IMRA 2024 Publisher Corrections

English Language Arts and Reading

Publisher: Texas Education Agency, Open Education Resources

ELAR, Grade K (IMRA)

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

Component: Grade K Unit 2 The Five Senses Teacher Guide (ISBN: 9798890729033)

Change Type: Error Correction

Current Page Number(s):

Location:

Culminating Activities

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U2_TG_ENG.

Original Text:

pgs. 105-106 (Culminating Activities)

Updated URL:

https://tea.sharefile.com/public/share/web-s1be7799b89e04540bececfdcb6f94d2d

Updated Text:

Text edited to remove a reference to a component that is no longer available in the product.

Component: Grade K Unit 7 Skills Teacher Guide (ISBN: 9798890728401)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 12

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_Skills_TG

Original Text:

pgs. 142-150 (L12)

Updated URL:

https://tea.sharefile.com/public/share/web-s999119c5c7f548c3ab62dd9bd78125f3

Updated Text:

Lesson objective edited.

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

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 1

Original URL:

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

Original Text:

165

Updated URL:

Updated Text:

Text edited to remove a reference to a component that is no longer available in the product.

Component: Grade K Unit 1 Skills Teacher Guide (ISBN: 9798890728203)

Change Type: Error Correction

Current Page Number(s):

Location:

Appendix B

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U1_Skills_TG

Original Text:

pgs. 165-169 (Appendix B)

Updated URL:

https://tea.sharefile.com/public/share/web-s27d262cce1b84c88ab8f6cd3205207e9

Updated Text:

Text edited to remove a reference to a component that is no longer available in the product.

Component: Grade Kinder Unit 10 American Our Great Country Teacher Guide (ISBN: 9798890723154)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2 Lesson 4 Lesson 6 Lesson 7 Lesson 8 Lesson 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U10_TG_ENG

Original Text:

pgs. 23-34 (Lesson 2) pgs. 49 - 60 (Lesson 4) pgs. 78-91 (Lesson 6) pgs. 92-106 (Lesson 7) pgs. 106-116 (Lesson 8) pgs. 117-130 (Lesson 9)

Updated URL:

N/A

Updated Text:

Text edited in lessons 2, 4, and 6-9.

Component: Grade K Unit 9 Seasons and Weather Teacher Guide (ISBN: 9798890729125)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U9_TG_ENG.

Original Text:

pgs. 23-38 (Lesson 2)

Updated URL:

https://tea.sharefile.com/public/share/web-s9c0042705fb24270a6e95f27c6390209

Updated Text:

Text edited in lesson 2.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Current Page Number(s):

Location:

"Writing About Reading"

Original URL:

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

Original Text:

pgs. 25-29 ("Writing about Reading")

Updated URL:

https://tea.sharefile.com/public/share/web-s2e34f8ba1fb941578a90d484958aac21

Updated Text:

Text edited in "Writing about Reading."

Component: Grade K Unit 6 Colonial and Native AmericansTeacher Guide (ISBN: 9798890723017)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 4 Lesson 7 Lesson 8 Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.p

Original Text:

Please see: Pg 49-66 (L4) Pg 94-107 (L7) pgs. 108-120 (L8) pgs. 128-143 (Teacher Resources)

Updated URL:

https://tea.sharefile.com/share/view/sb903519de456464ea8b5c4bd11c70

Updated Text:

Text edited in lessons 4, 7, and 8.

Component: Grade K Unit 11 Exploring Art Teacher Guide (ISBN: 9798890723208)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 6 Lesson 7 throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG

Original Text:

pgs. 6-17 (Lesson 1) pgs. 18-31 (Lesson 2) pgs. 72-85 (Lesson 6) pgs. 86-99 (Lesson 7) throughout

Updated URL:

https://tea.sharefile.com/share/view/s97d8b5b24da24700938ce2ad7601b

Updated Text:

Text edited in lessons 1, 2, 6, and 7 and lesson footers throughout.

