like all Christian crusaders, it is your intention to help recapture the city of Jerusalem in the Holy Land. As you and your fellow knights rest and water your horses, you can see the city of Jerusalem in the distance. When the time comes, you and your fellow knights will fight to the death to recapture this holy place. But before that moment comes, you kneel down in the warm sand and pray for victory.” Recommended Version: “ The

Journey of a Crusader - Many crusaders left their homes in Europe and traveled to faraway lands. Their journey took them around two years, and led across land and sea. Many of the places crusaders passed through had climates very different from their native Europe. Diseases were also common along the route. Crusaders often wore a symbol of some kind on their shirt of armor, and would sometimes carry a flag that displayed the same emblem. These were used to identify where they came from. The destination for all crusaders was the city of Jerusalem in the Holy Land. Many medieval Christians, following the Pope, believed that Jerusalem should only be controlled by Christians. When the Pope began the Crusades to take Jerusalem from the Muslims who ruled there at the time, many crusaders came to believe that they were given permission to persecute and kill non-Christians. Unfortunately, this happened to many Jewish and Muslim communities on the journey to Jerusalem and once the crusaders arrived. A large number of them, however, would never make it all the way. It took a lot of resources to fund a journey to Jerusalem, and not all were able to keep up the journey." Comments: Given the nature of the Crusaders' goals and activities, we recommend changing this section of the student reader from first to third person in order to avoid the students identifying with them. There is some literature on the use of historical simulations and first person perspectives in education. Some studies suggest these techniques, when used to help students understand multiple sides of an issue, can be helpful, but they also flag hazards to using such approaches, including trivializing history or misleading students into interpreting past events through modern perspectives. Since this passage in the student reader is not being used to introduce an issue with multiple perspectives, we recommend rewriting it to simply describe the experience of a crusader, and we recommend including a more well rounded account of the crusades' impact on others. (For more information, see: 1. Handle with care: Using historical simulations to teach history, Canadian Historical Society; <https://cha-shc.ca/teachers-learning-bl/handle-with-care-using-historic...> 2. Using Simulations to Teach Middle Grades U.S. History in an Age of Accountability, Institute of Education Sciences; <https://files.eric.ed.gov/fulltext/EJ974946.pdf>

**Page Number:** 256

**Location:**

Lesson 11: King Henry II, pg. 256-257, Inset, Student reader, If You Were a Crusader



**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 4 Unit 4 Lesson 11 has been revised.

**COMMENT:**

I am happy the textbook publisher is using AD and BC for the dating system. This is an important part of our heritage. Some people will say Jesus is offensive and not inclusive, however Jesus is mentioned in the Koran 25 times, is worshipped by some Hindus as a god, and made such an enormous impact on human history the dating system was divided by his birth. Others will say students will run into the bce and ce dating systems in college so they must use this system, however as a high school teacher who is certified in social studies I can teach them bce and ce in minutes to prepare them for college since they already know the BC & CE foundation. I thank you for including AD and BC in the dating system and I urge you to keep it throughout all the texts.

**Page Number:** 5

**Location:**

The Middle Ages Page 5 Lesson 1

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Andrew Pierce, ZIP Code 76655

**Publisher Response:** Accept without change

Pending Publisher Response

**Component:** Bluebonnet Learning Grade 4 Reading Language Arts,  
**Edition 1 (ISBN: 9798890729620)**

**COMMENT:**

I support this TX OER product in its entirety in public school classrooms. I also support biblical scripture as a primary source.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** JoAnn Batis, ZIP Code 75701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Teaching Bible stories in public school is against the law and wrong. Teachers are not preachers, and you are indoctrinating children to one religion. Vote NO on this curriculum.

**Page Number:** All pages

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sarah Horn, ZIP Code 78550

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 (ISBN: 9798890726728)**

**COMMENT:**

The novel Number the Stars centers around a Northwestern European, Christian family saving their Jewish neighbor during the Nazi reign of terror. While this example of self-sacrifice is noble, I reiterate that it comes among a variety of Euro-centric stories that completely ignore other cultural iterations of similarly beneficial themes. Our students come from a variety

of backgrounds and we want all of them to resonate with stories of high morality. Texas has huge numbers of students with African, Asian, and Latino backgrounds and there are wonderful, age-appropriate stories that demonstrate self-sacrifice as well, or better than this one.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 (ISBN: 9798890724380)**

**COMMENT:**

As parent of 3 elementary school children I object the proposal of featuring religious materials and texts taken from the Bible in particular in school textbooks. We live in a democratic country and expect our politicians, educators and leaders keep state separate from church and not add religious texts into school textbooks.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Adel Altynbaeva, ZIP Code 75044

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a teacher, when presented with religious material I am required to teach, I will simply say to students, "none of this is proven to be true." I doubt most parents will want me teaching their child religion in any form or context. The school is not a place for indoctrination.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sisha Ward, ZIP Code 75840

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Texas Values supports materials that present classical form education and are free from anti-American and anti-family ideologies. We do not endorse any particular materials at this time, but we support classical education that includes the bible and religious texts to provide historical and cultural context.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Megan Benton, ZIP Code 78701

**Publisher Response:** Accept without change

Pending Publisher Response

## **ELAR, Grade 5 (IMRA)**

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

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: N/A)**

### **COMMENT:**

Hello! I have a Master of Education in Curriculum and Instruction and a BA in history. I am a product of public schools and public universities. Theology and religion should not be taught in public schools. When talking about the place of religion in society or history, the curriculum should not solely focus on Christianity and ignore Judaism, Islam, Hinduism, Buddhism, etc. No public education teacher should be forced to preach or teach theology. This goes against the Establishment Clause. Public schools are for everyone, regardless of their race, ethnicity, or religious background. If Christian parents want to indoctrinate their own children in their religious beliefs, they can send them to Sunday school, catechism classes, confirmation classes, vacation bible school, etc. Public schools are not Sunday school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Katie Dahlquist, ZIP Code 78727

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shana Fuller, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The classic novels, stories, poetry, art, and WWII history studied in these 5th grade units is excellent! The classical works and historical, patriotic content is so refreshing to see and greatly needed in the education of our youth. The next generation of students desperately need this and will greatly benefit from the critical thinking, reading and writing skills developed in these high quality learning materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cindy Asmussen, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I would like to offer my full support for any and all curriculum that contains passages and lessons from the Bible. Judeo-Christian Values and the Holy Scriptures were fundamental to the founding of the United States of America, and the founding fathers knew that our constitution would only survive if we remained a moral people. The Declaration of Independence rightfully refers to the Laws of Nature and Nature's God, yet children are currently not learning about who God is and why he was so important to our forefathers. Do not be deceived by those who falsely claim that teaching the Bible violates the establishment clause of the First Amendment. The intent of the authors can be found in the Annals of Congress, and nowhere is the phrase "separation of church and state". Thomas Jefferson, who penned those words, did not write the US Constitution, nor did he write the Bill of Rights. There is no reason why the Bible cannot be taught to Texas students. Educators who are unfamiliar with the Bible will also benefit from learning about the impact of the Bible on America's founding, and they can certainly refer any student's spiritual questions to the child's parents or pastor. Texas kids will benefit greatly from these lessons. Thank you for your willingness to put God back into schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Christie Slape, ZIP Code 78664

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Providing incentives to teach a Christian based material in public schools, in one of the most diverse states in the country, is discriminatory and unfair to those not of the Christian faith.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Catherine Eubank , ZIP Code 78707

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I wanted to write a short submission for cause of concern. My children attend public schools here in PFISD. I want to express my opposition of the indoctrination of my children, of religious materials during school hours. My children are being raised in a religious free home. Do we have conversations and support our children, should they wish to one day practice a religion? Yes. Why? Because the Bible teaches us that men are gifted free agency by God. I would never condemn my child for making a life decision that differs from mine. Why does the Government get to decide that we obligate our children into learning one religion, when the world has a plethora to learn from? Why is your Christian Bible the right one to be taught in school. Please remember there is a separation of church and state. My tax dollars are not paid, for my child to learn about the Bible. I send my children to school to learn tolerance for others, to learn a broad spectrum of educational tools for life. Religion is a personal matter. One that should be left taught by parents within their home, or at the religious institute of their choice. Not by a teacher who went to school to actually teach pertinent matters like how to read, write, add, subtract.. it is not a teacher's job to read a Bible to my child.

**Page Number:** N/A

**Location:**

Austin, TX

**URL to Content:** N/A

**Submitted by:** Sarah Guzman, ZIP Code 78660

**Publisher Response: Reject**



No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Since before Sir Isaac Newton, religion has been an integral part of education, taught and advanced through clergy and other Biblically based societies. The original schools of higher education in the United States were religious-based, and even in Texas, the oldest college of higher learning was founded by preachers and ministers. Our very Constitution used Judeo-Christian morals in its framing. Then the principle of Separation of Church and State was construed to apply to education. The previous centuries of religion and morality, taught in schools, has gradually been sucked dry. Most schools don't even raise the flag or pledge allegiance. It's a wonder we have retained the "National Anthem" at sporting events. That being said, it is so refreshing and in the face of "modern" thought, to have an entity as yours try to reverse a century-old trend. The Bible is replete with fundamental statements and stories that are alluded to and quoted in literature. To give the Bible credit for its influence over the centuries is a noble feat, and I am behind your efforts completely. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Sears, ZIP Code 79714

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am writing to submit my feedback on the proposed curriculum changes for elementary-level ELAR courses. It is OBSCENE that a government entity is even contemplating the inclusion of a religious text in this curriculum. Texas legislators and education administrators need to come to grips with the fact that the United States Constitution GUARANTEES a separation of church and state. I am not a Christian, I am not raising my children to be Christian, and I will not sit back and allow Texas public schools to become hotbeds of religious indoctrination. This is a flagrant First Amendment violation and the TEA knows it. These attempts to force conservative Christianity on Texans will not stand.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rachel Spires, ZIP Code 75043

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Why is there money to pay for kids to learn about bible myths, but not for funding teachers for math, science, and other vital subjects... let alone the arts and school lunch programs. If kids want to learn about the Bible, they can go to any number of churches and learn about it of free, spending school time on myths so that Gregg Abbott can feel good about himself isn't going to work. My kid will not be a political football and will not participate in this farce. Do not approve this bs.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Taylor Williams, ZIP Code 78750

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support the ELAR K-5 curriculum. (The menu forced a single grade selection). Please ensure our public school students have grade appropriate rigor and pro-USA learning modules.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jane Aguirre , ZIP Code 76504

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

I am in support of this resource.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Courtney Fairchild, ZIP Code 78681

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

I believe it is very important to educate students on the biblical Judeo - Christian foundations and principles that our country was founded on. Regardless if raised Christian or some other religion, students need to understand why our founders came to America escaping tyranny from religious freedoms and liberties. Public schools and therefore students have lost so much ever since removing historical biblical worldview education materials from the curriculum. I believe there are over 90 Bible lessons in K-5 English classes in this new curriculum which is wonderful! It is also important that this new curriculum is in pencil & paper form. Getting students off of electronic devices and getting teachers back to teaching is so very important to the majority of students. It is pro-Texas. pro-America. It is high rigor and uses the Bible for actual instruction book.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Marcia Strickler-Watson, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I strongly support education that gives kids the TRUTH about the beginnings of our country. It is founded in Christian-Judeo laws and traditions. It IS a HUGE part of our history and they should be taught those FACTS. Omitting that is hiding the TRUTH.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Penny Forrest, ZIP Code 78664

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I myself am one, as well as knowing many others, that believe that including an understanding of the Bible in public schools and education will give the kids the academic Christian knowledge they need to understand our literature, laws, and traditions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rodney Mahaffey, ZIP Code 78412

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am in favor of this curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Hillary Hickland, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The majority of Texans do not support this attempt of religious indoctrination in our public schools. There are plenty of churches across the state where parents can take their children if they choose. Please reject the purposed addition of teaching Christian stories to elementary students in public schools.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** S B, ZIP Code 76247

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing this letter as a concerned parent, in response to a legislator's request for support in moving religious content to curriculum. I strongly urge the SBOE to vote against such a proposal, as it is not suitable for our public schools. Our legislature's dismissal of public opinion and the efforts of organizations such as the Texas Public Policy Foundation is deeply concerning. As parents of Texas, we demand the immediate repeal of HB1605 and vote against OER in order to address the deficiencies in the current educational system. I implore the state board members to collaborate with parents, work towards the repeal and reform of existing legislation, and implement policies that prioritize educational accountability.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Maria Davis , ZIP Code 78701

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a 5th grade teacher for almost a decade and now as a middle and high school teacher, it has become abundantly clear to me that quality English Language Arts instruction is essential to student success. This is true as they enter higher grades and seek success after graduation. Texas students and teachers deserve the best curriculum and resources available to succeed in the increasingly competitive higher education and job markets.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brad Deitzen, ZIP Code 75077

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**COMMENT:**

I SUPPORT education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alicia Brewer, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The material is user-friendly. I found teacher guides quickly. I very much appreciate using a psalm of David in the poetry unit. There is an abundance of Biblical allusion in all genres of modern literature, and it is refreshing to see a curriculum that gives students access to understanding some of these allusions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Heather Harris, ZIP Code 79707

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The science and social studies stories in the current OER RLA product need to be aligned to with the correct grade level TEKS. Science and social studies should be integrated into reading as much as possible. The current OER RLA product contains nonfictional science reading selections are not aligned to the Texas grade level TEKS. Why not make it all align?? This would be extremely helpful for teachers and would also greatly enhance student learning.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Susan Huizinga, ZIP Code 75486

**Publisher Response:** Reject

No revision made. The use of cross curricular topics within the RLA product provides opportunities to introduce or reinforce Science and Social Studies TEKS across grade levels. The RLA product is not intended to be the primary instructional resource for TEKS based instruction in these areas.

**COMMENT:**



A firm foundation in Judeo-Christian ethics and morals built this country and this tradition must continue if our country is to survive another 250 years. Biblical stories have helped countless generations form necessary moral and ethical frameworks for their lives.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** John Keagy, ZIP Code 78664

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I found Grade 5 Unit 2 interesting, and my hope is that it will spur the students to want to learn more about not only these eras but also art, architecture, and education as a means of upward mobility. After reviewing Grade 5 Unit 6, I am just thrilled that finally inner-city students will be exposed at a young age to Shakespeare in such meaningful and strategically planned units. I am so proud of the efforts of TEA Commissioner Morath in seeing beyond the traditional stereotypes and challenging students to meet their potential. Bravo!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Eva Guzman, ZIP Code 77056

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have

veered from it. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Howard, ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

There are numerous selections in these units that are not developmentally or emotionally appropriate for 5th graders. Midsummer Night's Dream, Don Quixote, Letter from Birmingham Jail...even the depth and vocabulary from the WWII unit...are all questionable for this grade level.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rene Jackson, ZIP Code 76048

**Publisher Response:** Reject

No revision made. These instructional materials are rigorous, relevant, and grade-level appropriate.

**COMMENT:**

I fully support the inclusion of biblical and historically accurate stories and accounts of our Judeo Christian roots of America, and the removal of these would be disastrous for the future generations if they don't see the connection between freedom and the biblical viewpoints of humanity. We must ensure the teaching and understanding of why it's so vital that America remains as it was founded. Our God given inalienable rights which, if taken away, will lead the world in ruin and bondage. Please know that there are many in Texas that support the Christian-leaning founding of our nation and it's laws, and to remove that history would be an injustice to our foundation and all those who have come before us. Thank you.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Victoria Dipple , ZIP Code 78665

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Please don't teach any religious content in schools. Religious education is the responsibility of parents and their faith groups. Putting any one religion over another within Texas schools is both unconstitutional and places undue burden on any students that are not of that specific faith. Texas education should focus on fundamentals of reading, math, science and other subjects that will best prepare our students to be critical thinkers and ready to succeed in the work force or in higher education. Leave religious education to religious institutions.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jeffery Martin, ZIP Code 78681

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

As a parent of Texas students, I support this program as well as the full OER product. Please adopt this product so that it might be available for any interested district.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Beth Shields, ZIP Code 78746

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Get the Bible out of the curriculum. I send my kids to public schools, not Bible study.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kent Fischer, ZIP Code 76244

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Bible story is not pertinent to the lesson and learning objectives of the reading curriculum. Lesson purports to be on art; instead is on the life of Jesus. The Bible story is presented as history which it is not.

Explanation: Eliminate all Christian references in this and all other lessons in the curriculum. It is a violation of the Constitutional rights of parents, students and teachers to stress one religion and suggest it is preferable.

Correction Source: Science, history and reason

**Page Number:** N/A

**Location:**

Grade 5, Unit 2, Lesson 3 Art

**URL to Content:** N/A**Submitted by:** Reed Bilz, ZIP Code 76132**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Dear Texas Education Administration, I am writing to express my concerns about the current direction of the curriculum in Texas public schools, particularly regarding the integration of religious content in the English Language Arts (ELA) curriculum across various grades. The U.S. Supreme Court has made it clear that "public schools can and should teach religion objectively as part of a secular program of education." However, the new Texas plan appears to be riddled with errors and religious preferentialism, which is not only a disservice to our students but also contrary to the principles of unbiased, inclusive education. Texas currently ranks 48th in education nationwide. This unfortunate ranking highlights the urgent need for us to improve the quality of education we provide to our students. We must aim to deliver an optimal education—one that is free from bias, barriers, or preferentialism. We can, and should, do better for the sake of our students' futures. I would like to draw your attention to several specific examples within the current curriculum that demonstrate a lack of inclusivity and an undue emphasis on Christian narratives: Fifth Grade ELA: The unit on the Renaissance completely ignores the significant influence of Muslims and Islamic Civilization on Europe's renewed interest in the sciences and humanities. This is a huge disservice to the many Muslim students in Texas. It also harms students whose cultures would be celebrated if included (North Africa, South Europe, Eastern Mediterranean, Arabian Peninsula, Persia). It also harms the students who fall into the "majority" or "normal" (previously called WASP-White Anglo-Saxon

Protestant) as it makes it harder for them to see the rich humanity of students with other backgrounds. Therefore, increasing the challenge of working with students and future coworkers from diverse backgrounds. Furthermore, the novel "The Lion, the Witch, and the Wardrobe" is well-known as a Christian salvation allegory. While this is a valuable story, there are many other novels that are age-appropriate and considerate of various belief systems. This story is excellent for a choice among many on the classroom and school library shelves but less so as the only novel read closely as a class. Pro-Christian books should be available and accessible to all, but not forced on anyone. It is vital that our education system reflects the diverse society we live in and provides an unbiased, well-rounded education to all students. I urge the Texas Education Agency to consider these concerns and take steps to ensure that our curriculum is inclusive and representative of all cultural and religious backgrounds. We owe it to our students to give them the best education possible—one that prepares them to thrive in the reality of a diverse and interconnected world. Thank you for your attention to this matter. I look forward to seeing the positive changes that will result from addressing these concerns. Sincerely,

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Teaching elements of the Bible make a lot of sense from the standpoint of both cultural literacy and history. In America's first hundred years two things were widely read and served as common touchstones: the works of Shakespeare, and the Bible. Not having basic Bible literacy means leaving a large hole in an understanding of America and its founding principles.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Charles Devore, ZIP Code 78620

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The Family Support Letters for all of the RLA and Foundational Skills units are a such a great way to have more transparency and partnership with parents and families regarding what their child is learning, and also for practicing at home the concepts that were learned in the classroom. Texas children and families will greatly benefit from this connection between the classroom and home!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cindy Asmussen, ZIP Code 78717

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

We support including an understanding of the Bible in Texas Public School education. Please put the teaching of God back into schools. We say in the Pledge of Allegiance, "One Nation Under God," and our schools should adhere to that teaching being available to children.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Miranda Little, ZIP Code 75943

**Publisher Response: Accept without change**

Pending Publisher Response

**COMMENT:**

The lesson purports to be on Art, when instead it is the story of the Life of Jesus. The story is presented as history which it is not. All biblical references should be removed from the curriculum as the inclusion of religious dogma is a violation of parents, students and teachers' civil rights.