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

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 5

Original URL:

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

Original Text:

pgs. 60-63 (Lesson 5)

Updated URL:

https://tea.sharefile.com/public/share/web-s2851afc3eb934cf9b7f3e56286078c48

Updated Text:

Text edited in lesson 5.

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

Change Type: Error Correction

Current Page Number(s):

Location:

throughout

Original URL:

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

Original Text:

throughout

Updated URL:

https://tea.sharefile.com/public/share/web-
s6c164cc70047462a92ec310b122a073e

Updated Text:

Footer edited throughout.

ELAR, Grade 1 (IMRA)

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

Component: Grade 1 Unit 10 Adventure Stories Teacher Guide (ISBN: 9798890729774)

Change Type: Error Correction

Current Page Number(s):

Location:

Introduction Lesson 2 Lesson 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U10_TG_ENG

Original Text:

pgs. 1-5 (Introduction) pgs. 22-33 (Lesson 2) pgs. 100-114 (Lesson 9)

Updated URL:

https://tea.sharefile.com/public/share/web-s80d1e4c9cc71474888b3e16c0bba3dd3

Updated Text:

Text edited in Introduction and lessons 2 and 9.

Component: Grade 1 Unit 8 American Independence Teacher Guide (ISBN: 9798890722911)

Change Type: Error Correction

Current Page Number(s):

Location:

Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 5 Lesson 9 Lesson 12

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U8_TG_ENG.

Original Text:

pgs. 1-7 (Introduction) pgs. 7-21 (Lesson 1) pgs. 22-37 (Lesson 2) pgs. 28-51 (Lesson 3) pgs. 66-79 (Lesson 5) pgs. 124-138 (Lesson 9) pgs. 165-181 (Lesson 12)

Updated URL:

N/A

Updated Text:

Text edited in Introduction and lessons 1, 2, 3, 5, 9, and 12.

Component: Grade 1 Unit 1 Sharing Stories Teacher Guide (ISBN: 9798890722867)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 9

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_TG_ENG.

Original Text:
Pg 107 - 122 (L9)

Updated URL:
https://tea.sharefile.com/public/share/web-s948d83d0d2e443989d0ffc80995edc4b

Updated Text:
Text edited in Lesson 9.

Component: Grade 1 Unit 4 Astronomy Teacher Guide (ISBN: 9798890729224)

Change Type: Error Correction
Current Page Number(s):
Location:
Culminating Activities

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U4_TG_ENG.

Original Text:
pgs. 155 - 157 (Culminating Activities)

Updated URL:
https://tea.sharefile.com/public/share/web-s5458a5ec33714b6dba28fb266fb94e99

Updated Text:
Text edited to remove a reference to a component that is no longer available in the product.

Component: Grade 1 Unit 8 American Independence Flip Book (ISBN: 9798890722942)

Change Type: Error Correction

Current Page Number(s):

Location:

1A-11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U8_FB_ENG.p

Original Text:

1A-11

Updated URL:

N/A

Updated Text:

Image updated.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Current Page Number(s):

Location:

"Writing About Reading"

Original URL:

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

Original Text:

pgs. 25-29 ("Writing about Reading")

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

Updated Text:

Text edited in "Writing about Reading."

Component: Grade 1 Unit 7 Fairy Tales Teachers Guide (ISBN: 9798890729729)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U7_TG_ENG.p

Original Text:

pgs. 41-56 (Lesson 3)

Updated URL:

https://tea.sharefile.com/public/share/web-sc43beda7468343019c5bc6ebdb11cd97

Updated Text:

Text edited in lesson 3.

ELAR, Grade 2 (IMRA)

Program: OER K-5 Reading Language Arts_Grade 2

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Current Page Number(s):

Location:

"Writing About Reading"

Original URL:

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

Original Text:

pgs. 25-29 ("Writing about Reading")

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

ELAR, Grade 3 (IMRA)

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

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

Change Type: Error Correction

Current Page Number(s):

Location:

Introduction

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U1_Skills_TG

Original Text:

pgs. 1-25 (Introduction)

Updated URL:

https://tea.sharefile.com/public/share/web-s8f60efceafc6438eae965adeb3545b48

Updated Text:

Text edited in Introduction.

Change Type: Error Correction

Current Page Number(s):

Location:

Table of Contents Lesson 4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U1_Skills_TG

Original Text:

Table of Contents pgs. 50-61 (Lesson 4)

Updated Text:

Text edited in Table of Contents and Lesson 4.

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

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 5 Lesson 7 Lesson 9 Lesson 10 Pausing Point Lesson 12 Teacher Resources

Original URL:

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

Original Text:

pgs. 110-141 (Lesson 5) pgs. 168-189 (Lesson 7) pgs. 212-228 (Lesson 9) pgs. 212-227 (Lesson 10) pgs. 252-261 (Pausing Point) pgs. 262-281 (Lesson 12) pgs. 413-464 (Teacher Resources)

Updated Text:

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

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

Change Type: Error Correction

Current Page Number(s):

Location:

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U8_Skills_TG

Original Text:

pgs. 147-221 (Teacher Resources)

Updated URL:

https://tea.sharefile.com/public/share/web-s68f25557d23e424ab4349587c3751482

Updated Text:

Text edited in "Teacher Resources."

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

Change Type: Error Correction

Current Page Number(s):

Location:

Answer Key for Activity Page 9.2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_Skills_TG

Original Text:

221

Updated URL:

https://tea.sharefile.com/public/share/web-saa5ebb84a34743dc8b87495a0a8ce33b

Updated Text:

Text edited on the Answer Key for Activity Page 9.2.

Change Type: Error Correction

Current Page Number(s):

Location:

Introduction Lesson 1 - 15

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_Skills_TG_

Original Text:

pgs. 1-4 (Introduction) pgs. 5 -137 (Lesson 1 -15)

Updated URL:

https://tea.sharefile.com/public/share/web-saa5ebb84a34743dc8b87495a0a8ce33b

Updated Text:

Text edited in Lessons 1-15.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Current Page Number(s):

Location:

"Writing About Reading"

Original URL:

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

Original Text:

pgs. 25-29 ("Writing about Reading")

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

Updated Text:

Text edited in "Writing about Reading."

Component: Grade 3 Skill Unit 10 Teacher Guide (ISBN: 9798890720139)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 5

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U10_Skills_TG

Original Text:

pgs. 40-47 (Lesson 5)

Updated URL:

https://tea.sharefile.com/public/share/web-s86cc242d1b3146dfa74c9bab6656ebdf

Updated Text:

Text edited in lesson 5.

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

Change Type: Error Correction
Current Page Number(s):
Location:

Lesson 6

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U2_Skills_TG

Original Text:

pgs. 55-64 (Lesson 6)

Updated URL:

https://tea.sharefile.com/public/share/web-s6f8b0bec5fae4e24a25327fba2359807

Updated Text:

Text edited in Lesson 6.

Component: Grade 3 Unit 10 All That Jazz Teacher Guide (ISBN: 9798890729538)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 1 Lesson 5 Lesson 7 Lesson 9 Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U10_TG_ENG

Original Text:

pgs. 8-25 (Lesson 1) pgs. 70-85 (Lesson 5) pgs. 100-115 (Lesson 7) pgs. 128-140 (Lesson 10) pgs. 152-159 (Lesson 11)

Updated URL:

https://tea.sharefile.com/public/share/web-sfb0da54ad5ba4cc08001f733b0b710d6

Updated Text:

Text edited in lessons 1, 5, 7, 10, and 11.

Component: Grade 3 Skills Unit 4 Student Reader (ISBN: 9798890720375)

Change Type: Error Correction

Current Page Number(s):

Location:

Back Home

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_Skills_RDI

Original Text:

p. 51 (Back Home)

Updated URL:

https://tea.sharefile.com/share/view/sbebdd8b10b1e4aac8a2f9270234df9

Updated Text:

Text edited to Back Home.