**Page Number:** N/A

**Location:**

Grade 5, Unit 2, Lesson 3 - Art

**URL to Content:** N/A

**Submitted by:** Reed Bilz, ZIP Code 76132

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I fully support the curriculum that includes references and connections to the addition of religious texts such as the Bible. It is the most influential piece of literature in the world and yet it is completely neglected in public education for political reasons. It is important for students to have a general knowledge in order to make application such as symbolism and other literary devices. Students go out into the world ignorant of such basic concepts which makes their education incomplete.

**Page Number:** N/A



**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jill Dabney , ZIP Code 76571

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I support adoption of these materials because “These materials will intentionally highlight materials that promote American patriotism and democracy, and guide students to become thoughtful, informed citizens in a free enterprise society, while preventing radical progressive ideologies from infiltrating our classrooms.”

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Susan Swindle, ZIP Code 76557

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I support this program because Texas children need a standard education. I support the use of Biblical Scripture for primary source material.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Paul Christman, ZIP Code 75701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This comment is in regard to the proposed use of the Christian bible as a teaching tool in our public-school curriculum. I do not feel that this is warranted or appropriate. As a Christian myself, I do not believe that this is respectful to all other children and parents of differing beliefs. There are no proposed requirements for all other religious texts being implemented, so neither should Christian texts. The teaching of biblical lessons is up to each family individually and best left to those parents. Texas teachers do not need and should not be delegated that task. This decision very much clouds the appropriate separation of church & state as a bedrock of our way of our country.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tim Rabroker, ZIP Code 76542-9018

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It is NOT acceptable for a public school teacher in any grade level or subject to teach my child religion. This curriculum violates parental rights and freedom of religion and separation of church and state. Do not approve this curriculum. You cannot have random school teachers telling my child what to believe about God, Jesus, or any other church related subject. That is the sole job of parents-NOT state sponsored religious indoctrination via curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Karen Bryant, ZIP Code 78404

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am pleased to hear and completely supportive of the idea of including curriculum where the Bible will be used along with some teaching about our nations Judeo-Christian heritage.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Dan Cummins, ZIP Code 78413

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I object to the proposed K-5 language arts and reading materials. Overall they promote christianity over other religions and violate the church-state separation principle. Across all grade levels from Kindergarten to 5th, students would be subject to a plethora of bible lessons and stories about christianity. The messaging tells students they should view christianity as the most important and best religion in the world. This messaging does not belong in Texas public schools. Please remove all of the bible lessons and materials that promotes christianity.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Norris, ZIP Code 78756

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I have serious concerns about the inclusion of biblical lessons tied to financial incentives to use the program. Our country was founded on the principle of separation of church and state and this program violates this. Also, there is not an official religion in the United States and including only one religion violates the First Amendment. As a teacher, I appreciate being provided materials to help teach my students but not when there is a political agenda attached to it.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kelly Semlear, ZIP Code 75604

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I support biblical studies in Texas public schools. Our country was founded on Judeo-Christian values and our children should be taught about the Bible. After all, it is the oldest history book and the best selling book of all time, across the world. Why wouldn't we teach our children about the Bible? It is a compilation of truthful, positive and influential information from which our children can learn. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Stephanie West, ZIP Code 78415

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am a concerned Texas parent deeply invested in the future of our state's education system. I am writing to you today to strongly urge you to oppose any legislation that includes trying to teach Bible stories as historical fact in our public schools. Save that for Sunday school! It has no place in our public institutions. The state law that created this curriculum explicitly grants immunity to teachers from accusations of violating the Establishment Clause of the United States Constitution — also known as the separation of church and state. Our public education system is the cornerstone of our state's prosperity, equipping Texas students with the knowledge, skills, and values necessary for a successful future. Furthermore, introducing school vouchers would undermine this foundation and have detrimental effects on our students and workforce regardless of the size. Please oppose the Christian take over of our public schools as well as school vouchers.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Virginia Wells, ZIP Code 78727

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Keep religion out of textbooks unless you plan to give a comprehensive and even overview of all major religions. I am not a Christian, my children can make up their own minds on the matter and don't need their school to indoctrinate them. Stop proselytizing in the name of religious freedom - it is the exact opposite in TX if you follow through with these materials.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Nicholas Walker, ZIP Code 77008

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Freedom of religion is also freedom FROM religion-incorporating the Bible into curriculum is inappropriate and should not occur.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amy Seiders, ZIP Code 76006

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The proposed new elementary school reading curriculum teaches Bible stories as historical fact in our public schools. This is wrong and discriminatory; Starting with separation church and state and keeping in mind that the Bible is not a source of historical fact and does not represent nearly 30% of the population that you are supposed to be creating this curriculum for. Please reconsider this horrible decision.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Waring, ZIP Code 78633

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This content has no place in public education. The text reads like a sermon from a Christian pulpit. The entire novel is an abomination likely to denigrate other religions and even incite antisemitism. Get this tripe out of

our schools! Then go read the US Constitution.

**Page Number:** p. 128 and many others

**Location:**

- Tell students that when looking at a biblical allegory applied to The Lion, the Witch and the Wardrobe, Aslan may represent Jesus. According to the Bible, Jesus offers his life to save others, dies, and is resurrected. Aslan offers his life to save Edmund, the traitor. Aslan is mocked, beaten, and killed, only to rise again.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Timothy Ryan, ZIP Code 78132

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I am writing to express my deep concern regarding the pervasive inclusion of religious content in the proposed new Texas curriculum. As an atheist parent, I am alarmed by the blatant disregard for the constitutional principle of separation of church and state. The OER Grade 5 RLA Unit 2 Reader, "The Renaissance: Art and Culture," serves as a prime example of this issue (specifically pages 22-25 regarding the Last Supper). While the Last Supper is undoubtedly a significant piece of art history, the excessive focus on Jesus and religious dogma in this lesson eclipses the artistic and historical merit of the painting. This is not an isolated incident but a recurring pattern throughout the proposed curriculum. It is evident that the Texas Education Agency (TEA) is prioritizing the infusion of religion, specifically Christianity, into our public schools rather than adhering to nationally accepted and proven educational standards. This blatant attempt to indoctrinate our children is unacceptable. The claim that incorporating religious content enhances student performance is unfounded and misleading. There is no empirical evidence to support the notion that religious references improve



math skills or reading comprehension. Conversely, there is overwhelming data indicating that Texas' educational system is failing our students. Focusing on irrelevant religious material diverts valuable resources and attention away from core academic subjects. Our public schools should be places of learning, critical thinking, and inclusivity, not religious indoctrination. I urge the TEA to prioritize the academic success of all Texas students by developing a curriculum that reflects the diversity of our state and nation. Matters of religion should be left to parents to teach at home or at religious private schools and other church-affiliated programs. These topics should not be included in tax-funded public education programs particularly when Texas is ranked 47th in public education outcomes. I send my child to school to learn core subjects like reading, science, history and math, but matters of religion and morality should be left to parents.

**Page Number:** pages 22-25

**Location:**

The discussion of the painting "The Last Supper," including the caption on pg 23

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Keri Thomas, ZIP Code 78613

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The entire unit is inappropriate and not aligned with social studies learning of 5th grade (it would be more appropriate for alignment with the 6th grade social studies content). It's almost as if a unit was designed specifically to be able to discuss the "Christian Church" [sic] and its role. No discussion of the "Church" being solely the Roman Catholic Church is included in the discussion (until later, when Popes and masses are discussed), which is both incorrect and seemingly aligned with a political agenda. The heading

Patrons: Dollars for Scholars is both incorrect and written in an inappropriate tone to the rest of the manuscript. It clearly seems to be written by amateurs with little actual knowledge of the period and of World History. The three paragraphs on Islamic Civilization greatly underplay the role of Islam in the Renaissance, while also ignoring the Crusades as a factor in the Moors taking over Spain. Again, this appears to be written by dilettantes and amateurs with an agenda to skew the history to align with their personal beliefs. The inclusion of the Biblical narrative of Matthew as necessary to understanding the Last Supper is another clearly biased and agenda-driven choice. Perhaps if a more extensive discussion of HOW Islamic scholars influenced the Renaissance were included, it might not appear so glaringly political, but already this text is so poorly conceived and written that I would never use it to try to teach about the Renaissance. Which again, isn't a subject for 5th grade study according to the TEKS. The inclusion of Michelangelo's horned Moses (from the Basilica of San Pietro in Vincoli in Rome, not noted, p. 31) without a discussion of how those horns are there as a result of both 1) a mis-translation of the Bible (using horns for rays of light) and 2) widespread anti-semitism (which posited that Jews had secret horns) seems another choice that indicates that the writers of this text have a very shallow understanding of the Renaissance and its artists, as well as the cultural and historical elements of the period. That much of the art is censored throughout the "reader" is also a great irony. That we see only the heads of Botticelli's Venus and Michelangelo's David seems both silly and problematic as the elements of the art discussed (the connections to mythology, whether Greek or Christian), remain unseen in the art. Referring to the Medicis as "Bankers" also really suggests a poor understanding of Renaissance Florence and the Medici dynasty. Or a purposeful re-writing of history (if it is indeed known by the authors). Even the re-interpretations of Machiavelli's the Prince are weak and not grounded in current historical thought (no discussion at all of the text as satire, as most historians currently believe). It appears there were two women in the Renaissance (at least known to the authors). But they got a few more paragraphs than the Muslims. I suppose the good news is that this 100+ page "text" on the Renaissance is so boring and so poorly written that no children will probably ever even make it to the section on Dutch Renaissance painters. Let alone having children try to understand Don Quixote with no grounding in the things he was mocking. Again, this reads like it was written by AI and then edited by people who had no idea about the concepts they were discussing. I'd bet no one writing this had ever read

Don Quixote because if they had, then they would know that it tells of drunkenness, whores, and bodily functions as the root of most of those knee-slapping jokes.

**Page Number:** Unit 2: Art and Culture of the Renaissance

**Location:**

The entire unit

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Gwynne Ash, ZIP Code 78752

**Publisher Response:** Accept

Grade 5 Unit 2 has been revised.

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890726575)**

**COMMENT:**

I support inclusion of Bible stories and other Judeo-Christian lessons in public school curriculum

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cornelius Winchester, ZIP Code 78414

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I am concerned about the dissolution of the wall between church and state. Public schools have no business teaching, preaching or dealing with topics that include religion, apart from their history. As a lifelong Episcopalian and son and grandson of Episcopal ministers I find the incursion of Evangelical Christianity into public schools to be a dangerous path. Please leave God, Jesus, and the Ten Commandments where they belong: in church.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Preston WILES, ZIP Code 75209

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

How exciting that our students have the opportunity to study *The Lion, The Witch, and The Wardrobe*! This book is foundational in classic literature, and it is inspiring to all audiences!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shanda Hasse, ZIP Code 79413

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**

As a retired high school English teacher, I cannot stress strongly enough how important it is for students to have an understanding of Biblical and historical concepts. Those who don't have any concept of Biblical principles are at a disadvantage when studying literature.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sheila Colwell, ZIP Code 78418-3062

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The discussion rightly acknowledges the important, religiously motivated participation of Christians in the civil rights movement. But in mentioning this without also mentioning the religiously motivated opposition to the civil rights movement by other Christians, it gives the erroneous impression that Christians were only on one side of this debate. Unfortunately, that was not the case.

Explanation: For balance, the curriculum should note that while some Christians supported the civil rights movement, others opposed it.

Correction Source: The Bible Told Them So: How Southern Evangelicals Fought to Preserve White Supremacy <https://www.amazon.com/Bible-Told-Them-Evangelicals-Supremacy/dp/019757...>

**Page Number:** 23 in student reader

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

Please keep the separation of church and state in our education. Leave the Bible out of public education books. This is coming from a Christian mom. We must uphold the constitution. Make a good example for our kids.

**Page Number:** 238?

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jennifer Bachman, ZIP Code 75010

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890726568)**

**COMMENT:**

I support the Open Education Resources created by TEA. As a former English teacher, I know that all too often teachers are thrown into the classroom with a textbook and told to come up with a curriculum and find instructional materials on their own. This has led to teachers searching the internet for unvetted IM or forced them to take the time and effort to create their own. As an education policy analyst, I know that this system has resulted in a patchwork of even instruction across the state, with some reports claiming that only 19% of lessons are on grade level. Only around 50% of students in Texas meet grade level standards on the STAAR exam. The OER aims to solve these problems by providing rigorous, on-grade level instructional materials for teachers. With high quality IM, Texas students will be prepared to succeed academically in school and beyond.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Matthew McCormick, ZIP Code 78701

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The entire Texas OER curriculum is incredible. I served 18 years as Executive Director of Curriculum & Instruction for a small school district. Since 2011 when the SBOE gave the approval of instructional materials back to the districts, schools have been in chaos. Teachers are pulling from any and everything they can to put together lessons. The result is that learning is fractured and unstructured. Our students are missing many things because we have not had a curriculum that covered the TEKS 100%! Thank you for putting the Bible back into curriculum. Our students need to know the significance it has played in the shaping of our nation. Many are not being taught at home, so we must teach them at school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Tammy Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I approve of the classical format and broad historical narrative including biblical references. This is a great overview of ideas that shaped America. I like that the curriculum speaks positively about our nation.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lynsey Patrick , ZIP Code 76513

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This unit ties on a text that is based on the Bible- this violates separation of church and pushes Protestant religion on all children, which also violates the separation of church and state. The state should not be mandating which text to use when teaching an overarching theme, this limits student choice. Also, this specific text and the vocabulary taught with it is clearly pushing the Protestant religion which violates a separation of church and state in a public school.

**Page Number:** 1

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Jaynelle Wagliardo, ZIP Code 78641

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Original Version: "Tell students that when looking at a biblical allegory applied to The Lion, the Witch and the Wardrobe, Aslan may represent Jesus. According to the Bible, Jesus offers his life to save others, dies, and is resurrected. Aslan offers his life to save Edmund, the traitor. Aslan is mocked, beaten, and killed, only to rise again." Recommended Version: "Tell students that when looking at a biblical allegory applied to The Lion, the Witch and the Wardrobe, Aslan may represent Jesus. According to the Christian Bible, Jesus offers his life to save others, dies, and is resurrected. Aslan offers his life to save Edmund, the traitor. Aslan is mocked, beaten, and killed, and rises again." Comments: See our comments to Lesson 4. Edits to the last sentence make the tone more academic and clear.

**Page Number:** 128

**Location:**

Lesson 9: Aslan, pg. 128, fourth bullet on the page



**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 unit 10 Lesson 9 has been revised.

**COMMENT:**

Original Version: "In this case, the symbols are associated with the Bible and will be used to consider important literary themes, such as bravery, friendship, hope, childhood, forgiveness, and good versus evil."

Recommended: "In this case, the symbols are associated with the Hebrew and Christian Bibles and will be used to consider important literary themes, such as bravery, friendship, hope, childhood, forgiveness, and good versus evil." Comments: As elsewhere, we recommend differentiating between the Hebrew and Christian Bibles.

**Page Number:** 13

**Location:**

Lesson 1: The Wardrobe, pg. 13, first bullet

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 Unit 10 Lesson 1 has been revised.

**COMMENT:**

Original Version: "One critical element to analyzing The Lion, the Witch and the Wardrobe is considering how biblical allegories were used by C.S. Lewis to convey messages. Thus, analysis of the author's purpose for these allegories involves multiple lessons with content that references the Bible.

For more information on religious source material in reading/language arts, consult the program guide." Recommended Version: "One critical element to analyzing The Lion, the Witch and the Wardrobe is considering how biblical allegories were used by C.S. Lewis to convey messages. Thus, analysis of the

author’s purpose for these allegories involves multiple lessons with content that references the Hebrew and Christian Bibles. For more information on religious source material in reading/language arts, consult the program guide.” Comments: We recommend specifying which Biblical allusions are found in the Hebrew Bible and differentiating them from those drawn from the Christian New Testament. Not only are the themes discussed throughout the teacher guide treated differently in different Biblical texts, they are read differently by Jews and Christians. For this reason, the teacher guide should note from which Bible the sources are drawn.

**Page Number:** 2

**Location:**

Introduction, pg. 2, Why the Lion, The Witch, and the Wardrobe is Important, par. 2

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 unit 10 introduction has been revised.

**COMMENT:**

Original Version: “Answers may vary but could include a discussion about Edmund representing a betrayer character. Alternatively, Edmund could represent what the Bible says about temptation faced by Eve in the Garden of Eden. In this case, the Turkish Delight would represent the apple from the tree of the knowledge of good and evil in the Bible.” Recommended Version: “Answers may vary but could include a discussion about Edmund representing a betrayer character. Alternatively, Edmund could represent what the Hebrew Bible says about temptation faced by Eve in the Garden of Eden. In this case, the Turkish Delight would represent the apple from the tree of the knowledge of good and evil in the Book of Genesis.” Comments: As elsewhere, we recommend specifying which Bible is the source of references in the text.

**Page Number:** 32

**Location:**

Lesson 2: Lucy and Edmund, pg. 32, discussion question 3, answers

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 Unit 10 Lesson 2 has been revised.

**COMMENT:**

Original Version: "Students will explain how the connections between ideas in The Lion, the Witch and the Wardrobe and the Bible contribute to the author's message." Recommended Version: "Students will explain how the connections between ideas in The Lion, the Witch and the Wardrobe and the Hebrew and Christian Bibles contribute to the author's message."

Comments: As elsewhere, we recommend differentiating between the Hebrew and Christian Bibles. Please also make this change on pg. 42.

**Page Number:** 38

**Location:**

Lesson 3: Logic, pg. 38, Primary Focus of Lesson, Reading, second bullet

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 Unit 3 Lesson 10 Teacher's Guide has been revised.

**COMMENT:**

Original Version: "Tell students that the character of Aslan...Remind students that lions are often called "Kings of the Jungle." Then explain that, in the Bible, Jesus was referred to as the King of kings.'" Recommended Version: "Tell students that the character of Aslan...Remind students that lions are often called "Kings of the Jungle." Then explain that, in the Christian Bible, Jesus was referred to as the King of kings." Comments: As noted elsewhere since there are Jewish and Christian Bibles, this addition is important as Jesus is referred to this way in the Book of Revelation in the Christian Bible. Jews refer to God as the king of kings.

**Page Number:** 58

**Location:**

Lesson 4: p. 58, second bullet from the top

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 Unit 10 has been revised.