ELAR, Grade 4 (IMRA)

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

Component: Grade 4 Unit 3 Teacher Guide (ISBN: 9798890727343)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 9 Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U3_TG_ENG.

Original Text:

pgs. 122-134 (Lesson 9) pgs. 189-201 (Teacher Resources)

Updated URL:

https://tea.sharefile.com/public/share/web-
s10071c64d1794934ac21930b2d867116

Updated Text:

Text edited and images updated in Teacher Resources.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Current Page Number(s):

Location:

"Writing About Reading"

Original URL:

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

Original Text:

pgs. 25-29 ("Writing about Reading")

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

Updated Text:

Text edited in "Writing about Reading."

Component: Grade 4 Unit 6 Treasure Island Teacher Guide (ISBN: 9798890728074)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2 Lesson 6

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U6_TG_ENG.p

Original Text:

pgs. 32-61 (Lesson 2) pgs. 116-141 (Lesson 6)

Updated URL:

https://tea.sharefile.com/public/share/web-s3722bcf87d5044e6991a7ea898a3abb0

Updated Text:

Text edited in lessons 2 and 6.

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

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 1

Original URL:

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

Original Text:

pgs. 6-19 (Lesson 1)

Updated URL:

https://tea.sharefile.com/public/share/web-s5f5a2f19f3da45ef9d6d9133d91aca0c

Updated Text:

Text edited in lesson 1.

ELAR, Grade 5 (IMRA)

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

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

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 11 Lesson 12

Original URL:

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

Original Text:

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

Updated URL:

N/A

Updated Text:

Text edited in lessons 11 and 12.

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

Change Type: Error Correction

Current Page Number(s):

Location:

Middle-of-Year Assessment

Original URL:

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

Original Text:

pgs. 165-191 (Middle of Year Assessment)

Updated URL:

https://tea.sharefile.com/public/share/web-sd4992b89b06c48519c9b4238bd77dda5

Updated Text:

Text edited in middle-of-year assessment.

Component: Grade 5 Unit 9 Juneteenth Reader (ISBN: 9798890723628)

Change Type: Error Correction

Current Page Number(s):

Location:

"Letter from Birmingham Jail: Part II" "Juneteenth as a Federal Holiday"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG

Original Text:

pgs. 21-28 ("Letter from Birmingham Jail: Part II) pgs. 29-32 ("Juneteenth as a Federal Holiday")

Updated URL:

N/A

Updated Text:

Text edited in "Letter from Birmingham Jail: Part II" and "Juneteenth as a Federal Holiday."

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Error Correction

Current Page Number(s):

Location:

"Writing About Reading"

Original URL:

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

Original Text:

pgs. 25-29 ("Writing about Reading")

Updated URL:

https://tea.sharefile.com/public/share/web-s2e34f8ba1fb941578a90d484958aac21

Updated Text:

Text edited in "Writing about Reading."

Component: Grade 5 Unit 7 World War II Teacher Guide (ISBN: 9798890727978)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 14 Pausing Point Unit Assessment

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_TG_ENG_

Original Text:

pgs. 338-359 (Lesson 14) pgs. 360-379 (Pausing Point) pgs. 360-379 (Unit Assessment)

Updated URL:

https://tea.sharefile.com/public/share/web-sd51a3505f3834f13852602626a105a27

Updated Text:

Text edited in lesson 14, Pausing Point, and Unit Assessment.

English Language Arts and Reading - Phonics

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade 1 (IMRA)

Program: 1st Grade Decodables

Component: English Progression (ISBN: n/a)

Change Type: Error Correction
Current Page Number(s):
Location:
Set 18 Box

Original URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Phonics%20Scope%20&%20Sequ%20English%20NEW%202024.pdf

Original Text:
tred

Updated URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%2

Updated Text:
trip

Change Type: Error Correction
Current Page Number(s):
Location:
Set 20 Box

Original URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Phonics%20Scope%20&%20Sequ%20English%20NEW%202024.pdf

Original Text:
liked, wanted, thanked

Publisher: ReadBright

ELAR, Phonics, Grade 1 (IMRA)

Program: ReadBright Phonics

Component: Level 1c Teacher's Handbook (ISBN: 9781947737365)

Change Type: Error Correction
Current Page Number(s):
Location:
2, 11, 43

Original URL:

Original Text:
"BLENDS: A blend is a combination of two or more consonants, each making their own sound. Although these sounds are pronounced distinctly, they are ""blended"" into one sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while

tapping with both drumsticks on the middle drum. This demonstrates how the sounds are blended into one sound."

Updated Text:

BLENDS: A consonant blend is a combination of two or three consonant sounds before or after the vowel in a syllable. When blending, each consonant grapheme makes its own sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

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Component: Level 1 Student Workbook (ISBN: 9781940205632)

Change Type: Error Correction
Current Page Number(s):
Location:
206

Original URL:

Original Text:
"BLENDS: A blend is a combination of two or more consonants, each making their own sound. Although these sounds are pronounced distinctly, they are ""blended"" into one sound. Consider consonant

blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while tapping with both drumsticks on the middle drum. This demonstrates how the sounds are blended into one sound."

Updated URL:
https://drive.google.com/file/d/1NUrvCsbe4kHuBaGp7oVlzR_p3zSYqavg/viusp=sharing

Updated Text:
BLENDS: A consonant blend is a combination of two or three consonant sounds before or after the vowel in a syllable. When blending, each consonant grapheme makes its own sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.
Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while tapping with both drumsticks on the middle drum. This demonstrates how the sounds remain in tact but are said closely together when decoding .

ELAR, Phonics, Grade 2 (IMRA)

Program: ReadBright Phonics

Component: Level 4 Teacher's Handbook (ISBN: 9781947737471)

Change Type: Error Correction
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
n/a

Updated URL:
https://drive.google.com/file/d/1lg7Y52HoID8mlaZJG-lwoBqA9zggGjUC/view?usp=drive_link

Updated Text:
Note: This is an exisiting portion of the program that was not included in intital component list but was needed during round 2 of SRP

Component: Level 1c Teacher's Handbook (ISBN: 9781947737365)

Change Type: Error Correction
Current Page Number(s):
Location:
2, 11, 43

Original URL:

Original Text:
BLENDS: A blend is a combination of two or more consonants, each making their own sound. Although these sounds are pronounced distinctly, they are "blended" into one sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends

should be classified as Kid in the Middle words.

Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while tapping with both drumsticks on the middle drum. This demonstrates how the sounds are blended into one sound.

Updated URL:

https://drive.google.com/file/d/1NUrvCsbe4kHuBaGp7oVlzR_p3zSYqavg/viusp=sharing

Updated Text:

BLENDS: A consonant blend is a combination of two or three consonant sounds before or after the vowel in a syllable. When blending, each consonant grapheme makes its own sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

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Component: Level 1 Student Workbook (ISBN: 9781940205632)

Change Type: Error Correction

Current Page Number(s):

Location:

Original URL:

Original Text:
BLENDS: A blend is a combination of two or more consonants, each making their own sound. Although these sounds are pronounced distinctly, they are "blended" into one sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.
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Updated URL:
https://drive.google.com/file/d/1NUrvCsbe4kHuBaGp7oVlzR_p3zSYqavg/viusp=sharing

Updated Text:
BLENDS: A consonant blend is a combination of two or three consonant sounds before or after the vowel in a syllable. When blending, each consonant grapheme makes its own sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.
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tapping with both drumsticks on the middle drum. This demonstrates how the sounds remain in tact but are said closely together when decoding .