**COMMENT:**

Original Version: "Explain how the Old Testament of the Bible had many prophecies about a future savior that are written as fulfilled in the New Testament by Jesus. There are also prophecies in the New Testament by Jesus. There are prophecies in the Bible about a future where Jesus returns to the world to make wrong right." Recommended Version: "Explain how the Hebrew Bible had many prophecies about the restoration of a Jewish kingdom and the rebuilding of the Temple. Many Christians believe that prophecies in the Hebrew Bible were fulfilled by Jesus, and that Jesus also made prophecies in the New Testament. Some of the prophecies in the Christian Bible are about a future where Jesus returns to the world to make wrong right." Comments: As written, this support note implies that prophecies in the Hebrew Bible specifically presage Jesus. Our suggested edits remove this devotional implication by differentiating between Biblical prophecies as they are understood by both Jews and Christians. These changes ensure that both religions are presented faithfully and as understood by their adherents, and they also ensure that students of all backgrounds can understand the religious underpinnings of this book.

**Page Number:** 58

**Location:**

Lesson 4: The Beavers, pg. 58, Support sidebar

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 Unit 10 Lesson 4 has been revised.

**COMMENT:**

After viewing the novel study unit at the end of 5th grade, I noticed that aside from some of the poems the literary text in the unit features older, classical texts. Would it make sense to replace the novel study with a more contemporary text than *The Lion, the Witch, and the Wardrobe*? It would balance the unit better and could introduce students to modern authors.

**Page Number:** All

**Location:**

Comment is a question below about the selection of text.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Vito Ruiz, ZIP Code 78154

**Publisher Response:** Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

Religious indoctrination and a violation of me and my students' first amendment rights. (Choose another book...)

**Page Number:** Multiple

**Location:**

Throughout unit

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Julian Jones, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727848)**

**COMMENT:**

Public Education is not Sunday School. Please honor the separation of church and State.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Marcus Marsden, ZIP Code 76248

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727831)**

**COMMENT:**

The entirety of K-5 ELA proposed materials are infused with Christian Nationalism verbiage to influence the thinking skills of ISD children...beginning from a very early age. Children who come from all different ethnic, religious and socioeconomic backgrounds. The Governing body of Texas, in their zeal to further and uphold White Male GOP

dominance over all those not them, is taking over early childhood development solely to enrich themselves. Overthrowing the Rule of Law, Parental Rights over their children, and the U.S. Constitution. By design, these programs and materials mean to diminish the value of a once excellent State Education department for the sole purpose of controlling Schoolchildren & their families, in order that they conform to a very narrow demographic's will: White Christian Nationalism. To call it wrong and evil is a massive understatement.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gina Hamilton , ZIP Code 75093

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

No child should have to read the Bible as coursework material in schools! School is considered STATE and Bible studies are considered "church." Church and state are NOT to be mixed as per the constitution! Please remove this proposition immediately!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Dustin Baker, ZIP Code 11977

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Including Bible stories with directions to teach them as fact is unconstitutional and will guarantee years in court and is a waste of public resources. Do better.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Cynthia McCollum, ZIP Code 78723

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I think the Open Education Resources is fantastic and long overdue. I support the entire product. Please pass this curriculum on behalf of all Students!! I really like the use of Biblical Scripture a primary source.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Paul Christman, ZIP Code 7570

**Publisher Response:** Accept without change

Pending Publisher Response



**Component: Bluebonnet Learning Grade 5 Reading Language Arts,  
Edition 1 (ISBN: 9798890727879)**

**COMMENT:**

The unit on the Renaissance completely ignores the significant influence of Muslims and Islamic Civilization on Europe's renewed interest in the sciences and humanities. Disregarding this part of history does a disservice to our students. It is hurtful to students with Turkic, Arabic, North African heritages, even students with Muslim background from Central, South, or Southeast Asia. It also harms the "normal" (with heritage from North/Northwestern Europe, Christian, English-as-a-first-language) students, as it makes it harder for them to see their current classmates and future co-workers as equal humans with a rich heritage of their own.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Margaret Fontaine, ZIP Code 75135

**Publisher Response:** Accept

Grade 5 Unit 2 has been revised.

**COMMENT:**

I am reporting prevalent errors related to the inclusion of religious content in the proposed new curriculum. The OER Grade 5 RLA Unit 2 Reader entitled The Renaissance: Art and Culture is just 1 example. In this specific reader, the "Last Supper" is discussed in exceedingly religious terms, focusing more on Jesus and religious dogma than the artist or the actual historical significance of the painting. This is one of many obvious and frequent errors referring to religion in public school, something that is a violation of the constitution's separation of church and state. It appears that, instead of actually attempting to update the TX public school curriculum based on nationally-accepted and vetted standards, TEA is simply attempting to inject religion, specifically Christianity, into the curriculum of our state's publicly-funded primary schools. There are a huge number of

problems with this, primarily that (despite what TEA claims) the proposed religious additions have no positive impact on student performance. Adding references to the bible does not improve math comprehension. Instructing Christian morality does not help a child learn to read. Christianity is not what's missing from the curriculum taught in the state that ranks 47th in the country for educational outcomes. Additionally, there is no consideration of the impacts these changes will have on teachers, and whether or not they are comfortable or feel prepared to teach this content. We already ask so much of our teachers, many of whom are underpaid and underappreciated. Forcing them to teach a curriculum with the potential to make them, and their students, uncomfortable is inappropriate. What is more, TEA claiming that adoption of this new curriculum is voluntary is dishonest – there is per student funding attached to this and schools are so underfunded that many will have no choice but to teach a curriculum unfit for their students. Finally, I am the tax-paying matriarch of a Jewish family. I spend a lot of time teaching my children about morality according to the tenants of our religion, and I choose to send them to Sunday school to receive a religious education. There are other places children can learn religion; however, children cannot learn their ABCs or multiplication tables anywhere else. It is truly shameful that TEA spends time, energy, and resources injecting religion into the public school curriculum, and not focusing on what our kids actually need - like help with math and reading. I sent my oldest child to kindergarten yesterday, and did so with a heavy heart not because he's growing up, but because he might feel alienated and alone for being Jewish in his public school. No policy that makes a child feel that way should ever be considered. These curriculum changes do not serve Texas children, and are therefore a failure.

**Page Number:** 22-25

**Location:**

The discussion of the painting "The Last Supper," including the caption on pg 23

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Tanya Lavelle, ZIP Code 78613-5715

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

1. The lesson quotes the New International Version, a translation produced by evangelical scholars for use in evangelical circles. Something like the Revised Standard Version or New Revised Standard Version, both of which had religiously diverse translators, would be more appropriate in this context. 2. The curriculum writer has added his/her own theological explanation of the passage ("Specifically, Jesus wanted his followers to understand that in the same way that the body is sustained by bread, the soul is sustained by faith in Jesus.") The lesson is thus promoting a very particular religious interpretation of the story. 3. While remembrance is definitely an emphasis of the biblical accounts of the Last Supper as well as later Eucharistic practices, the lesson's emphasis on it to the exclusion of other aspects of the ritual reflects a very, very strong particular Protestant bias. For Catholics and Orthodox, this ritual is about more than remembrance. The elements of the meal are miraculously changed in substance to the body and blood of Jesus. For Catholics especially, Jesus' sacrifice is re-realized. For both Catholics and Eastern Orthodox, the ritual is a means by which they experience God's grace. Likewise, some Protestants emphasize Jesus' "true presence" in the ritual, also an aspect that goes beyond just remembrance. In this way, too, the curriculum's explanation, with its focus solely on remembrance, reflects a very strong religious bias and preference for one interpretation over others. Its embrace of a particular Protestant interpretation is all the more inappropriate given that Leonardo was Catholic.

**Page Number:** 24

**Location:**

Student reader page 24: When evening came, Jesus was reclining at the table with the Twelve. And while they were eating, he said, "Truly I tell you, one of you will betray me." They were very sad and began to say to him one after the other, "Surely you don't mean me, Lord?... ..Then Judas, the one who would betray him, said, "Surely you don't mean me, Rabbi?" Jesus answered, "You have said so." ... This scene was chosen by Leonardo

because of its importance to the Christian practice of communion. Specifically, Jesus wanted his followers to understand that in the same way that the body is sustained by bread, the soul is sustained by faith in Jesus. He also wanted his followers to break the bread to remember his physical death and drink the fruit of the vine to remember that his blood was shed as the last sacrifice that would be needed to live in connection with God. When followers of Jesus participate in communion, they do what Jesus did at the Last Supper as a way to honor and remember that sacrifice.

**URL to Content:** N/A

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

Specific translations are chosen for their linguistic qualities to support the context of the lesson's reading instruction, and for the availability of the license of the translation.

**COMMENT:**

The vocabulary list and highlighted words within the text are worthy, though why only nine words? Perhaps ten to twelve would be appropriate. The text is filled with rich information with appealing photographs, diagrams, and illustrations that pique interest and curiosity.

**Page Number:** 9

**Location:**

No error, just a comment on the number of vocabulary words in the list.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Janet Stutts, ZIP Code 75254

**Publisher Response:** Reject

No revision made. The content is appropriate in its current form.

**Component:** Bluebonnet Learning Grade 5 Reading Language Arts,  
**Edition 1 (ISBN: 9798890727862)**

**COMMENT:**

I think the incorporation of Christian literature into the Texas education curriculum is a huge step in the right direction for providing children with a relevant and well rounded education. Regardless of one's opinions on Christianity, the religion is at the very foundation of all western culture, especially in the United States and Texas. I believe students would be far better served spending time studying Christian literature rather than other ancient texts like Greek mythology, as Christianity has had a far greater impact on culture over the last 2,000 years. In addition over 30% of the world practices Christianity, so at the very least, incorporating education on some of the basic principals of Christianity will leave students with a greater cultural competency.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Ryan Weathers, ZIP Code 79705

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

No religion indoctrination in curriculum. Stop with Christian bias and extremism.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Susan Cochran , ZIP Code 77007

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

My name is Amanda Tyler and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas parent, Baptist lay leader and attorney, I have identified parts of the curriculum that reference or insert religious content in ways that cross the line from an objective presentation of religion to a devotional presentation that interferes with religious freedom rights of children and their families. Public schools are not Sunday schools. Religious institutions, including houses of worship, and families are the appropriate places for religious instruction. Our country's First Amendment, and specifically the religious clauses, provide that religious freedom is protected by making sure the government stays neutral when it comes to religion, neither advancing nor denigrating any particular religion or religion over irreligion. The following passage causes me particular concern: Example: Grade 5, Unit 2, Lesson 3 on Renaissance Art & Culture: "Listed as Page 78, (pdf notes it as page 85): The Last Supper painting - the lesson starts with the preface that Leonardo Da Vinci is the spirit of the Renaissance and highlights his painting the last supper with detailed religious backstory of Jesus, his disciples, and Passover. Emphasized vocab words - disciples, covenant; Listed as Page 80 (pdf notes it as page 87); Cont. of Last Supper - includes bible quote Matthew 26:20-25 and concludes the background story of Jesus and the Last Supper. Also states that Leonardo chose the scene due to its "importance to the Christian practice of communion." Emphasized vocab words - betrayal (as referred to Judas betraying Jesus)"; In the reader: "In the biblical narrative, Jesus gave his disciples hints that he would die. Jesus did not leave his disciples without hope, though. He also foreshadowed his resurrection, when he was raised from the dead. At the dinner, Jesus goes on to describe how participation in this last supper would symbolize his sacrificial death and how his followers could honor his sacrifice in the future." This teaching belongs in Christian Sunday Schools but not public schools. It is not necessary to go into this kind of detail about the Biblical text in order to teach this Renaissance painting. Also, the way it is presented makes it seem like all these events – including the resurrection – are historical events rather than tenets of the faith.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Tyler, ZIP Code 75206

**Publisher Response:** Accept

Grade 5 Unit 2 has been revised.

**COMMENT:**

Texans do not want Christian lessons pushed through public schools. Teaching about world religions is one thing, teaching Christian Sunday school lessons is another. It is inappropriate to inject favoritism to Christian teachings via public school curriculum.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Mendi Tackett, ZIP Code 76110

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is supposed to be an Art lesson. Instead, the lesson is on the Life of Jesus. The Bible story is presented as history, which it is not. Explanation: Remove all Biblical references from this, and all the lessons in the curriculum. Correction Source: Science, history, and reason.

**Page Number:** 25

**Location:**

Lesson 3

**URL to Content:** N/A

**Submitted by:** Reed Bilz, ZIP Code 76132

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

418 is a blank page. It appears as though the content on page 417 is too far down on the page, which then pushed it down far enough to create the blank page 418.

Explanation: Fix formatting on pages 417 and 418

**Page Number:** 417-418

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Nayak, ZIP Code 78756

**Publisher Response:** Accept

Grade 5 Unit 2 has been revised.

**COMMENT:**

My name is Mike Davis, and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas citizen who respects all beliefs, races, and traditions, I am concerned about parts of the curriculum that reference or insert religious content. The inclusion of religious content places undue and inappropriate burdens on our public school teachers to be religious educators. Moreover, the extent of the references made in the section on which I'm commenting here causes me concern about a violation of church-state separation. The following passages cause me particular concern: From Pages 78-81 of the Reading



and Language Arts curriculum, Grade 5, Unit 2, and Lesson 3, there is extensive verbatim quotation of Scripture (Matthew 26:20–25) and other explanation of the events surrounding The Last Supper. The extent of coverage of The Last Supper goes well beyond what is historically relevant and appropriate. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. Even using the State Board of Education Instructional Materials Review and Approval: Suitability Rubric (page 5 of 10), this material goes beyond the state's guidelines that specify that parents should "direct the moral and religious training" of their children. Religious freedom and public education are cornerstones of our Texas culture and democracy. Moreover, the overall content of the proposed curriculum too often highlights Christian tenets while ignoring the historical contributions of other beliefs and traditions. I appreciate and support the inclusion of religion only to the extent that they are historically relevant. I urge you to reject this proposed curriculum. Having created a statistical program using the R language, I can attest that the routine preferences for Christian teachings are far too prevalent compared to other beliefs and values. As an indication of the imbalance of this one unit, I searched for the following terms: Jesus, God, Bible, church, pray, worship, faith, Islam, atheist, and Jewish. These were the respective frequencies: Bible (19), church (66), faith (7), God (10), Islam (2), Jesus (81!), and Jewish (6). There is clearly a religious and Christian bias in the proposed curriculum. I am a Christian minister and have been a healthcare chaplain for over thirty-five years. I would not want students from atheist, agnostic, Islamic, Buddhist, or Jewish traditions to be subjected to the Christian bias present in the proposed curriculum. Thank you for considering my request, Kind regards, Mike Davis, Th.M., BCC (SCA), CWMF (Mindful Leader)

**Page Number:** 78-81 (of 418 in the PDF)

**Location:**

Lesson 3: Leonardo da Vinci's Ideas and Accomplishments

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Michael Davis, ZIP Code 75098

**Publisher Response:** Accept

Grade 5 Unit 2 has been revised.

**COMMENT:**

Original Version: "The Bible is a collection of ancient texts organized as books. The books of the Bible are foundational to the Christian faith."

Recommended Version: "The Hebrew Bible is a collection of ancient texts organized into books. Most of the books of the Hebrew Bible make up what Christians call the Old Testament, and, together with the Christian New Testament, are foundational to the Christian faith." Comments: As in other units in the RLA curriculum, we recommend emphasizing that the Christian Bible is based around the collection of texts which comprise the Hebrew Bible, and the two are not identical. The edits we recommend here will help students understand similarities and differences between Jewish and Christian scriptures.

**Page Number:** 80**Location:**

Lesson 3: Making Inferences: Leonardo da Vinci's Ideas and Accomplishments, pg. 80, sidebar note

**URL to Content:** N/A**Submitted by:** Emily Bourgeois, ZIP Code 78731**Publisher Response:** Accept

Grade 5 Unit 2 has been revised.

**COMMENT:**

Original Version: "Note: The Bible is divided into two main divisions, the Old Testament and the New Testament. The first four books of New Testament are also called the Gospels. The account of Jesus's last supper before his crucifixion can be found in all four of the Gospels. This version of the account comes from the book of Matthew, the first book of the New Testament." Recommended Version: "Note: The Christian Bible is divided into two main divisions, the Old Testament and the New Testament. The first four books of the New Testament are also called the Gospels. The account of Jesus's last supper can be found in all four of the Gospels. This version of the account comes from the book of Matthew, the first book of the New Testament." Comments: As elsewhere, we recommend specifying

which Bible is being discussed. Also, please note the missing “the” in the second sentence. Last edit made for consistency with other suggested edits earlier.

**Page Number:** 80

**Location:**

Lesson 3: Making Inferences: Leonardo da Vinci’s Ideas and Accomplishments, pg. 80, inset Matthew 26:20-25, footnote

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 unit 4 Lesson 3 has been revised.

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727916)**

**COMMENT:**

A curriculum that includes the Christian Bible stories while excluding other religions as the original included is indoctrination. Separation of church and state is a basic tenant of our country. This denigrates others' religions so if you insist on breaking the law, make sure you include religious stories from world religions. Evangelical thinking is NOT the nation.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Burgin, ZIP Code 79925

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Do not approve teaching Bible in our public schools. Focus on desired curriculum, not Religion.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Michael Crone, ZIP Code 76013

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727909)****COMMENT:**

The program information above is incorrect. This comment is to send my absolute opposition to teaching the Bible in public schools. Other than serving as a reference to greater ELA readings, the Bible, Christianity and any religion has NO PLACE in the public school classroom. Ever. I swear, Texas is trying to drive me and my children out of the state.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shannon Kelly, ZIP Code 78023

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727022)**

**COMMENT:**

The first amendment of the United States advocates for the separation of church and state. The founders of the United States of America escaped religious persecution under the tyrant King George, and established the United States under this principle. "God" was never involved in the formation of the United States. If Texas Government chooses to establish that the Christian Bible is taught in elementary schools and inserted into your educational programs with the motivation for more funding being allotted to schools that accept this curriculum, then We the People demand that other religions are taught in your curriculum. All of them. Yes, even the Satantic Temple. "Empathy, Reason, and Advocacy": The Guiding Tenants of the Satantic Temple, core values that Texas Government officials lack. Instead, Texas Government prefers "Fake Sympathy, Blind Faith, and Suppressing Other Religions including the freedom to have no religion".

<https://thesatanictemple.com/pages/about-us>

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Anon O'Moose, ZIP Code 73301

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Religious indoctrination and a violation of me and my students' first amendment rights.

**Page Number:** 3, 10, 24

**Location:**

Why this poetry unit is important Why We Selected It About the poet/biography of the author

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Julian Jones, ZIP Code 78613

**Publisher Response: Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

The rubric that is listed for persuasive essay is not aligned with the rubric on STAAR.

**Page Number:** 32

**Location:**

Teacher guide

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Melanie Massey, ZIP Code 76182

**Publisher Response: Reject**

No revision made. The rubric aligns with the instruction.

**COMMENT:**

This curriculum would be fine if someone hadn't decided to sneak biblical references and references to Christian beliefs, morals, superiority, etc.  
TEXAS PUBLIC SCHOOLS ARE NOT CHRISTIAN SCHOOLS

**Page Number:** All**Location:**

All of the components.