Publisher: Amplify

ELAR, Phonics, Grade 2 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 2

Component: G2, Skills Unit 3 Teacher Guide (ISBN: 9798894040417)

Change Type: Error Correction

Current Page Number(s):

Location:

Skills Unit 3 Teacher Guide, Lesson 21, Primary Focus Objectives, p. 259 (PDF p. 266) Lesson 21, Decode, Spell, and Use Words with Prefixes, p. 262 (PDF p. 269) Lesson 22, Primary Focus Objectives, p. 268 (PDF p. 275) Lesson 22, Decode, Spell, and Use Words with Prefixes, p. 270 (PDF p. 277) Lesson 23, Primary Focus Objectives, p. 277 (PDF p. 284) Lesson 23, Decode, Spell, and Use Words with Prefixes, p 281 (PDF p. 288) Lesson 24, Primary Focus Objectives, p. 284 (PDF p. 291) Lesson 24, Decode, Spell, and Use Words with Prefixes, p. 286 (PDF p. 293)

Original URL:

Original Text:

Full response details here. Original content :"Students will decode, spell, and use words with the prefix re–."

Updated URL:

N/A

Updated Text:

Amplify will revise the following lessons in G2 Skills Unit 3 Teacher Guide to say "Students will decode, spell, and use words with the prefix un–."

Spanish Language Arts and Reading

Publisher: Savvas Learning

SLAR, Grade 1 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 1

Component: miVisión Texas Grade 1 Student Interactive, Unit 1, Week 1 (ISBN: 9798213423969)

Change Type: Error Correction

Current Page Number(s):

Location:

Lo que hace section, magenta annotation

Original URL:

https://us-school.pk12ls.com/school/6c3801a7-5f7a-4f0d-a6e6-f82336c67582/TX_myV_2020_SP_SE_G1/TX_myV_2020_SP_SE_G1/html/htm page=49

Original Text:

"Lleva una linterna; Comparte una pila."

Updated URL:

https://us-school.pk12ls.com/school/32436847-e660-4748-836b-0d9d8064b65e/0040_000040_0328992216.pdf

Updated Text:

"Lleva una linterna; comparte una pila."

SLAR, Grade 5 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 5

Component: miVisión Texas Grade 5 Summative Assessments (ISBN: 9780328992126)

Change Type: Error Correction

Current Page Number(s):

Location:

Análisis adicional de los resultados, first sentence

Original URL:

https://www.savvasrealize.com/content/viewer/standalone/loader/view/72 5a47-36eb-bcbf-41aae21a4211/91?programId=86dbae8e-b1cd-31fc-b28d-13bc06a0db02&programVersion=88&programName=miVisi%2525C3%252 b1cd-31fc-b28d-13bc06a0db02%25252F88%25252Ftier%25252F4770c141-e10b-391d-a3c1-7d9a8773775b%25252F89&locale=en&rootProgramId=86dbae8e-b1cd-31fc-b28d-13bc06a0db02

Original Text:

"All items on the Unit, Middle-of-Year, and End-of-Year Tests are aligned to skills and the Common Core State Standards."

Updated URL:

https://www.savvasrealize.com/content/viewer/standalone/loader/view/67 0484-31d8-ade8-4cbbc699612b/80/nonscorable?programId=86dbae8e-b1cd-31fc-b28d-13bc06a0db02&programVersion=90&programName=miVisi%C3%B3n%20 b1cd-31fc-b28d-13bc06a0db02/90/tier/afcf6dde-0f3e-3874-9965-8ae6a52fa2e0/91/tier2/48f55656-750c-3431-84d0-f31eb552a8dd/91&locale=en&rootProgramId=86dbae8e-b1cd-31fc-b28d-13bc06a0db02

Updated Text:

"All items on the Exámenes de la unidad, de medio año y de fin de año are aligned to skills and the TEKS."

Component: miVisión Texas Teacher Edition Grade 5 Unit 4 Week 6 (ISBN: 9798213423891)

Change Type: Error Correction

Current Page Number(s):

Location:

English wrap, Introduce the Project, second sentence

Original URL:

https://us-school.pk12ls.com/school/9db7152e-a508-40c7-8a24-138702f3c3de/TX_myV_2020_SP_TE_G5/TX_myV_2020_SP_TE_G5/html/htm?page=1615

Original Text:

"Make sure students understand they have to work collaboratively with others to develop a plan of shared responsabilities."