**URL to Content:** N/A**Submitted by:** Amy Custer-Ramsey, ZIP Code 76109**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890729965)****COMMENT:**

The inclusion of the Psalm of David is very important for students to study poetry and prose. King David is an ancient classic, and his writings are not only uplifting, but well-structured for poetic studies.

**Page Number:** N/A**Location:** N/A**URL to Content:** N/A**Submitted by:** Shanda Hasse, ZIP Code 79413**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

I do not understand why public school children in Texas need to analyze poetry from the Bible. Are there other religious texts that are analyzed in this curriculum? This on page 12 is worrisome: "Remember David's varying background. His experiences can be seen reflected in his poetry." That will not activate any background knowledge for my Syrian and Afghani students in my classroom. They are Muslim, they do not know about David's varying background.

**Page Number:** 10, 12**Location:**

Lesson 1

**URL to Content:** [View Publisher Materials](#)**Submitted by:** Catherine Perez, ZIP Code 77008**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890729958)****COMMENT:**

The SBOE needs to support the separation of church and state under the Constitution of the United States. No Sunday School in public education!

**Page Number:** N/A**Location:** N/A**URL to Content:** N/A



**Submitted by:** Sandra Crosby, ZIP Code 78611

**Publisher Response:** *Reject*

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

It is a good explanation of the importance of the universal message in the psalm. I liked the connection to pop and historical references. The students will enjoy and understand the idioms, metaphors, and imagery.

**Page Number:** 10

**Location:**

Why we selected it

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Pam Keel, ZIP Code 79703

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**

Original Version: "Tell students that they will listen to a poem from the Hebrew Scriptures, which are also organized as the Old Testament of the Bible. The poem was written by King David, who is described in the Hebrew Scriptures as the second king of Israel." Recommended Version: "Tell students that they will listen to a poem from the Hebrew Bible, which Christians call the Old Testament. Many Christians and Jews believe the poem and most of the other Psalms were written by King David, who is described in the Hebrew Bible as the second king of Israel." Comments: We suggest using the more normative language, used above, Hebrew Bible rather than Hebrew Scriptures for clarity and consistency. As noted

previously, there is not one Bible, so our edits to the second sentence help students understand what Jewish and Christian Bibles have in common in this example. We recommend noting that the attribution of authorship of the Psalms to King David is the perspective of the Jewish and Christian religious traditions, and not historical scholarship.

**Page Number:** 14

**Location:**

Lesson 1: A Psalm of David, pg. 14, Building Blocks of Poetry, Introducing Terms for Poetry Structure, Bullet 1

**URL to Content:** N/A

**Submitted by:** Emily Bourgeois, ZIP Code 78731

**Publisher Response:** Accept

Grade 5 Unit 5 Lesson 1 has been revised.

**COMMENT:**

You are leaving out and not addressing chunks of history, you are changing the narrative to meet your definition of what happened in Texas and the United States. You are also throwing in Stories like Letters from Heaven, what if kids and families don't believe in these things? I don't understand why we have to get political views of a small portion of Texas and bleed it into public schools? What happened to separation of Church and State? Seems like we are blurring the lines. Texas Board of Education and the Governor won't fund schools but hey lets create this "curriculum" and then tell districts the will get \$60 a kid for using it, knowing most districts are cutting people left and right because we are underfunded. This is ridiculous use of Texas money.

**Page Number:** It doesn't matter the page

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Helen Garcia, ZIP Code 78610

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

In each 90-minutes lesson the teacher relies on telling the student, reminding the student, describing for the student versus self-discovery. A question is asked and answered and there is very limited movement other than occasionally getting up and moving around to find a partner to discuss a question. the teaching model seems to be more of a sit-and-get mythology with the teacher doing most of the word versus the student. For the average fifth grader, sitting for 90 minutes while the teacher talks at them would not be conducive to learning. Having home schooled a student during the COVID shut down, after about 20 minutes, she needed to take a break and move around. Not all students are able to sit for 90 minutes, especially students with different learning abilities. This model assumes all students are able to learn in the same way which is not an average classroom model.

**Page Number:** Unit 10

**Location:**

The entire Unit

**URL to Content:** N/A

**Submitted by:** Debra Ann Hughey, ZIP Code 76210

**Publisher Response:** Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**COMMENT:**

As a grandparent, a member of the United women of Faith, and a devoted Christain, the curriculum specific to the reading of The Lion, The Witch and The Wardrobe is of concern. For example, on page 32, the teacher is to tell the students that Edmund could represent what the Bible says about temptation faced by Eve in the Garden. This Biblical story is taught in the third-grade art class, thus students who are in 5th grade, who did not use this curriculum in 3rd grade are going to need help in understanding that story. Will the teacher stop and explain that story to this student? If the teacher is not of the Christian or Jewish faith, how will the teacher explain that story? In Lesson 3, the teacher "should tell students that the character of Aslan was purposefully included by C.S. Lewis as part of his biblical allegory, to explain to students that Aslan is a lion and remind students that lions are often called "king of the Jungle", then explain that, in the Bible, Jesus was referred to as King of Kings. During the Think-Pair-Share section the teacher asks the question, "What's the most likely reason the author made Asylum a lion?" Again, if the teacher is not of Christian or Jewish faith, how is that going to be explained? What if a child asks, "Who was Jesus?". What if a discussion begins among students of other faiths or no faith at all, around who Jesus was or if he existed or didn't exist.? How will the teacher manage that conversation? I believe these stories are best discussed in my church with my pastor or my grandchildren's Sunday School teacher or at home with their parents or with us as their grandparents, not in a classroom with a teacher who has not been trained the specific theology the Teacher's Guide is pointing towards. These are just a few of the many examples in the Teacher's guide that point to Jesus and the Bible.

**Page Number:** Unit 10

**Location:**

Unit 10, the entire instructional guide for teachers in general.

**URL to Content:** N/A

**Submitted by:** Debra Ann Hughey, ZIP Code 76210

**Publisher Response:** Accept

Grade 5 Unit 10 has been revised.

**COMMENT:**

In each 90-minute lesson the teacher relies on telling the student, reminding the student, describing for the student versus self-discovery. A question is asked and answered and there is very limited movement other than occasionally getting up and moving around to find a partner to discuss a question. The teaching model seems to be more of a sit-and-get mythology with the teacher doing most of the work versus the student. For the average fifth grader, sitting for 90 minutes while the teacher talks at them would not be conducive to learning. Having home schooled a student during the COVID shut down, after about 20 minutes, she needed to take a break and move around. Not all students are able to sit for 90 minutes, especially students with different learning abilities. This model assumes all students are able to learn in the same way which is not an average classroom model.

**Page Number:** Unit 10

**Location:**

The entire Unit

**URL to Content:** N/A

**Submitted by:** Debra Ann Hughey, ZIP Code 76210

**Publisher Response:** Reject

No revision made.

**COMMENT:**

As a grandparent of three children in the public school system, a United Women in Faith member and a devoted Christian, I'm concerned about the theology on page 58. The teacher is instructed to "help students make the connection between prophecies in the book about Narnia and prophecies written about people in the Bible. Explain that prophecies can be predictions for the future. In Narnia, The Gold Age prophecy said that there would be a time when wrong would be made right and spring returns. Explain how the Old Testament of the Bible had many prophecies about a future savior that are written and fulfilled in the New Testament by Jesus. There are also prophets in the New Testament by Jesus. There are prophecies in the Bible about a future where Jesus returns to the world to make wrong right." This, to me, is teaching the Bible versus teaching about the novel. It shows clear favoritism toward Christianity. There are other prophets in other religions

that are not referenced, and it seems to have a decidedly religious agenda. As a Christian, this seems more like a sermon heard in a Christian church rather than discussion about a book in a secular public school. Children, such as my grandchildren who go to Sunday School regularly, are going to understand these references much more readily than a child of a different faith or of no faith, thus it seems to favor those students who are Christian and who regularly attend church. While the concept of prophecy is pertinent to Lewis's allegory, there are many ways this can be highlighted rather than diving into Jesus as a prophet who is going to make all wrongs right. This also seems to put an inordinate burden on the teacher to be up to date on Christian theology and the New Testament to be able to answer questions, and personally, I would prefer that those questions again, be answer in our church setting rather than a public school.

**Page Number:** Unit 10, Lesson 6 Page 58

**Location:**

In the notes section notes section on the left-hand side

**URL to Content:** N/A

**Submitted by:** Debra Ann Hughey, ZIP Code 76210

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

In this Poetry Unit, the first poem studied is a Psalm of David. The teacher is instructed to tell the students that "The Book of Psalms contains 150 individual Psalms composed by various writers. David is the identified as the writer of 73 of these psalms. Other writers include Moses as well as David's son, King Solomon. Students may be familiar with these Biblical figures from lessons in earlier grades." None of the other poems studied are from religious texts other than the Bible and so it seems this unit shows favoritism toward Jewish and Christianity religions. Students are instructed

to read A Psalm of David. Which translation are they going to use to read this scripture? In answer to questions posed in the Teacher's Guide, the teacher is instructed to answer or to explain as follows, "David feels that not only would God protect him, but he would also celebrate him and honor him. David believes that his Lord will take care of him and watch over him." In no instances of the other poems studied, is the teacher instructed to explain or tell the students how the author was feeling or what he believed or to interpret the poem for the students. These are presented as factual. The story of David and Goliath is also included in this study of this psalm which is irrelevant to the poem. This seems have a decidedly religious agenda promoting beliefs that pertain to only one religion. As a Christian grandparent, I would suggest removing this poem from the unit. I would be very uncomfortable with any class discussion that might naturally occur about these particular beliefs in God as it holds only one interpretation of how David believes and feels about God. This discussion seems much more suited to a Sunday School class, in particular a Jewish or Christian class where theology can be explored under the guidance of someone trained in that theology. Additionally, the Jewish faith does not say the work "God" and this study may be very offensive or confusing to Jewish students, particularly since the teacher tells the students that this is from the Hebrew Bible.

**Page Number:** Unit 5, page 17 - 20

**Location:**

Grade 5, Poetry Unit

**URL to Content:** N/A

**Submitted by:** Debra Ann Hughey, ZIP Code 76210

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727084)**

**COMMENT:**

I have a general comment related to Judeo-Christian knowledge imparted to children which is part of America's tradition and heritage. I wholeheartedly support it. Without any doubt our Founding Fathers were moral men and, in many documents, including many assemblies and acts, acknowledge and give thanks to God. This God to which they refer is no nebulous relative imaginary figure, but the One True God of the Bible to which they refer. Children need to understand this critical underpinning of faith which is foundational to our Nation's laws and traditions. For far too long, our children have not had access to the Bible in school. I'm not promoting that we proselytize and promote religion but given the state of our society sharing good moral stories, American stories at that, can only serve to promote the good of our state and nation.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gary Hazelip, ZIP Code 75033

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

This heavily edited version of King's letter guts its contents and robs it of much of its force. It does not make clear the very basic fact that King was upset specifically with \*white\* ministers because of their reluctance to take a stand and their foot-dragging. Those portions are all omitted. As such, the edited version of the letter is misleading and gives students a very inadequate understanding of it. Instead, the point of this lesson appears to be to justify a lengthier lesson on the Book of Daniel. I would note that the reader devotes only 2 pages to King's letter but takes King's brief passing reference to the Book of Daniel and devotes 6 pages to it.

Explanation: Let students read King's letter.

Correction Source:

[https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

**Page Number:** 21 in reader



**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Accept

The content of the teacher's guide has been revised to ensure appropriate context.

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727091)**

**COMMENT:**

I like the Texas OER curriculum. It is certainly better than what my teachers had when I was in school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Collin Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890727978)**

**COMMENT:**

I want instructional materials that parents can access and see lesson plans.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Bayan Kanaanian, ZIP Code 76548

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

**COMMENT:**

As a veteran who has dedicated 21 years to serving our nation, I hold truth and freedom in the highest regard. I am compelled to address the importance of understanding the unique and egregious nature of enslavement in America compared to other forms of slavery throughout history. Enslavement in America was distinctively heinous due to its systemic, race-based foundation and its perpetuation through dehumanizing laws and practices. Unlike other forms of servitude that may have been temporary or not explicitly race-based, American slavery was an inherited condition, stripping entire generations of their humanity and rights solely based on skin color. This institutionalized cruelty and the deliberate suppression of freedom and dignity are unparalleled in their brutality and long-lasting impact. Our children deserve to know the truth about this dark chapter in our history to fully appreciate the struggles and sacrifices that have been made for civil rights and equality. Only through a truthful examination of the past can we hope to build a more just and equitable future. As someone who has fought for these ideals, I urge educators and policymakers to ensure that the truth about American enslavement is not diluted or overshadowed by comparisons that fail to capture its full horror and significance.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Marquette Wines, ZIP Code 77493

**Publisher Response:** Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

**COMMENT:**

In document one, my comment would be that students will ask about the mechanisms and genocide. They left this content out. I know it's 5th graders but they see things and hear about things like shootings and gas chambers.

So they should list the 6 death camps on occupied Poland as well as intro Father Patrick Desbois and The Holocaust by Bullets. In the overall course document, my comment would be they should move the Holocaust up a few units, as it were. I believe it should go right after the invasion of Poland in 1939. Then it provides an overview of sorts for the US involvement in war. Right now the Holocaust is at the end of the course after the Pacific Theater (etc.) are brought in. I'd integrate it earlier to demonstrate the urgency of the war and other issues. It looks separate from the war now. Teacher's Guide: In the questions and activities to students, there is nothing that creates empathy to the persecuted Jewish people. I would add quotes on Jewish resilience from an age-appropriate book - and ask the students why is it important that every human being remembers the Holocaust. I would take off the pictures of Holocaust museums (unnecessary) and add more pictures on Jewish life. And of course, content on who are the Jewish people.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Nili Alon Amit, ZIP Code 90048

**Publisher Response:** Accept

Grade 5 Unit 7 Teacher's Guide has been revised.

**COMMENT:**

Joe Kennedy does not belong in the list of people students have a choice of researching - the merits of his case are far from clear and there is a good argument to be made that his case was presented and argued deceptively in court.

**Page Number:** 165

**Location:**

Lesson 11

**URL to Content:** N/A

**Submitted by:** Archit Chakravarti, ZIP Code 78613

**Publisher Response:** Accept

Grade 5 Unit 7 Lesson 11 has been revised.

**Component: Bluebonnet Learning Grade 5 Reading Language Arts,  
Edition 1 (ISBN: 9798890726537)**

**COMMENT:**

It describes the work of Azlan being an allegory to the work of Jesus dying and resurrecting. This is proclaimed as fact when it could be debated if this is true. Is there a note that distinguishes this is a myth? Is there any religious freedom exceptions if people do not want to teach this?

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Nicholas Hill, ZIP Code 76901

**Publisher Response:** Accept

Grade 5 Unit 9 Lesson 4 has been revised.

**COMMENT:**

As with other lessons about Bible stories, this lesson (unit 9, lesson 11) uses as its source the New International Version, a translation produced by evangelical Protestant scholars for use among evangelical Protestants. The curriculum's consistent use of this translation reflects religious bias.

**Page Number:** reader page 23

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

Specific translations are chosen for their linguistic qualities to support the context of the lesson's reading instruction, and for the availability of the license of the translation.

**COMMENT:**

The discussion is about the destruction of the First Temple in 587 BCE, but the image is of the destruction of the Second Temple in 70 CE, identifiable by its size, scale, and many columns.

Explanation: Replace or delete image.

Correction Source: <https://www.biblicalarchaeology.org/daily/biblical-sites-places/template-...>

**Page Number:** student reader 25

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Mark Chancey, ZIP Code 75243

**Publisher Response:** Reject

This section of Grade 5 Unit 9 Reader is being revised based on other feedback.

**Component:** Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1 (ISBN: 9798890726520)

**COMMENT:**

This was a wonderful unit which showed the struggles and accomplishments of African Americans in US history.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Andrew Pierce, ZIP Code 76655

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Absolutely 100% behind the OER's. I presented this Unit as the Key Note Speaker for the Galveston Juneteenth Celebration. It was very well received by the community that is the home to Juneteenth. The Unit was classical in nature, historically accurate, well researched, teacher friendly, and has student engagement throughout,

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Terri Leo Wilson, ZIP Code 77554

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

The lesson involves having to read actual Biblical scripture for a lesson about MLK. This level of detail seems unnecessary, and having students read explicitly religious texts for class appears to fly in the face of the First Amendment.

**Page Number:** 159

**Location:**

Lesson 11

**URL to Content:** N/A

**Submitted by:** Archit Chakravarti, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Component: Bluebonnet Learning Grade 5 Reading Language Arts,  
Edition 1 (ISBN: 9798890724380)**

**COMMENT:**

I was a former teacher in Texas that taught in both PFISD and Manor ISD. I am absolutely appalled by Texas government trying to teach the Bible as historical fact! I have 2 master's degree one of them being in history! The only mention of Jesus outside of the Bible is only mentioned once by the historian Josephus! There is no documentation of the Bible holding any historical fact. I am appalled also by the fact the Texas government is trying to remove anything about other religions such as Hinduism, Islam and other non-Christian religions. This excludes the diversity of our student population who are not all Christian!

**Page Number:** N/A

**Location:**

This is regards to history/social studies k-5 .

**URL to Content:** N/A

**Submitted by:** Maria Malacara, ZIP Code 96785

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

I'm Christian (Catholic), but I found it outrageous that you guys want to introduce bible study at school. I don't want my child to be indoctrinated. Where is the separation of church and state? This violates the First Amendment. The founding fathers and first settlers fled England because of religious prosecution and now you guys are trying to force religion down the throat of children who don't even follow Christianity? If you guys plan to go ahead with this, I'm going to suggest to the school board to give examples of

people who violate the teachings of the bible (or the 10 commandments ), like politicians who stole tax dollars, fraudsters, those who cheated on their spouses and so on. I think that would be a great way of teaching the kids not to grow up like them.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Diogo Araujo, ZIP Code 78613

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

This is fundamentally against the constitution of separation of church and state. By not keeping the Christian Church out of our public schools, we are not adequately preparing our youth with critical thinking and reasoning skills and are attempting to indoctrinate and alienate our students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Leah Joelson, ZIP Code 75204

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."



**COMMENT:**

I strongly encourage the curriculum to include biblical history and facts. As I read through Genesis every story was relevant to our lives. That we are created male and female. That if anyone curses Abraham they will be cursed. And God saw that men were wicked, and he judged them. Sodom and Gomorrah show the depravity of man if left to themselves and God shows a way out even in our sin. Our founding fathers said that our children should learn from the Bible first. We are not honoring God or our founders if we take out the Bible. It is wrong and judgment will continue to come upon this land. I pray that you will consider for your sakes and for the sake of this nation the right thing to do. And you may even want to go back and read Genesis 1-20 and see what God says. God bless you for making this a top priority. It is of utmost importance.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Clarissa Grindle, ZIP Code 78681

**Publisher Response:** *Accept without change*

Pending Publisher Response

**COMMENT:**

I object to our students going to a digital course format, even if it is printed onto paper for them. Digital texts are too prone to changes being made to the primary source without anyone noticing. We can all thoroughly review the texts one year, then the source code can have edits universally applied to certain words (with a quick key stroke) to change their meaning through the course, with no one really noticing. Think of the re-writing of the meaning of words in the prophetic book "1984." What was just an idea then is a very real possibility now. And the mass recording of student's work with the data available for sale is also facilitated by digital curriculum. This concept of a single supplier of digital materials than can be manipulated over time and be digitally assigned by Artificial Intelligence Teachers instead of real live ones, is one of the concepts being pushed by the UN and the

WEF to create workers in a global economy. It will eventually replace human teachers and indoctrinate students into being good citizens in a tyrannical World. Please go back to a true Classical education for our Texas children.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Bohm, ZIP Code 78737

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

Allowing Bible to be taught in public schools is in clear violation of church and state. This is outrageous!!!!!!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Alicia Serrano, ZIP Code 75062

**Publisher Response:** Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

My name is Cindy Fountain and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a parent, person of faith, and taxpayer, I am concerned that TEA's proposed religious content misrepresents the tenets of Christianity and other religions and places undue burdens on our public school teachers to be religious educators. Parts of the proposed curriculum put a deliberate focus on Judeo-Christian traditions which violate students' and educators' religious freedom. The following passage causes me particular concern: From Grade 5, Unit 2, Chapter 3, "The Spirit of the Renaissance", the passage reads, "In the biblical narrative, Jesus gave his disciples hints that he would die. Jesus did not leave his disciples without hope, though. He also foreshadowed his resurrection, when he was raised from the dead." This passage is not pertinent to the lesson objective of "How is the spirit of the Renaissance represented...?" The wording promotes religious claims, even if inadvertently, and it does not demonstrate sensitivity to religious diversity. Under Texas Family Code Sec. 151.001 (a) Parents have the right to "direct the moral and religious training" of their children. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. I urge you to reject this proposed curriculum. Thank you for your consideration.

**Page Number:** 29

**Location:**

2nd paragraph, following the Bible verse Matthew 26:20-25

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Cindy Fountain, ZIP Code 76033

**Publisher Response:** **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**COMMENT:**

What's the cost of this program? It rehashes basic teaching principles used by every experienced/effective teacher or leader. There should be decades of worksheets available in teacher's existing files to share with one another to mix things up. Many more are available online for \$0. If you've taught reading to elementary students for more than a couple of years this material should be rote and programs like this unnecessary. If taxpayer dollars are being used to license this or similar programs, they why do we need degreed teachers? Every lessons has components of (1) building habit and (2) motivation.

**Page Number:** entire program

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lynn Baber, ZIP Code 76087

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

## **Publisher: Amplify**

### **ELAR, Phonics, Grade K (IMRA)**

#### **Program: Amplify ELAR Texas Skills, Grade K**

**Component: Amplify ELAR Texas Skills, Grade K (ISBN: 9798891808751)**

#### **COMMENT:**

QTI- I am in opposition to STAAR like testing for kindergarten through second grade. The Gateway OER can operate with the current embedded assessments for foundational skills, without adding more STAAR like testing to younger students. In addition comprehension is a cognitive testing assessment. The cognitive ability or IQ can be data mined from the students you test. This QTI states that you would need to “ingested” into a Learning Management System. We should not be ingesting our children into any learning management system. “QTI files may only be viewed and administered once they have been ingested into a Learning Management System.” When talking to an AI specialist about the listening online comprehension assessment in the oer Amplify and Texas Gateway, she indicated that they are currently using AI and questions to steer behavior

outcomes and AI is learning from the responses of the participants. This is in line with what I learned about what listening comprehension can measure and has been used in another country. We have nothing in place with vendors, second party vendors, or the state to protect children from being a part of data mining, behavioral engineering, or cognitive engineering project. Another AI specialist I talked to said that there are not enough protections with the online products as a whole and students have been left compromised before they are adults due to the lack of oversight of vendors, their second party vendor contracts and the state of Texas TEA's practices. I believe the TEA is behind in the technology protections of data mining our children. There are cases in the state of Texas, in which our students are already victims of data breaches in school districts due to a lack of oversight, and expectations for all working with students within the great state of Texas. There are no General Data Protection Regulation (GDPR) standards and security. There are parts of the Amplify, Texas Gateway that can be fixed to bring about a true high-quality curriculum. The Gateway cannot be fixed if the QTI system is left in place. I am a teacher and I have deep concerns. If this is implemented leaving QTI in, I would pull my child from public schools or any school. I believe the dangers of the system proposed or already in use, underestimates the dangers are equal to pornography being given to students. Please line item withdraw QTI management system from the OER. It's not needed to fulfill increasing learning outcomes of students.

**Page Number:** N/A

**Location:**

The QTI is listed in the Texas Gateway OER as well as the Amplify OER.

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Accept without change

Thank you for your feedback. There are no digital assessments, QTI or otherwise, as part of the program we have submitted.

**Publisher: Reading Horizons**

**ELAR, Phonics, Grade K (IMRA)**

**Program: Reading Horizons Discovery Kindergarten**

**Component: Reading Horizons Discovery Kindergarten (ISBN: N/A)**

**COMMENT:**

If just educating all religions not just Christianity might be ok. Truthfully shouldn't that be left at home though? Didn't we go through this in the 60's in reverse? Why must everything done be undone.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Lesa Flores, ZIP Code 75652

**Publisher Response:** *Reject*

*Reading Horizons seeks to provide literacy skills to all. We recognize that the students and educators we reach are diverse, and we embrace and value their diversity. To this end, our Cultural Inclusivity Review Committee reviews Reading Horizons' curriculum and materials on an ongoing basis.*

You can view our inclusivity statement [here](#).

**Publisher: Wilson Language Training**

**ELAR, Phonics, Grade K (IMRA)**

**Program: Foundations Level K Classroom Set for 20 & Geodes Level K Classroom Library**

**Component: Foundations Level K Classroom Set for 20 & Geodes Level K Classroom Library (ISBN: 9781567785241)**

**COMMENT:**

As a Texas educator I am very excited about getting to use and teach this curriculum to my future students! Thank you for all your hard work that has gone into these new lessons for future generations - our future leaders depend on this!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Charity Snyder , ZIP Code 78681

**Publisher Response:** Accept without change

Pending Publisher Response

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# English Language Arts and Reading - Phonics

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## **Publisher: 95 Percent Group LLC**

### **ELAR, Phonics, Grade 1 (IMRA)**

#### **Program: 95 Phonics Core Program Classroom Kit: Grade 1**

**Component: 95 Phonics Core Program Classroom Kit: Grade 1 (ISBN: 9781935853725)**

#### **COMMENT:**

The Supreme Court has ruled that the 14th Amendment (ratified in 1868) requires states to guarantee fundamental rights such as the First Amendment's prohibition against the establishment of religion. This means that states, like the federal government, can "make no law respecting an establishment of religion." In 1947, the Supreme Court attempted to define the "establishment of religion" clause of the First Amendment. Justice Hugo Black, writing for the court, held: Neither a state nor the Federal Government can set up a church. Neither can pass laws which aid one religion, aid all religions, or prefer one religion over another. . . . In the words of Thomas Jefferson, the clause against the establishment of religion by law was intended to erect a "wall of separation between Church and State." [Everson v. Board of Education (1947).]

**Page Number:** N/A

**Location:**

The above questions on this form do not apply to my comment. Users are forced to choose an item to submit a comment. My comment pertains to the state of Texas forcing the use of the Bible on Texas schoolchildren. Stop. This action is violating clearly established law. See below.

**URL to Content:** N/A

**Submitted by:** Vincent Brouillard , ZIP Code 78628

**Publisher Response:** Accept without change

Thank you for the feedback. We direct this comment to the review committee for further consideration.

## **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:**

I love! on page 105 Amplify it is highly recommended to meet with the first-grade team and to compare data for the purpose of homogeneous groups to be formed for the foundations/ phonics portion. I would like to see it go further and based upon the end of kindergarten reading assessments to group homogeneous group classrooms prior to the start of the year for first grade. Because we have refused to take this approach there has been an extra burden on the teacher. More diversity of learning ability means there is more remediation instead of whole group opportunities to meet all children's needs. It slows all learners down. It slows down the curriculum. The saying... is not... no child left behind, but all children left behind. It makes the teacher planning and documentation increase to meet the needs of all the intervention groups. Intervention groups are four and five students. The 15 students left are additional planning to equip during intervention. There is a layering. More gathering of materials, more lessons, more documentation, more time analysis. This has had an unintended consequence. For example, speaking with a young adult who was placed in a classroom of differing levels in her elementary years, she was placed in the position to teach her peers. She felt like her education was not suitable and stated that she resented the other students. Instead of causing



inclusion it caused resentment and lost learning outcomes. There was a study that was pushed out to teachers that said those struggling learners benefited from their peers teaching them. There was never a study that demonstrated to us the impact it had on those children who were above grade level on their educational outcomes of not being taught at their instructional level. You can see this lowering of educational outcomes demonstrated today in STAAR result data where there is such a small percentage of students that master reading outcomes. Educ. Code Section 4.002 Public Education Academic Goals To serve as a foundation for a well-balanced and appropriate education: GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. By not using homogeneous placement in curating classrooms, we deny children the opportunity to reach exemplary performance. We are artificially closing the gap by squashing educational opportunity of all to be taught at their instructional level and pace. I applaud the first step towards this with the Gateway OER directions encouraging homogenous placement due to outcomes revealed in the learning assessments.

**Page Number:** N/A

**Location:**

Page 105 of the teacher guidebook First Grade Amplify

**URL to Content:** N/A

**Submitted by:** Francine Erickson, ZIP Code 78628

**Publisher Response:** Accept without change

Thank you for your feedback. Your input is valuable to us, and we appreciate your engagement.

**COMMENT:**

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

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.

**Publisher: Curriculum Associates, LLC**

**ELAR, Phonics, Grade 1 (IMRA)**

**Program: Texas Magnetic Reading Foundations, Grade 1**

**Component: Texas Magnetic Reading Foundations, Grade 1 (ISBN: N/A)**

**COMMENT:**

Dear Lawmaker, I am writing in opposition to the revised reading curriculum for grades K-5. If we are truly a pluralistic democracy and we are invested in teaching our students about cultural references, then it is equally important to recognize all faith traditions, and to recognize atheists as well. One religion cannot be favored over another. We will not allow our children to be indoctrinated into ways of thinking that encourage blind faith and discourage asking questions. Such a curriculum is also unfair to teachers, as it encourages bias and forces them to compromise quality of information. Recent research into our K-12 curriculum has been eye-opening. The degree to which Christianity specific ideas have already infiltrated our children's teachings is unsettling. Engel v. Vitale, 370 U.S. 421 (1962), was a landmark United States Supreme Court case in which the Court ruled that it is unconstitutional for state officials to compose an official school prayer and encourage its recitation in public schools, due to violation of the First Amendment. However, most organizations believe religion can be taught in school as long as the curriculum does not advance or endorse a particular set of religious beliefs. In reality that is not what has been taking place. More recently, the Texas GOP 2024 Platform voted to add mandatory Christian teachings in public schools and replace school counselors with chaplains. Requiring public schools to teach "the bible, servant leadership, and Christian self-governance" is divisive and unlawful. HISD and Katy ISD recently rejected a proposal to replace school counselors with religious chaplains that give wellness counseling "from a traditional biblical perspective." How is such blatant unconstitutionality being allowed? Our public education system should be a reflection of the richly diverse and multicultural state that we live in. I strongly urge you to please do your part in ensuring that our children's place of learning and growth does not turn into our politicians' playground for spiritual warfare. Sincerely, Elisabeth Harper

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Elisabeth Harper, ZIP Code 77030

**Publisher Response:** Accept without change

Thank you for your comment.

## **Publisher: Literacy Resources, LLC**

### **ELAR, Phonics, Grade 1 (IMRA)**

**Program: Bridge to Reading - First Grade**

**Component: Bridge to Reading - First Grade (ISBN: N/A)**

**COMMENT:**

There should not be instruction that include any single religion or reading of the Bible big Christianity is taught, so should other religions (and non religions). Separation of Church and State!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sherri Zapinski, ZIP Code 76092

**Publisher Response:** Accept without change

Thank you for the feedback.

## **Publisher: Reading Horizons**

### **ELAR, Phonics, Grade 1 (IMRA)**

**Program: Reading Horizons Discovery First**

**Component: Reading Horizons Discovery First (ISBN: 9781623823382)**

**COMMENT:**

Reading Horizons does not follow a Systematic, explicit phonics scope and sequence. It holds children in K and 1st back by only focusing on letter names and sounds for a long period of time, although research shows that we need to link letters to sounds to words as quickly as possible so that children can learn to decode.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rebecca Loera, ZIP Code 77009

**Publisher Response:** Accept without change

Reading Horizons follows an evidence-based scope and sequence for teaching phonics. It's designed to build from simple to more complex skills, ensuring a logical and appropriate progression that supports student learning.

**Kindergarten:**

- In Lessons 4 - 29, the materials introduce all 26 letters alphabetically. The lessons use a speech-to-print approach for teaching reading by using Sound-Spelling Walls. The lessons introduce the sound, manner, and place of articulation to increase phoneme-grapheme connection before teaching the letter name and formation. One letter is introduced each day in a 27-minute lesson.
- In Lessons 30 - 63, the materials reintroduce all 26 letters, and students use those letters to begin forming simple, meaningful words. The lesson structure includes a lesson per letter, with an emphasis on decoding and encoding words using the cumulative set of letters learned up to that point. Before moving to the next working group, there is a Review and Transfer Day to check for retention and application of skills.

**This example shows how the lessons link letters to sounds to help students build words quickly:**

- In Lessons 30 - 36, the materials group the following letters: a, m, s, t, p. Each daily lesson explicitly reteaches one letter and its corresponding sound at a time and provides opportunities for students to practice reading and spelling words that follow the letter focus of the lesson. Lesson 36 guides students to use the letters they have learned to build words.

**First Grade:**

- In Lessons 1 - 3, the materials group the following letters: a, m, s, t, p. Each daily lesson explicitly teaches one to two letters and their corresponding sound at a time. Lesson 4 teaches students how to use the letters they've learned to form simple, meaningful words.
- Each lesson after lesson 4, follows a similar structure that includes teaching one to two letters and their corresponding sounds. The emphasis of each lesson is to provides opportunities for students to practice reading and spelling words that follow the letter focus of the lesson. Each lesson ends with providing students opportunities to apply and transfer the knowledge of the learned skills to decodable text.

## **Publisher: William H. Sadlier, Inc.**

### **ELAR, Phonics, Grade 1 (IMRA)**

#### **Program: From Phonics to Reading, Grade 1**

#### **Component: From Phonics to Reading, Grade 1 (ISBN: 9781421720715)**

#### **COMMENT:**

This program is visually engaging and seems thorough for the purposes of teaching students phonics. I believe that its word study components, in particular, are a key part of a likewise key balanced literacy approach.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brittany Correa, ZIP Code 10475

**Publisher Response:** Accept without change

Thank you for your comments. We appreciate the feedback!

## **Publisher: Scholastic Inc.**

### **ELAR, Phonics, Grade 2 (IMRA)**

**Program: Ready4Reading**

**Component: Ready4Reading (ISBN: N/A)**

**COMMENT:**

Church doesn't belong in school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Taylor Logan, ZIP Code 76067

**Publisher Response:** *Accept without change*

Thank you for taking the time to review and respond to this Scholastic K-3 phonics program. We appreciate your input. We do not see our program as having a curriculum that promotes church, as it is not a faith-based phonics curriculum. We will keep this thought in mind for future product development. Thank you. - The Scholastic Team

**COMMENT:**

I'm a Christian who goes to church weekly, listens to worship myself c daily, and proudly wear my cross necklace. Schools might be the only safe place a child has to go to. If they are raised in a different religion or no religion, how will that affect them emotionally? This is on top of the social issues that students are learning to work through along with their academics. In the Gospel of Mark 12:17 (NKJV) Jesus says, "Render to Cesar the things that are Cesar's and to God the things that are God's". This is proof that Jesus acknowledged the separation between government and religion. The founding fathers followed the religions believe and wrote that there should be a separation of church and state. In history, the forcefulness of faith was devastating to the native people and the Catholic Church is still apologizing for it. If we ever can move forward as a country, we must follow the law instead of forcing religion onto our that's. That is not faith. It's one thing to invite others to church and kids to invite their friends to youth group. The Christian faith is about coming as you are, not punishing people for not believing. If this passes, it will only add to the criticism of the church altogether.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shannon Richards, ZIP Code 92009

**Publisher Response:** Accept without change

The Scholastic team thanks you for taking the time to review and respond to our K-3 phonics program, Ready4Reading. Because this curriculum is not designed to be a faith-based, religion specific curriculum, we believe that it invites all children to learn well, regardless of religious identification. Again, we truly appreciate you taking the time to express your thoughts and opinion, as related to our product. Sincerely, the Scholastic Team

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## Spanish Language Arts and Reading

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**Publisher: Savvas Learning**

**SLAR, Grade K (IMRA)**

**Program: Texas miVisión Lectura (Print and Digital), Grade K**

**Component: Texas miVisión Lectura (Print and Digital), Grade K (ISBN: 9781418268527)**

**COMMENT:**

The standard selected for this lesson is K.2A. It seems as if students are expected to know the difference between a sílaba and a sound since the beginning of the school year since this is the first lesson of the school year. It concerns me that the terms are used simultaneously without being explicitly taught. My suggestion is to leave it as sounds and then talk about what is a sílaba and how students can identify the sílaba in a word. I do not consider this developmentally appropriate for students at the beginning of the school year. Also, should there be a connection between the "enfoque" part and the "ver y decir" part? The enfoque focuses on the word sonido, but the ver y decir part focuses on both sonidos and sílabas. It is also hard to identify where is the support for explicit teaching.



**Page Number:** 62

**Location:**

miVisión Lectura TX, TE, GK under Conciencia fonológica

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Karina Watson, ZIP Code 75067

**Publisher Response:** Accept

As a clarification, we will add more explicit instruction on what a syllable is before asking the students to identify them as they relate to sounds. The teacher addresses both concepts within the lesson, but a brief paragraph introducing what syllables are and how they form words will help introduce the concept more clearly.

Regarding the second item in the comment, the "Enfoque y demostración" section opens the lesson by laying out and explaining the content for instruction. It is followed sequentially by "Ver y decir" where the teacher explains the Student Interactive lesson and students go on to complete the lesson. The support for explicit teaching is provided throughout the Conciencia fonológica and Fonética teacher talk instruction in blue font along with the accompanying explanation.