Updated URL:

https://us-school.pk12ls.com/school/3d28bb55-2a6d-458d-94b5-4dec21d702b1/0398_00T370_1418268801.pdf

Updated Text:

"Make sure students understand they have to work collaboratively with others to develop a plan of shared responsibilities."

Spanish Language Arts and Reading - Phonics

Publisher: Just Right Reader, Inc.

SLAR, Phonics, Grade K (IMRA)

Program: Decodables de jardín de infantes

Component: Spanish Progression (ISBN: n/a)

Change Type: Error Correction

Current Page Number(s):

Location:

In the boxes of sets 3-10 (it was not included).

Original URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Spanish%20Lesson%20Plans%202024/Kinder_Ki

Original Text:

The original text did not include the high frequency words (HFW) on the Spanish progression for Kindergarten.

Updated URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%2

Updated Text:

The new text includes the high frequency words (HFW) on the Spanish progression for Kindergarten.

Component: El taxi de Maxi Lesson Plan (ISBN: n/a)

Change Type: Error Correction

Current Page Number(s):

Location:
Lesson plan page 2, Section 2: Use letter tiles to make the word taxi

Original URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Spanish%20Lesson%20Plans%202024/Kinder_El9

Original Text:
"Say: Cada cuadrada representa..."
"Say: Voy a tocar una cuadrada..."

Updated URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%2

Updated Text:
"Say: Cada ficha cuadrada representa..."
"Say: Voy a tocar una ficha cuadrada..."

Component: Kiwis y zorros Lesson Plan (ISBN: n/a)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson plan page 2, Section 2: Use letter tiles to make the word gozar

Original URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Spanish%20Lesson%20Plans%202024/Kinder_Ki

Original Text:

"Say: Cada cuadrada representa..."

"Say: Voy a tocar una cuadrada..."

Updated URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%2

Updated Text:

"Say: Cada ficha cuadrada representa..."

"Say: Voy a tocar una ficha cuadrada..."

SLAR, Phonics, Grade 1 (IMRA)

Program: Descodificables de primer grado

Component: Spanish Progression (ISBN: n/a)

Change Type: Error Correction

Current Page Number(s):

Location:

In the boxes of sets 12-31 (it was not included).

Original URL:

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Phonics%20Scope%20&%20Sequ%20Spanish%20NEW%202024.pdf

Original Text:

The original text did not include the high frequency words (HFW) on the Spanish progression for 1st grade.

Updated URL:
https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%2

Updated Text:
The new text includes the high frequency words (HFW) on the Spanish progression for 1st grade.

Mathematics

Publisher: Accelerate Learning Inc.

Math, Grade K (IMRA)

Program: STEMscopes Texas Math - Kindergarten

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

Change Type: Error Correction
Current Page Number(s):
Location:
Kindergarten, Data Analysis, Explore 4, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes/22783/elements/1066963

Original Text:
"They have sent you a survey sheet and a blank picture graph.They need you to work together to collect and represent the data before sending it back to them to prepare for the big event!"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E)w9hv5tbuz9IaOKaOag?e=u2ktqM

Math, Grade 3 (IMRA)

Program: STEMscopes Texas Math - Grade 3

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 3, Represent and Interpret Data, Elaborate, Math Story, Question #4

Original URL:

https://app.acceleratelearning.com/scopes/22895/elements/1073024

Original Text:

Images of horizontal dot plots

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EYe=17nuG4

Updated Text:

New images of vertical dot plots

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 3, Represent and Interpret Data, Elaborate, Math Story, Question #4

Original URL:

Original Text:

Images of horizontal dot plots

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E 9b9jcBFjq_SE0jerYBy56xIrhc7Z_udtet2aLWVA?e=JgfBsy

Updated Text:

New images of vertical dot plots

Change Type: Error Correction
Current Page Number(s):
Location:
Grade 3, Addition and Subtraction Strategies, Explore 4, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23033/elements/1086011

Original Text:

Subtraction Work Mat (Spanish) is missing the minus sign, plus signs, and equal sign

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El e=rSmT60

Updated Text:

The minus sign, plus signs, and equal sign were added to the Subtraction Work Mat (Spanish).