## **SLAR, Grade 1 (IMRA)**

**Program: Texas miVisión Lectura (Print and Digital), Grade 1**

**Component: Texas miVisión Lectura (Print and Digital), Grade 1 (ISBN: N/A)**

**COMMENT:**

Religion should not be taught in public school. This is what Sunday school via church are for. You are taking away from Sunday school teachers job duties and being discriminatory and oppressive as USA has no official religion so you cannot force the teaching of one religion. Parents currently have a choice of choosing a secular education via public school or a religious one via private school. This choice should not be meddled with

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Garza, ZIP Code 78229

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

## **SLAR, Grade 4 (IMRA)**

**Program:** Texas miVisión Lectura (Print and Digital), Grade 4

**Component:** Texas miVisión Lectura (Print and Digital), Grade 4 (ISBN: 9781418268763)

### **COMMENT:**

My response is specific to the entire curriculum and not just grade 4 passage. Religion should not have any foundation in a public school setting. Unless of course it is inclusive and adequately represents all world religions. Stop trying to indoctrinate your student's. Scores will improve is all public schools have equal access to resources and opportunities. Reciting biblical passages won't advance a students understanding if they are not supported holistically and return to underserved needs

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Noah Khal, ZIP Code 78748

**Publisher Response:** Accept without change

Thank you for taking the time to comment.

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# Spanish Language Arts and Reading - Phonics

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## **Publisher: Pacific Learning**

### **SLAR, Phonics, Grade 1 (IMRA)**

**Program: El próximo paso al éxito (Grade 1)**

**Component: El próximo paso al éxito (Grade 1) (ISBN: PL9683SP)**

#### **COMMENT:**

Overall, it is a great product. The language of the instruction is explicit, and they use the gradual release of responsibility, allowing students to receive multiple opportunities to attain the skill. It also has ideas on how to provide feedback when students make errors. It is an authentic resource based on the examples used, and it has a developmentally appropriate approach.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Karina Watson, ZIP Code 75067

**Publisher Response:** Accept without change

Thank you so much for your comment.

## **Publisher: Ono Learning LLC**

### **SLAR, Phonics, Grade 3 (IMRA)**

**Program: Método Onomatopéyico 3º Curso - Onomatopoeic Program  
Grade 3**

**Component: Método Onomatopéyico 3º Curso - Onomatopoeic Program  
Grade 3 (ISBN: N/A)**

#### **COMMENT:**

I feel strongly that the Christian religion should not be taught in public schools. Church is the place for that. I'm a Christian. Children of other faiths would be made to feel uncomfortable by being forced to take in the Christian faith at school.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Suzanne Karisch, ZIP Code 78737

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

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## Mathematics

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### **Publisher: Texas Education Agency, Open Education Resources**

#### **Math, Grade K (IMRA)**

**Program: Bluebonnet Learning Grade K Math, Edition 1**

**Component: Bluebonnet Learning Grade K Math, Edition 1 (ISBN: 9798890723253)**

**COMMENT:**

I want the Bible added back to k-12 in the State of Texas. Including Math and English. I'd like to see it added to every subject including History and Science as well. Why did yall make this so complicated for anyone to leave a public comment ?

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Sara Buskirk , ZIP Code 76264

**Publisher Response:** Reject

No revision made. OER materials in English have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths.

Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

## **Math, Grade 1 (IMRA)**

### **Program: Bluebonnet Learning Grade 1 Math, Edition 1**

#### **Component: Bluebonnet Learning Grade 1 Math, Edition 1 (ISBN: N/A)**

#### **COMMENT:**

My name is Gabe Grantham, education policy advisor at Texas 2036 and I am writing in support of the work that the agency is doing to get high quality math curriculum into classrooms. I am passionate about these issues because during my time as a teacher, I had to create my own curriculum from scratch. There was one course that I found out I had to teach just 3 days before the start of classes. Having a curriculum like the ones before you would have been a game changer for me as a teacher and my students. In my role at Texas 2036, I work on building and promoting long-term, data-driven strategies to secure Texas' prosperity and improve student outcomes through our bicentennial and beyond. Earlier this year, we released a report providing an analysis of math achievement in the state and solutions to increase it. The data speaks for itself. Less than half of Texas students are graduating ready for college level math courses. Only 41% of students are testing on grade level in math on the STAAR. Only 1 in 10 parents believe their child is performing below grade level in math. Rigorous, high-quality curriculum, resources for parents, differentiated supports for students have all emerged as promising solutions to this decline in achievement. Thankfully this board has already embedded all of these things in your quality rubric for K-12 Mathematics. To this end- We believe that the OER presented by TEA and the other HQIM material before this body hold great promise in moving the needle of mathematics proficiency in Texas. Texas math TEKS are rated some of the best math standards in the nation - and the rubric and process this board has created will ensure that teachers have access to the tools and resources needed to effectively teach them. As you go through this process, I do urge you to consider two things, 1. How can we ensure that the teachers are properly trained and supported to use the materials? The best tool in the world can still not be effective if not used as designed. In-service training in how to use these tools will be vital for

success. 2. How can we ensure that the state can continue to refine the OER and add additional support for teachers and different learners along the way? In closing, these materials hold so much promise for Texas teachers, students, and families. And while Texas may not see the returns on this investment for a few years, it is one of the strongest steps the state has taken to provide rigorous math instruction for all students

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Gabe Grantham, ZIP Code 78701

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: Bluebonnet Learning Grade 1 Math, Edition 1 (ISBN: 9798890721495)**

**COMMENT:**

Our schools have needed the structure that this program provides for a long time. Many kids are graduating high school and don't know their multiplication facts. It is time to get back to the basics. This OER curriculum needs to be passed so it can be implemented in schools asap!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Wade Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: Bluebonnet Learning Grade 1 Math, Edition 1 (ISBN: 9798890721259)**

**COMMENT:**

This is for ALL grade levels and ALL teacher editions, but if a sample page of the application problem could be added to Teacher Edition resources for each lesson, that would benefit the teacher. Feedback was given on this from a training this past week. Teachers prepare for application problems, not knowing (if new to the program) that an application problem page is provided in student books. It may be that it is only in each Module 1 or made to be a part of the implementation guide. Just a suggestion. I love the revisions I have seen made so far. Thank you for all the hard work you have done.

**Page Number:** NA

**Location:**

This is for ALL grade levels and ALL teacher editions, but if a sample page of the application problem could be added to Teacher Edition resources for each lesson, that would benefit the teacher. Feedback was given on this from a training this past week. Teachers prepare for application problems, not knowing (if new to the program) that an application problem page is provided in student books. It may be that it is only in each Module 1 or made to be a part of the implementation guide. Just a suggestion. I love the revisions I have seen made so far. Thank you for all the hard work you have done.

**URL to Content:** N/A

**Submitted by:** Jenny Glaser, ZIP Code 76655

**Publisher Response:** Accept without change

The Program and Implementation Guide provides guidance regarding the location of the Application Problem. The Application Problem Templates can be located in the Learn book.

## **Math, Grade 2 (IMRA)**

**Program:** Bluebonnet Learning Grade 2 Math, Edition 1

**Component:** Bluebonnet Learning Grade 2 Math, Edition 1 (ISBN: N/A)

**COMMENT:**

Love the math facts memorization. This needs to be stressed. Good job TEA! I think you got this one right!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rae Ann Strittmatter, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: Bluebonnet Learning Grade 2 Math, Edition 1 (ISBN: 9798890721501)**

**COMMENT:**

Thank you for improving our educational materials. When this portion is not right then kids struggle for years. Please help them get the basics solid so they can grow and feel confident!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Elizabeth McDow, ZIP Code 76502

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Teaching "number bonds" is an excellent tool and will help students' mental math ability.

**Page Number:** 3

**Location:**

Problem #1

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Janet Stutts, ZIP Code 75254

**Publisher Response:** Accept without change



## Math, Grade 4 (IMRA)

### Program: Bluebonnet Learning Grade 4 Math, Edition 1

#### Component: Bluebonnet Learning Grade 4 Math, Edition 1 (ISBN: N/A)

#### COMMENT:

Briefly looking over the scope for grades 3-5, I noticed that key concepts that will be on the STAAR test are scoped to be taught after the STAAR test is given. My secondary Math Coordinator said her resource has 2 different calendar scopes. I was wondering if there would be a different scope to account for the STAAR test and needing all TEKS taught before that is given. Also I would like the opportunity to review the assessments so we have an idea if we will need to create additional assessments. Thank you!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Denise Bilyeu, ZIP Code 76052

**Publisher Response:** Reject

Maintain current scope and sequence for all grades.

#### Component: Bluebonnet Learning Grade 4 Math, Edition 1 (ISBN: 9798890722249)

#### COMMENT:

4th Grade Module 4: Angle Measure and Plane Figures is missing the "Practice" component.

Explanation: Add the link for the resource.

**Page Number:** Practice Component

**Location:**

4th Grade Module 4: Angle Measure and Plane Figures

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Melissa Reed, ZIP Code 76137

**Publisher Response:** Accept without change

The Practice book includes Fluency templates, and there are no Fluency templates for G4M4. Therefore, the Practice book is not needed.

**COMMENT:**

Practice Section for Module 4 Unavailable for Review

**Page Number:** Practice Unavailable

**Location:** N/A

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Thelma Elizondo, ZIP Code 78045

**Publisher Response:** Accept without change

The Practice book includes Fluency templates, and there are no Fluency templates for G4M4. Therefore, the Practice book is not needed.

## Math, Grade 5 (IMRA)

**Program:** Bluebonnet Learning Grade 5 Math, Edition 1

**Component:** Bluebonnet Learning Grade 5 Math, Edition 1 (ISBN: N/A)

**COMMENT:**

I love all that this math curriculum is about! Back to the basic with math facts memorization. This curriculum needs to be in our schools!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Wade Morgan, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: Bluebonnet Learning Grade 5 Math, Edition 1 (ISBN: 9798890722652)**

**COMMENT:**

As an elementary principal and former math teacher, I am loving the math facts memorization and sequential lay out of the OER math curriculum. Texas has needed to return to a structured program for mathematics instruction. Kudos to TEA for creating such a dynamic and much needed curriculum! I can't wait to see it implemented in Texas schools!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Rae Ann Strittmatter, ZIP Code 76258

**Publisher Response:** Accept without change

Pending Publisher Response

**Component: Bluebonnet Learning Grade 5 Math, Edition 1 (ISBN: 9798890722416)**

**COMMENT:**

The pacing calendars are for 165 days with an ADSY of 30 days. The state assessment is given approximately 130 days into the school year. Will the state be providing a recommendation to compact the curriculum so all is taught before the STAAR test is given? This comment applies to the Math K - Algebra 1 program.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Brenda Mesa, ZIP Code 76180

**Publisher Response:** Accept

Maintain current scope and sequence for all grades.

**COMMENT:**

Correlating the metric system to place value using a horizontal chart is excellent. This can later be used for converting from one metric unit to another. Other curricula often use vertical charts, but horizontal charts give a better visual aid for understanding the relationship to place value.

**Page Number:** 13**Location:**

Main text with charts.

**URL to Content:** [View Publisher Materials](#)**Submitted by:** Janet Stutts, ZIP Code 75254**Publisher Response:** Accept without change

Pending Publisher Response

**Math, Grade 6 (IMRA)****Program:** Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1**Component:** Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1 (ISBN: N/A)**COMMENT:**

The 165-day curriculum does not take into account STAAR testing dates and has students learning new TEKS after STAAR has already been given. This does not allow for student to master all of the TEKS before the test.

**Page Number:** N/A**Location:**

The scope and sequence.

**URL to Content:** N/A**Submitted by:** Jennette King, ZIP Code 76179**Publisher Response:** Reject

The instructional materials also include a 150-day scope and sequence option.

**Component: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1 (ISBN: 1845678901001)**

**COMMENT:**

With senate bill 2124, and having students automatically enrolled into 6th grade advanced math class, with the intent to have them prepared for Algebra I by 8th grade, taking 150 days to get through only the 6th grade curriculum would not leave any time for compacting in 7th grade standards into 6th grade.

**Page Number:** N/A

**Location:**

Teacher Edition Course Level Documents

**URL to Content:** N/A

**Submitted by:** Samantha Stinson, ZIP Code 76117

**Publisher Response:** Reject

The Grade 6 materials cover 100% of Grade 6 TEKS through the 165-day or 150-day scope and sequence options.

## **Math, Grade 7 (IMRA)**

**Program: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1**

**Component: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1 (ISBN: N/A)**

**COMMENT:**

Texas public schools are for education, NOT religious indoctrination.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Richard Maddern, ZIP Code 78639

**Publisher Response:** Reject

No revision made.

**Component: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1 (ISBN: 1897199785652)**

**COMMENT:**

All Texas is teaching us how to pass the start test. It has been for years. Why don't you let the teacher actually teach. Bring it down to individual learning. Some of these kids don't understand because these teachers don't have time to bring it down to there individual learning on there level. These kids are getting frustrated. Angry, and wanting to quit. The students are giving up.they think there stupid and can't learn. Why don't we help these kids.instead we punish them for not passing this state test.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Julie Cromeans , ZIP Code 76550

**Publisher Response:** Reject

The Texas Education Agency's (TEA) Open Education Resources (OER) were developed to provide educators with tier 1 instructional materials that address appropriate grade-level content. The OER instructional materials align to the Texas Essential Knowledge and Skills (TEKS) and promote the use of research-based instructional strategies (RBIS) that support all learners.

**Component: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1 (ISBN: 1897096734753)**

**COMMENT:**

The scope and sequence of grades 6, 7, and 8 reflect 165 days of instruction - which is exactly the number our students attend school for. However, the STAAR is earlier than the last day of school. We could only realistically use the 150 day scope and sequence in order to afford time to teach the material and even then would have to omit some lessons/flexible learning days.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jennifer Hutton, ZIP Code 76131

**Publisher Response:** Accept without change

The instructional materials also include a 150-day scope and sequence option.

**Component:** Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1 (ISBN: 1978096734765)

**COMMENT:**

With senate bill 2124, and having students automatically enrolled into 6th grade advanced math class, with the intent to have them prepared for Algebra I by 8th grade, taking 150 days to get through only the 7th grade curriculum would not leave any time for compacting in 8th grade standards into 7th grade.

**Page Number:** N/A

**Location:**

Course Level Documents, Teacher Edition 1

**URL to Content:** N/A

**Submitted by:** Samantha Stinson, ZIP Code 76117

**Publisher Response:** Reject

The Grade 7 materials cover 100% of Grade 6 TEKS through the 165-day or 150-day scope and sequence options.

## Algebra I (IMRA)

**Program:** Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

**Component:** Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1 (ISBN: N/A)

**COMMENT:**

I support the Texas OER Reading Language Arts (RLA) K-5 instructional materials because it increases students' knowledge of America's founding fathers, the national symbols that inspired them, and the events that represent the nation's formative years. And I truly believe kids need to be staying as close to a conservative and biblical basis as possible!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** James Rhodes, ZIP Code 78665

**Publisher Response:** Accept without change

Pending Publisher Response

**COMMENT:**

Love the lessons. They make sense for teachers and students.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Jonathan Morgan, ZIP Code 75035

**Publisher Response:** Accept without change

Pending Publisher Response



**Component: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1 (ISBN: 1789781289180)**

**COMMENT:**

The standard A.2A is tied to these lessons, but it is not aligned to them. The student expectation is that the student is expected to determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities. In these lessons it asks the students to find the domain only from real world situations, never range. In module 2, topic 2, lesson 1, it asks to find the domain only one time throughout the entire lesson. These lessons are not aligned to the TEKS that it says are covered at the lesson level.

**Page Number:** N/A

**Location:**

Module 1 Topic 1 Lesson 4 Module 2 Topic 1 Lesson 3 Module 2 Topic 2 Lesson 1

**URL to Content:** N/A

**Submitted by:** Samantha Stinson, ZIP Code 76117

**Publisher Response:** Reject

No revision made. TEKS alignment has been verified through the IMRA process.

## **Publisher: Curriculum Associates, LLC**

### **Math, Grade 1 (IMRA)**

**Program: Texas i-Ready Classroom Mathematics Grade 1**

**Component: Texas i-Ready Classroom Mathematics Grade 1 (ISBN: 9781728046648)**

**COMMENT:**

Texas Public Schools should not be Sunday Schools. Period.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Bo Baggs, ZIP Code 77642

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

## **Math, Grade 3 (IMRA)**

**Program: Texas i-Ready Classroom Mathematics Grade 3**

**Component: Texas i-Ready Classroom Mathematics Grade 3 (ISBN: 9781663002754)**

**COMMENT:**

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:** Pending Publisher Response

Pending Publisher Response

## **Publisher: Kiddom**

### **Math, Grade 3 (IMRA)**

**Program: Texas Math: Grade 3 Powered by Kiddom**

**Component: Texas Math: Grade 3 Powered by Kiddom (ISBN: 9798894308876)**

**COMMENT:**

The TEKS Correlation chart does not show where exactly the student expectation is covered in the curriculum. I looked through the lessons and see some TEKS are not covered even though the chart says they are. Specifically missing are 3.2A, B, C, and D (place value to the hundred thousands place, expanded form, expanded notation, comparing and ordering number to the hundred thousands place); 3.4C (counting a collection of bills and coins); 3.9 TEKS (Financial Literacy). The problem solving practice provided is also not to the rigor needed.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Carrie Brinkley, ZIP Code 77656

**Publisher Response:** Accept without change

In our errata process and in the final version of the program, we will be placing in standards as indicated in our submitted scope and sequence. This will provide teachers with exact TEK standard alignment at the lesson level.

## Geometry (IMRA)

**Program:** Texas Math: Geometry Powered by Kiddom

**Component:** Texas Math: Geometry Powered by Kiddom (ISBN: N/A)

**COMMENT:**

Seems like a strong program for teaching in the first year, and much better in subsequent years. The theorems are integrated within the units, but the order is not what I expected and so it would take time to adjust to the logical flow of ideas. Also the some of the titles of lessons are not intuitive as to their content for the first year, but for subsequent years would probably be memorable. The program does suggest the use of a class reference chart, in addition to students keeping a chart of theorems and definitions. Online annotation seems to be available for real-time student/teacher communication and for tech-savvy teachers this could be a plus. Proofs are worked on throughout the course in a non-threatening and intuitive manner. I did not notice indirect proofs in the course. Is there emphasis on derivations

of formulas? Is there talk about the conic sections and the general equation of a conic, as this is what students will be studying in subsequent courses and the geometry course introduces cross sections: circles, parabolas, and degenerate conics? Nice inclusion of parabolas with focus & directrix and preceded by work with completing the square. No reference to Euclidean, Spherical, and Hyperbolic Geometries was present. Perhaps these are in the course, but they are not where I was anticipating them to be. I liked the listing of materials needed for each unit, the "notice & wonder" for engagement, and the integration of Algebra/Geometry/Trigonometry/Logic in problems throughout the course. For example: Unit 5/Lesson 16 Geometry 5.E16 Cum. Pp Set for Surface Area & Volume, Unit 5/Lesson 16.4 Measuring Strength and in Unit 6/Lesson 10.2 Priya's Proof I liked the development of abstract reasoning throughout the course and the emphasis on ratios was refreshing. I liked the use of hands-on compass and straightedge constructions, as well as the online Geogebra construction tool. I like the placement of the Similarity unit after the Congruence unit. I wish a more direct description of what is preserved under a rigid motion transformation and what is preserved under a non-rigid transformation had been included for students to compare and use in applications. With respect to homework, students: - do not get immediate feedback, as there is no automatically graded online homework available - do not get online step-by-step homework help/tutorial followed by an additional question similar to the original question. Is there a worksheet available to print for students which has paper & pencil practice to augment the slideshow in Unit 1/Lesson 10 on transformations? It would be nice to have multiple practice problems on a one-page printable for in-class use during the presentation.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Barbara Baker, ZIP Code 77385

**Publisher Response:** Accept without change

Thank you for your in depth review and feedback on our submission. The Texas Geometry course powered by Kiddom submitted for adoption is founded on a research based inquiry model of instruction. The instructional design of the program is structured around big ideas vs organized by skills, so that students can fluently progress through the learning as they demonstrate the process skills as indicated by the standards. Due to the inquiry nature of the program, the titles of lessons are intentionally

generated to not give away the entire learning of the lesson. We expect students to unpack their thinking, misconceptions, and synthesize their learning. As noted, we would anticipate that teachers would familiarize themselves with these titles over time. Our digital platform also assists in organizing the content in a manner to allow for teachers to easily organize and assign student tasks.

The Geometry course builds on earlier grades and prior to this course students have been exposed to foundational ideas. The focus of the lesson designs does not prioritize derivations of formulas, but does have many practical examples of students completing proofs of given theorems. The TEK related to conic sections does not require students to generate equations, as you indicated that expectation would be included in advanced coursework. Circles and parabolas are included. Lessons in the curriculum consider Euclidean vs spherical geometries in brief, as required by the breakouts, as a foundation idea for future coursework.

We will take your feedback regarding your preference for instructional materials related to transformations into consideration for future updates to the program. Again, we appreciate your time and feedback when reviewing our program.

## **Publisher: Accelerate Learning Inc.**

### **Math, Grade 4 (IMRA)**

#### **Program: STEMscopes Texas Math - Grade 4**

#### **Component: STEMscopes Texas Math - Grade 4 (ISBN: 9798893533736)**

#### **COMMENT:**

This resource is so well done! It has everything a teacher needs no matter if they are a brand-new teacher all the way to a veteran teacher. So many resources are included that cover every area of the instructional math day and addressing all Depth of Knowledge levels too.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Laura Harvey, ZIP Code 77357

**Publisher Response:** Accept without change

Thank you for the positive feedback!

## **Math, Grade 5 (IMRA)**

**Program:** STEMscopes Texas Math - Grade 5

**Component:** STEMscopes Texas Math - Grade 5 (ISBN: 9798893533743)

### **COMMENT:**

This program provides a wealth of resources for novice teachers. Content Support - Provides background knowledge that students should come with - Common misconceptions and related items in which students might struggle. -Also , a variety of Representations for new teachers. The content support videos are VERY helpful, however there is only ONE maybe TWO for each "scope" There are also a variety of instructional materials provided that students authentic learning opportunities. There are also examples of how to vary the depth of knowledge in questioning. For a math product, visual examples are extremely important. This resource has enough models to give both the students and the teacher a springboard. The skill quizzes are open ended and have a "similar" tech enhanced platform for students to interact with. STEMScopes has done a much better job aligning the standard based assessments to the rigor of STAAR.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Shannon Pirih, ZIP Code 77301

**Publisher Response:** Accept without change

Thank you for this positive review and feedback.

## **Algebra I (IMRA)**

**Program: STEMscopes Texas Math - Algebra I**

**Component: STEMscopes Texas Math - Algebra I (ISBN: N/A)**

**COMMENT:**

Excuse the dropdown choices, this submission is intended to express my concerns and my absolute zero tolerance regarding Christian religious practices in schools and embedded in to the curriculum and practices I do not want any religious teachings, practices nor expectations embedded or taught in our collective tax paid, free public education system as a Texas parent and Texas educator. Texas public schools are intended to teach behavior and academics only not any form of religious practices. This is a strong violation of rights . Churches and religious institutions are to teach religion. Public schools in Texas should be inclusive to ALL. We are not a religious family and I do not want my children nor my students bullied into Christian fear-based beliefs and practices. It is extremely harmful and highly inappropriate.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Amanda Torres, ZIP Code 78613

**Publisher Response:** Accept without change

The material noted in this comment is not present in our curriculum. Our curriculum is based on the TEKS for Mathematics as required by the state of Texas.

**COMMENT:**

Displaying 20 commandments in public schools is blatant breach of state/ church. It is religious indoctrination, and places one religion over others and those that do not believe in God. This is Abbot pandering to his wealthy donors at expense of parents

**Page Number:** N/A

**Location:**

Please ignore my selections for course,/publisher.

**URL to Content:** N/A

**Submitted by:** Mark Martin, ZIP Code 77002

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

**COMMENT:**

a

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** a ad, ZIP Code s

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

**Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893533682)**

**COMMENT:**

Remove the requirement to teach ANY curricula as if based on the Bible. Teach STEM in public schools. Religion, with the exception of explanations of ALL WORLD RELIGIONS, should be taught at home, church, mosque, synagogue, kiva, stone circle, shrine, etc.. Forcing one religion over all others in ANY public venue is contrary to the whole idea of PUBLIC schooling. Public school teachers are, as a rule, NOT CERTIFIED to teach ANY religion - that certification can take years of study in, guess what, PRIVATE schools. Do NOT fail ANY child in the PUBLIC school system. To inhibit fair and broad education is to fail all of us.

**Page Number:** N/A

**Location:**

Texas Public schools

**URL to Content:** N/A



**Submitted by:** JB Kirkpatrick, ZIP Code 78217

**Publisher Response:** Accept without change

The material noted in this comment is not present in our curriculum. Our curriculum is based on the TEKS for Mathematics as required by the state of Texas.

**COMMENT:**

This country was founded upon the principle of freedom of religion and later confirmed separation of church and state. People are free to follow any religion they choose but the state is not authorized to force any religion upon citizens. Reading, writing and arithmetic are the basis of education. Religion can be studied outside of the classroom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Patterson, ZIP Code 78654

**Publisher Response:** Accept without change

The material noted in this comment is not present in our curriculum. Our curriculum is based on the TEKS for Mathematics as required by the state of Texas.

**COMMENT:**

I have a comment on the whole concept of deciding on "new" standards. A question has to be asked : Will the new standards equip a student to be able to pass a typical test administered to the same age/grade student as was administered in the year 1950? I suspect not. Teach the kids basic math to start. Teach the kids how to reason logically when presented with a problem. Teach the kids English- spoken and written. Teach the kids the history of this country and why it is important to understand the "why" of this country. Teach the kids what they need to know to become working, responsible member or our society.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Roy Shields, ZIP Code 78028

**Publisher Response:** Accept without change

Our goal with our math curriculum is to equip students with the skills necessary to succeed in today's world, which includes not only basic math skills but also critical thinking, problem-solving, and reasoning abilities. While educational approaches have evolved since 1950, the foundation of teaching basic math remains our priority.

We agree that teaching children to reason logically, communicate effectively, and understand history are crucial elements of a well-rounded education. Our curriculum aims to integrate these aspects, ensuring students are well-prepared to become responsible and contributing members of society, but the focus of our STEMscopes Math product is on math instruction.

**COMMENT:**

This country was founded upon the principle of freedom of religion and later confirmed separation of church and state. People are free to follow any religion they choose but the state is not authorized to force any religion upon citizens. Reading, writing and arithmetic are the basis of education. Religion can be studied outside of the classroom.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Robert Patterson, ZIP Code 78654

**Publisher Response:** Accept without change

The material noted in this comment is not present in our curriculum. Our curriculum is based on the TEKS for Mathematics as required by the state of Texas.

## **Publisher: Agile Mind, Inc.**

### **Math, Grade 7 (IMRA)**

**Program: Agile Mind Texas Mathematics 7**

**Component: Agile Mind Texas Mathematics 7 (ISBN: 9781955708227)**

**COMMENT:**

7th grade does not teach trapezoid prisms We have never had to draw net from a solid

**Page Number:** N/A

**Location:**

8m7\_14z Problems 5 and 8.

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Doretta Kinnison, ZIP Code 75090

**Publisher Response: Accept**

Thank you for this feedback. We will add the following note to the beginning of the Deliver instruction teacher guidance for this lesson:

**Teacher note.** Because local standards may require it, this lesson includes the exploration of creating a net from a solid and finding the surface area of prisms with trapezoidal bases (page 6). This may go beyond your standards and can be used as an extension of grade-level content.

## **Publisher: Cosenza & Associates, LLC**

### **Algebraic Reasoning (IMRA)**

**Program: Algebraic Reasoning Program**

**Component: Algebraic Reasoning Program (ISBN: 9781948709170)**

**COMMENT:**

Christianity teaches to “Love them that hate you “ and “ Do unto others as you would have them do unto you “ What about that would you not want for our children?

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Kenneth Pippin, ZIP Code 77328

**Publisher Response:** Accept without change

Thank you for your comment.

## **Publisher: Pathway2Careers (P2C)**

### **Algebra I (IMRA)**

**Program:** Pathway2Careers Algebra I

**Component:** Pathway2Careers Algebra I (ISBN: 2050000620101)

#### **COMMENT:**

I am, and have always been a Christian. Teaching just Christian theology, and not other religions equally, is not only a violation of the longstanding doctrine of separation of church and state, but is discriminatory to our many students of different cultures, religions, and backgrounds. BTW, the required fields of course and grade, publisher, program, and location are completely irrelevant to this submission.

**Page Number:** N/A

**Location:**

Throughout

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Susan Dawson, ZIP Code 78734

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

# **Publisher: Bedford, Freeman & Worth Publishing Group LLC**

## **Statistics (IMRA)**

**Program: Statistics and Probability with Applications (High School) 4E**

**Component: Statistics and Probability with Applications (High School) 4E (ISBN: N/A)**

### **COMMENT:**

Texas public schools should not teach religion in our schools. Separation of church and state are essential. Christian nationalism is wrong. And your website sucks!

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** Judy Springer, ZIP Code 79052

**Publisher Response:** Reject

Thank you for your response.

### **COMMENT:**

The only wall we need in America is a wall between church (organized religion) and all institutions of education.

**Page Number:** N/A

**Location:**

Traveling the magnificent USA

**URL to Content:** N/A

**Submitted by:** martin kildea, ZIP Code 33309

**Publisher Response:** Reject

Thank you for your response.

**Component: Statistics and Probability with Applications (High School)  
4E (ISBN: 9781319244323)**

**COMMENT:**

We should NOT require the teaching of the Bible in public schools. Religion has NO PLACE in public school curriculum. This prioritizes so called Christianity above all other religions, which is a problem. IF factual comparison of religions are part of the teaching, that would be OK. But that is NOT what this is. PLEASE do not make this a part of public education.

**Page Number:** N/A

**Location:**

My comments do not have anything to do with math. Unfortunately, your firm does not allow for me to comment without choosing something that is unrelated to my concern. Typical Texas.

**URL to Content:** N/A

**Submitted by:** Cindy Layne, ZIP Code 78753

**Publisher Response:** Reject

Thank you for your response.

**COMMENT:**

I have to say the belief of Almighty, should not be taught in school but rather in the family. Also why are you not considering those of different faiths? Thank God my children have grown and have their own children. I'm sure they don't want what is being forced on future generations of Texans.

**Page Number:** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted by:** John Hellman, ZIP Code 78653

**Publisher Response:** Reject

Thank you for your comment.

**COMMENT:**

You are destroying public education with this UNESCO agenda of HB 1605. Get it out of our schools. Go back to what works, textbooks, pen and paper. Stop experimenting on our kids.

**Page Number:** N/A**Location:**

All of it.

**URL to Content:** N/A**Submitted by:** Ginger Russell, ZIP Code 77354**Publisher Response:** Reject

Thank you for your comment.

**Component: Statistics and Probability with Applications (High School) 4E (ISBN: 9781319523749)****COMMENT:**

Christian Teaching Material NOT FOUND.

Explanation: We need this Christian Material to be taught to our young children for more reasons than one.

Correction Source: From the Holy Bible

**Page Number:** Not Found**Location:**

Where is the Review section for Christian Material? How are we to review or comment when this information is hidden or not available as reported?

**URL to Content:** N/A**Submitted by:** Kimberley Mhina, ZIP Code 77042**Publisher Response:** Reject

Thank you for your comment.

**Component: Statistics and Probability with Applications (High School)  
4E (ISBN: 9781319251772)**

**COMMENT:**

Public Schools should never contain singular Religious themed content. This is America - all races, all religions, all cultures. Stop efforts to manipulate our young with biased ideology. You will be creating a situation where parents will leave Texas and you will lose the tax dollars needed to truly educate.

**Page Number:** N/A

**Location:**

None of your menu selections apply. There should always be an "Other" option.

**URL to Content:** N/A

**Submitted by:** Jill Cole, ZIP Code 76262

**Publisher Response:** Reject

Thank you for your comment.

**Component: Statistics and Probability with Applications (High School)  
4E (ISBN: 9781319535971)**

**COMMENT:**

Force teachers to teach instead of training kids to pass a stupid test. They are dumb as a box of rocks when they graduate can't read or write cursive. The younger generations have no clue about anything when it comes to life choices and it keeps getting worse every year. Especially the one protesting a war that has nothing to do with us and they actually believe those countries care about what they think. If one of those kids were mine, the police is the last thing for them to worry about. I Guarantee they wouldn't do it again.

**Page Number:** N/A

**Location:**



All of Texas

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Michael Pinkston, ZIP Code 77581

**Publisher Response:** Reject

Thank you for your response.

**COMMENT:**

As I am not on the Texas Textbook Committee, nor am a TEA member, I do not have reasonable access to the exact course, curriculum title, publisher information or page numbers of the proposed curriculum for teaching Bible lessons in our Texas public schools; however, I can unequivocally state that this is unconstitutional, as it oversteps the separation of church and state; and it is exclusive, in that it promotes one religion over all others; also, that it is legally problematic, as it purports to reward monetarily schools who use this curriculum, thus, bribing schools to do so when our Texas public schools are already mightily underfunded. To use Governor Abbott's own words: 'Schools are for education, not indoctrination.'"

**Page Number:** NA

**Location:**

Don't have that information

**URL to Content:** [View Publisher Materials](#)

**Submitted by:** Jaci Elliott , ZIP Code 78956

**Publisher Response:** Reject

Thank you for your response.

# IMRA 2024 Public Suitability Flag Report

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## English Language Arts and Reading, K-5

**Publisher: Texas Education Agency, Open Education Resources**

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

**Component: Hansel and Gretel Units 6-7 (ISBN Teachers guide)**

**Suitability Indicator:** 5. Protecting Children's Innocence  
**Suitability Sub-Indicator Specific or Thematic** 5.3.  
Thematic

**Page Number:** pgs. 93-126

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G1\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U7_TG_ENG.pdf)

**Page Number:** 93-126

**Location:** The whole story is too frightening for this age.  
I think other story choices are much more appropriate.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G1\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U7_TG_ENG.pdf)

**Page Number:** 93-126

**Location:** See above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G1\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U7_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No Revision Made

**Submitted by:** Cindi Castilla, 75229

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

**Component: Unit 8, Lesson 3: Prayer: The First Debate, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator Specific or Thematic** 3.1  
Thematic

**Page Number:** 38-51

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G1\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U8_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Publisher Accept/Reject:** Reject

**Publisher Response:** Retrieving data. Wait a few seconds and try to cut or copy again.

**Submitter:** Mark Chancey, 75243

**Record ID:** 000181

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

**Component:** Unit 1: Sharing Stories, Lesson 9: The Prodigal Son, (ISBN 9798890722867)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Specific

**Page Number:** Pages 107-120

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G1\\_U1\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

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

**Component:** Unit 10, Lessons 2-3 on Esther, (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** 22-50

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G2\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf)

**Page Number:** 31, 33

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G2\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf)

**Page Number:** 41, 44, 48

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G2\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious

literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

**Program:** Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1  
**Component:** N/A

**in Reading Language Arts, (ISBN 9798890724373)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** 23-25

**Location:** Entire section on pages mentioned

**Link:** [chrome-extension://efaidnbnmnibpcajpcglclefindmkaj/https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_PRG\\_PIG\\_ENG.pdf](chrome-extension://efaidnbnmnibpcajpcglclefindmkaj/https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf)

**Page Number:** n/a

**Location:** n/a

**Link:** [n/a](#)

**Page Number:** n/a

**Location:** n/a

**Link:** [n/a](#)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Concerned Person, 733301

**Program:** Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1  
**Component:** Unit 10: Fighting for a Cause

**Lesson 2: Esther Part 1: Becoming Queen, pages 22-36**

**Entire lesson should be removed**

**Lesson 3, Esther Part 2: Guardian of Her People, pages 37-50**

**Entire lesson should be removed, (ISBN 9798890722720)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** Page 27

**Location:** "Today's story comes from a book of the Bible entitled Esther, and it is the story of one person who had faith and performed a brave deed that saved an entire group of people."

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G2\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf)

**Page Number:** Pages 29-34

**Location:** "Today's story comes from a book of the Bible entitled Esther, and it is the story of one person who had faith and performed a brave deed that saved an entire group of people."

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G2\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf)

**Page Number:** Pages 44-49

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G2\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

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

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

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** 238 of 349

**Location:** Universal Access Reading

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Page Number:** 245-246 of 349

**Location:** Final paragraph

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Page Number:** 246-247 of 349

**Location:** Bottom section

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 3 Unit 4 Lesson 10 has been revised.

**Submitter:** Landan Bright, 79778

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

**Component:** Stories of Ancient Rome, (ISBN 9798890726797)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** 105

**Location:** First paragraph

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_RDR\\_ENG.pdf?fbclid=IwY2xjaWErM2tleHRuA2FlbQIxMAABHRAMJzO1tjCwbBTY4IBWEnfsMUjXj78uv1blrEru-PZDmKayEXcjbWmp6Q\\_aem\\_0WEuiduulP0l22Cow3l5iQ](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_RDR_ENG.pdf?fbclid=IwY2xjaWErM2tleHRuA2FlbQIxMAABHRAMJzO1tjCwbBTY4IBWEnfsMUjXj78uv1blrEru-PZDmKayEXcjbWmp6Q_aem_0WEuiduulP0l22Cow3l5iQ)

**Page Number:** 105

**Location:** Second paragraph

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_RDR\\_ENG.pdf?fbclid=IwY2xjaWErM2tleHRuA2FlbQIxMAABHRAMJzO1tjCwbBTY4IBWEnfsMUjXj78uv1blrEru-PZDmKayEXcjbWmp6Q\\_aem\\_0WEuiduulP0l22Cow3l5iQ](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_RDR_ENG.pdf?fbclid=IwY2xjaWErM2tleHRuA2FlbQIxMAABHRAMJzO1tjCwbBTY4IBWEnfsMUjXj78uv1blrEru-PZDmKayEXcjbWmp6Q_aem_0WEuiduulP0l22Cow3l5iQ)

**Page Number:** 106

**Location:** First paragraph

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_RDR\\_ENG.pdf?fbclid=IwY2xjaWErM2tleHRuA2FlbQIxMAABHRAMJzO1tjCwbBTY4IBWEnfsMUjXj78uv1blrEru-PZDmKayEXcjbWmp6Q\\_aem\\_0WEuiduulP0l22Cow3l5iQ](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_RDR_ENG.pdf?fbclid=IwY2xjaWErM2tleHRuA2FlbQIxMAABHRAMJzO1tjCwbBTY4IBWEnfsMUjXj78uv1blrEru-PZDmKayEXcjbWmp6Q_aem_0WEuiduulP0l22Cow3l5iQ)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Jessica Cain, 78666

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

**Component:** Unit 4, Lesson 10: Christianity and the Roman Empire, (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1

**Specific or Thematic:** Thematic

**Page Number:** 236-255

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 3 Unit 4 Lesson 10 has been revised.

**Submitter:** Mark Chancey, 75243

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

**Component:** lesson 11: "The Road to Damascus" and "From Augustus to Constantine", (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1

**Specific or Thematic**                      Thematic

**Page Number:** 256-273

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 3 Unit 4 Lesson 11 has been revised.

**Submitter:** Mark Chancey, 75243

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

**Component:** Unit 4: Ancient Rome

**Lesson 10: "Christianity and the Roman Empire", pages 236-255**

**Entire lesson should be removed. Presents Bible stories as straightforward, historical accounts, rather than faith-based claims, and suggests that the Jewish faith was supp, (ISBN 9798890726773)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** Page 238

**Location:** Page 238, Bottom of the page:

"In this lesson, students will read about the life of Jesus of Nazareth, the impact of Christianity on the Roman Empire, and key tenets of Christianity that continue to impact modern culture. Part of the reading includes the

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Page Number:** Page 247

**Location:** Page 247, Bottom of page:

"Explain that when annotating text, sometimes readers use symbols to mark important parts of the text. Today, students will use the (!) symbol to mark lines of text that gives evidence proving the idea that the life of Jesus of

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Page Number:** Page 244

**Location:** Page 244, Top "The Jewish religion is based around a series of religious texts called the Tanakh, or Hebrew Scriptures, that were written by different authors over more than a thousand year span. There have been many different interpretations of those tex

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

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

**Component: Unit 4, Lesson 10, Page 245 Ancient Rome, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** 244-251

**Location:** Unit 4, Lesson 10, Page 245

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf?fbclid=IwY2xjawEsd5RleHRuA2FlbQlxMAABHcXZm8u0rpLZDlopQJ9NyJpPfGB0MLrsEpRjfbLt4jiiilOyAoXQkZLjQQQ\\_aem\\_K2O0epTwtw-qzX03JdlkkQ](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf?fbclid=IwY2xjawEsd5RleHRuA2FlbQlxMAABHcXZm8u0rpLZDlopQJ9NyJpPfGB0MLrsEpRjfbLt4jiiilOyAoXQkZLjQQQ_aem_K2O0epTwtw-qzX03JdlkkQ)

**Page Number:** 245

**Location:** "The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the predicted Messiah.". The read aloud text to students is: "according to the text, how will Mary's life

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf?fbclid=IwY2xjawEsd5RleHRuA2FlbQlxMAABHcXZm8u0rpLZDlopQJ9NyJpPfGB0MLrsEpRjfbLt4jiiilOyAoXQkZLjQQQ\\_aem\\_K2O0epTwtw-qzX03JdlkkQ](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf?fbclid=IwY2xjawEsd5RleHRuA2FlbQlxMAABHcXZm8u0rpLZDlopQJ9NyJpPfGB0MLrsEpRjfbLt4jiiilOyAoXQkZLjQQQ_aem_K2O0epTwtw-qzX03JdlkkQ)

**Page Number:** 245

**Location:** mid page

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf?fbclid=IwY2xjawEsd5RleHRuA2FlbQlxMAABHcXZm8u0rpLZDlopQJ9NyJpPfGB0MLrsEpRjfbLt4jiiilOyAoXQkZLjQQQ\\_aem\\_K2O0epTwtw-qzX03JdlkkQ](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf?fbclid=IwY2xjawEsd5RleHRuA2FlbQlxMAABHcXZm8u0rpLZDlopQJ9NyJpPfGB0MLrsEpRjfbLt4jiiilOyAoXQkZLjQQQ_aem_K2O0epTwtw-qzX03JdlkkQ)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Robin Smith, 75248

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

**Component: Teacher Guide - The Middle Ages, (ISBN 9798894641737)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** PDF page 219

**Location:** final bullet on page



**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_0.pdf)

**Page Number:** PDF page 17

**Location:** sub-bullet 2/3

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_0.pdf)

**Page Number:** PDF page 33

**Location:** discussion question 4

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_0.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 4 Unit 4 Lesson 9 has been revised.

**Submitter:** Ami Courville, 78664

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

**Component:** 5th Grade RLA Unit 5- Poetry, Teacher's Guide, Student Materials, (ISBN 9798890729958)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1

**Specific or Thematic:** Specific

**Page Number:** Page 8

**Location:** The program guide states, "Texas law outlines requirements for public schools to include curriculum that is well-rounded and covers varying subjects, including content from religious source material. Texas Education Code Sec. 28.002 requires that curricular

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U5\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

**Submitter:** Melanie Massey, 76182

**Record ID:** 000194

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

**Component:** social policy advocacy, (ISBN N/A)

**Suitability Indicator:** 4. Prohibition on Forced Political Activity

**Suitability Sub-Indicator:** 4.2.3.

**Specific or Thematic:** Thematic

**Page Number:** 47

**Location:** This is a general comment, which can be taken on the whole. While I appreciate the great effort that has gone into this planning, I see that the majority of the work presented for young readers Pre K-Grade 5 comes from mostly white authors whose work has

**Link:** [https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder\\_id=184836](https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder_id=184836)

**Page Number:** 47

**Location:** Throughout the section

**Link:** [https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder\\_id=184836](https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder_id=184836)

**Page Number:** 47

**Location:** [https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder\\_id=184836](https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder_id=184836)

**Link:** [https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder\\_id=184836](https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder_id=184836)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Margaret Altizer, 78230

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

**Component:** Teacher Guide - The Renaissance: Art and Culture, (ISBN 9798890727862)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** PDF page 85

**Location:** bottom half of the page

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf)

**Page Number:** PDF page 86

**Location:** caption

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf)

**Page Number:** pages 109-111

**Location:** various locations

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 5 Unit 2 Lesson 4 has been revised.

**Submitter:** Ami Courville, 78664

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

**Component:** grade 5, unit 10, lesson 4 in The Lion, The Witch and the Wardrobe unit, (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Specific

**Page Number:** 58

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

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

**Component: Unit 9, Lesson 11: Faith and Freedom, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** 156-166

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

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

**Component: Unit 10: The Lion, the Witch, and the Wardrobe, (ISBN 9798890726568)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** entire unit

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Page Number:** see above

**Location:** see above

**Link:** [see above](#)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

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

**Component: unit 2, lesson 3: Renaissance Art, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Specific

**Page Number:** student reader 24, teacher's guide 80

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

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

**Component: The Renaissance: Patrons, Artists and Scholars, (ISBN 9798890727893)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** 22

**Location:** Last paragraph

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf)

**Page Number:** 23

**Location:** Caption

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf)

**Page Number:** 24

**Location:** Entire page

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Tanya Lavelle, 78613

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

**Component:** The Renaissance: Patrons, Artists and Scholars, (ISBN 9798890727893)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1

**Specific or Thematic:** Thematic

**Page Number:** 22

**Location:** Last paragraph

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf)

**Page Number:** 23

**Location:** caption

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf)

**Page Number:** 24

**Location:** entire page

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Keri Thomas, 78613

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

**Component:** Teacher Guide, Unit 2: Renaissance Art and Culture, (ISBN 9798890727831)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1

**Specific or Thematic:** Specific

**Page Number:** 111 of 418

**Location:** At the top of the page, the extended Bible verse from Matthew.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 4 Unit 2 has been revised.

**Submitter:** Sharyn Vane, 78749

**Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1**  
**Component: K-5 RLA Units, (ISBN 9798890727893)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** 29 of 111

**Location:** 2nd paragraph, following the verse from Matthew 26:20-25

**Link:** [RLA\\_G5\\_U2\\_TG\\_ENG.pdf](#)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Cindy Fountain, 76033

**Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1**  
**Component: Unit 9: Juneteenth and Beyond**

**Lesson 10: Letter from Birmingham Jail, (ISBN 9798890726520)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Pages 142-155

**Location:** Page 142: Core learning objective

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 5 Unit 9 lesson 10 has been revised.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1**  
**Component: Unit 9: Juneteenth and Beyond**

**Lesson 10: Letter from Birmingham Jail, (ISBN 9798890726520)**

**Suitability Indicator:** 4. Prohibition on Forced Political Activity  
**Suitability Sub-Indicator** 4.2.3.  
**Specific or Thematic** Specific

**Page Number:** pages 142-155

**Location:** Page 144:

"Prepare students for the Exit Ticket by having them circle or underline words or phrases associated with his belief that there must be law and order even if the laws were unjust while they independently read Letter from Birmingham Jail Part I:

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade 5 Unit 9 Lesson 10 has been revised.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1**  
**Component: Unit 9: Juneteenth and Beyond**

**Faith & Freedom, (ISBN 9798890726520)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Pages 156-166

**Location:** The core learning goal at the top of page 154 that "Students will compare and contrast the "Letter from Birmingham Jail" with the Book of Daniel in the Bible."

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1**  
**Component: Unit 2: The Renaissance: Art and Culture**

**Lesson 3: Making Inferences: Leonardo da Vinci's Ideas and Accomplishments, (ISBN 9798890727862)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Pages 68-93

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G5\\_U2\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: Helping our Neighbors, (ISBN 9798890728784)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** 97 of 133

**Location:** Teacher Note near bottom of page

**Link:** [https://drive.google.com/drive/folders/1vui3qc\\_3v9kr\\_FUY\\_65vQfkdSiAwwnj8](https://drive.google.com/drive/folders/1vui3qc_3v9kr_FUY_65vQfkdSiAwwnj8)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Anita Knight, 78746

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

**Component:** Unit 7, Lesson 1: Helping Our Neighbors, (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** 11-23

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

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

**Component:** Lesson 1: Helping Our Neighbors and Lesson 6: The Good Samaritan, (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** 11-23, 84-96 in teacher's guide

**Location:** 2 out of a total of 10 lessons in this unit are Bible-based.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_TG_ENG.pdf)



**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

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

**Component: Unit 11, Lesson 3: Creation, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** 32-45

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Page Number:** 32-45

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Page Number:** 32-45

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

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

**Component: Solomon: The Wise King, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** 70-84

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade Kindergarten Unit 8 Lesson 5 has been revised.

**Submitter:** Mark Chancey, 75243

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

**Component: Solomon: The Wise King, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1

**Specific or Thematic:** Thematic

**Page Number:** 70-84

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Page Number:** see above

**Location:** see above

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade Kindergarten Unit 8 Lesson 5 has been revised.

**Submitter:** Mark Chancey, 75243

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

**Component: Kindergarten Unit 3 Lesson 7: Goldilocks and the Three Bears, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1

**Specific or Thematic:** Specific

**Page Number:** 90-91

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U3\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U3_TG_ENG_0.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade Kindergarten Unit 3 Lesson 7 in the Teacher Guide has been revised.

**Submitter:** Mark Chancey, 75243

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: Unit 3, Lesson 7: Goldilocks--, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** 90-91

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U3\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U3_TG_ENG_0.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Mark Chancey, 75243

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K unit 6: Colonial and Native Americans**

**Introduction, (ISBN 9798890723017)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** 2

**Location:** Introduction, page 2, top of page.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K unit 6: Colonial and Native Americans**

**Lesson 1, Columbus Sailed the Ocean Blue, (ISBN 9798890723017)**

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal  
**Suitability Sub-Indicator** 2.1.1.  
**Specific or Thematic** Specific

**Page Number:** 5

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K unit 6: Colonial and Native Americans**

**Lesson 2, Spanish Settlements, (ISBN 9798890723017)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** 26

**Location:** "The Europeans had different reasons for sailing to the Americas. Some Europeans, like the English, were searching for land to freely practice their religious beliefs. The English wanted to worship, or honor, God as they believed, in their own way. They a

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.pdf)

**Page Number:** 28

**Location:** "The settlers, or people living in the settlement, tried to convince the Native Americans in the area to follow their religious beliefs. This means the settlers wanted the Native Americans to worship God as the Spanish believed. This was important to Spai

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.pdf)

**Page Number:** 29

**Location:** Some of these people wanted to freely practice and share their religion with others. Also, "share their religion with others"

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade Kindergarten Unit 6 Lesson 2 has been revised.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K unit 6: Colonial and Native Americans**

**Lesson 2, Spanish Settlements, (ISBN 9798890723017)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** 26

**Location:** Top of page

"The Europeans had different reasons for sailing to the Americas. Some Europeans, like the English, were searching for land to freely practice their religious beliefs. The English wanted to worship, or honor, God as they believed, in their own

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**Submitter:** Susan Nayak, 78756

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

**Component: K, Unit 9: Seasons and Weather**

**Among examples offered, overemphasizes Christianity and Judaism holidays and perspectives., (ISBN 9798890729125)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Thematic

**Page Number:** 32

**Location:** Lesson 2: Winter, page 32 bottom

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U9_TG_ENG.pdf)

**Page Number:** 46

**Location:** Lesson 3: Spring

Page 46 top

"On the Christian holiday of Easter, people celebrate their faith in Jesus Christ by attending church, having meals with family and friends, and may include activities such as decorating Easter eggs, having an Easter egg hunt

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U9_TG_ENG.pdf)

**Page Number:** 59, 71

**Location:** Lesson 4: Summer

Page 59 bottom

Lesson 5: Autumn

Page 71 middle

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U9_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

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

**Component: THE FIVE SENSES Ray Charles**

**Kindergarten, Unit 2, Lesson 7, Page 84, (ISBN 9798890729033)**

**Suitability Indicator:** 4. Prohibition on Forced Political Activity  
**Suitability Sub-Indicator** 4.1.  
**Specific or Thematic** Specific

**Page Number:** 84

**Location:** Bottom of the page, photograph + direction to "[Point to Ray Charles meeting with President Nixon.]"

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U2\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U2_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

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

**Component: Teacher guides. (How am I supposed to figure out the ISBN?? That is a way to screen out comments.), (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** 90

**Location:** SAYINGS AND PHRASES-Do Unto Others as You Would Have Them Do Unto You, 2nd bullet

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U3\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U3_TG_ENG_0.pdf)

**Page Number:** 115

**Location:** annotation/footnote

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G1\\_U1\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_TG_ENG.pdf)

**Page Number:** 245

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U4\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Cathy Elmore, 77079

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K unit 6: Colonial and Native Americans**

**Lesson 1, Columbus Sailed the Ocean Blue, (ISBN 9798890723017)**

**Suitability Indicator:** 2. Alignment with Public Education’s Constitutional Goal  
**Suitability Sub-Indicator** 2.1.1.  
**Specific or Thematic** Specific

**Page Number:** 11-14 middle

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: OER TEA ELA Kindergarten Teacher Materials, Activity book, (ISBN 9798890723086)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Activity book 35-40

**Location:** Unit 7, Serving Our Neighbors specifically sites biblical texts related to The Golden Rule and Good Samaritan story.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U7\\_FB\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_FB_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Caitlin Kowalsky, 75068

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: Unit 3: Fairy Tales and Folktales, (ISBN 9798890728784)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Lesson 7: Goldilocks and the Three Bears, page 90

**Location:** Bottom of page:

Do Unto Others from King James Bible, Jesus and the Sermon on the Mount

The rest of this lesson is fine; just that section on page 90 needs to be removed.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U3\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U3_TG_ENG_0.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K, Unit 10: America: Our Great Country**

**Lesson 1: Our Country, Our State, Our Pledge, Our Flag, (ISBN 9798890723154)**

**Suitability Indicator:** 4. Prohibition on Forced Political Activity  
**Suitability Sub-Indicator** 4.2.3.  
**Specific or Thematic** Specific

**Page Number:** 12 and 83

**Location:** Page 12 middle:

"Tell students that our country's form of government is a republic."

Page 82 middle:

"(Our kind of government is called a republic.)"

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U10_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K, Unit 10 Teacher's Guide: America: Our Great Country**

**Lesson 1: Our Country, Our State, Our Pledge, Our Flag, (ISBN 9798890723154)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Page 20

**Location:** Top of the page:

"4. One of your liberties as an American is the freedom to practice the religion you believe in."

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U10_TG_ENG.pdf)

**Publisher Accept/Reject:** Accept

**Publisher Response:** Grade K Unit 10 Lesson 1 has been revised.

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: Creation, (ISBN 9798890723208)**



**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Page 32

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Emily Payton, 78247

**Record ID:** 000192

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

**Component:** Goldielocks and the Three Bears, (ISBN 9798890728784)

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Page 90

**Location:** Application

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U3\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U3_TG_ENG_0.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Emily Payton, 78247

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

**Component:** Unit 7: Serving Our Neighbors, Lesson 1: Helping Our Neighbors, (ISBN 9798890723055)

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** pages 11-23

**Location:** Do Unto Others (vs. Golden Rule), Jesus, Sermon on the Mount

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

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

**Component:** K, unit 11 Exploring Art: The Beauty We See

**Lesson 3: Creation, (ISBN 9798890723208)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Thematic

**Page Number:** Pages 36-45

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Page Number:** 39

**Location:** Bottom of the page:

"This story came from the Book of Genesis, which inspires many artists even today"

Again, focused on Christian and Jewish creation myths.

Formatting issue: missing period at the end of the sentence.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Page Number:** 44

**Location:** Bottom of the page.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

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

**Component:** King Solomon, (ISBN 9798890723109)

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Pages 70-88

**Location:** This entire lesson

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious

literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Emily Payton, 78247

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: Unit 8: Kings and Queens, Lesson 6: Solomon: the Wise King, (ISBN 9798890723109)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Pages 75-84

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: K, Unit 7 Serving Our Neighbors**

**Lesson 6, The Good Samaritan, (ISBN 9798890723055)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities  
**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** Pages 84-96

**Location:**

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Nayak, 78756

**Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1**  
**Component: Knowledge unit 8-Kings and Queens, (ISBN N/A)**

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1  
**Specific or Thematic** Specific

**Page Number:** 37 of 166

**Location:** Read Aloud section

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Amy Vahue, 76504

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

**Component:** Knowledge unit 11 lesson 3, (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Specific

**Page Number:** 39 of 209

**Location:** the entire read aloud section

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U11\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Amy Vahue, 76504

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

**Component:** Knowledge 8 lesson 6, (ISBN N/A)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator** 3.1

**Specific or Thematic** Specific

**Page Number:** 75 of 166

**Location:** the entire read aloud section

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_GK\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_TG_ENG.pdf)

**Publisher Accept/Reject:** Reject

**Publisher Response:** There is insufficient information to identify and address the concern.

**Submitter:** Amy Vahue, 76504

## Mathematics, K–5

**Publisher:** Texas Education Agency, Open Education Resources

**Program: Bluebonnet Learning Grade 5 Math, Edition 1**

**Component: Schools are for education, not indoctrination., (ISBN N/A)**

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal  
**Suitability Sub-Indicator** 2.1.3.  
**Specific or Thematic** Specific

**Page Number:** Throughout

**Location:**

**Link:** Throughout

**Publisher Accept/Reject:** Reject

**Publisher Response:** No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

**Submitter:** Susan Dawson, 78734