Math, Grade 4 (IMRA)

Program: STEMscopes Texas Math - Grade 4

Component: STEMscopes Texas Math - Grade 4 (ISBN: 9798893538618)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 4, Add and Subtract Decimals, Home, Take-Home Letter, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22903/elements/1073648

Original Text:

Grid model image showed 27 red squares with 13 crossed off

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El
e=CknDkF

Updated Text:

New image of grid model shows 48 red squares with 15 crossed off

Math, Grade 5 (IMRA)

Program: STEMscopes Texas Math - Grade 5

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 5, Represent and Compare Decimals, Home, Take-Home Letter

Original URL:

https://app.acceleratelearning.com/scopes/23040/elements/1090820

Original Text:

(3 x 0.1) + (2 x 0.01) + (5 x 0.001)

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El
2BkB06JsJV9soHEPZQW3E6PPdQ?e=TNkDVR

Updated Text:

(4 x 0.1) + (2 x 0.01) + (6 x 0.001)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 5, Classify Two-Dimensional Figures, Home, Scope Overview

Original URL:

https://app.acceleratelearning.com/scopes/22936/elements/1075894

Original Text:

"ecord students' findings on the board or chart paper. Be sure to use and highlight the terms parallel, perpendicular, and angles."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec e=wdZjwx

Updated Text:

"Record students' findings on the board or chart paper. Be sure to use and highlight the terms parallel, perpendicular, and angles."

Math, Grade 6 (IMRA)

Program: STEMscopes Texas Math - Grade 6

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 6, Rational Numbers, Intervention, Skill Review and Practice, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23044/elements/1085040

Original Text:

Answer: B

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(ED3ABEYyHjwWQc4JHewDoz3FnAg?e=n4wYsd

Updated Text:

Answer: D

Math, Grade 7 (IMRA)

Program: STEMscopes Texas Math - Grade 7

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 7, Angle Relationships, Explore 2, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22975/elements/1078345

Original Text:

Original image includes answers

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=mFNyq0

Updated Text:

Answers removed from image

Algebra I (IMRA)

Program: STEMscopes Texas Math - Algebra I

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

Change Type: Error Correction

Current Page Number(s):

Location:

Algebra I, Slope and Rate of Change, Explain, Language Connections, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23011/elements/1093566

Original Text:

page 1 middle section; equation missing -3/2

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=gKEAuU

Updated Text:

Added -3/2 to equation in middle section on page 1

Change Type: Error Correction

Current Page Number(s):

Location:

Algebra I, Slope and Rate of Change, Explain, Language Connections, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23011/elements/1093566

Original Text:

page 1 middle section; equation missing -3/2

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\ e=3QgU2m

Updated Text:

Added -3/2 to equation in middle section on page 1

Change Type: Error Correction

Current Page Number(s):

Location:

Algebra I, Quadratic Extensions, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23025/elements/1081206

Original Text:

Questions incorrectly numbered 7, 8, and 9

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ea
e=IuJfMq

Updated Text:

Changed to 5, 6, and 7

Change Type: Error Correction

Current Page Number(s):

Location:

Algebra I, Quadratic Extensions, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23025/elements/1081206

Original Text:

Questions incorrectly numbered 7, 8, and 9

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EI
e=z2eASR

Updated Text:

Changed to 5, 6, and 7

Publisher: Alba Educational Consulting, LLC

Math, Grade K (IMRA)

Program: Progressions by Alba Math Grade K

Component: Progressions by Alba Math Grade K - Teacher Guide (ISBN: 9798990409019)

Change Type: Error Correction

Current Page Number(s):

Location:

Under Content Summary & Common Misconceptions

Original URL:

https://albamath-mbx-cloud.mathprogression.com/content/secure/870/165288/assests/Unit_2_A

Original Text:

Content Summary

Notice that the Part-Part-Whole problem does not have an action, while the Joining and Separating problems each have an action–children are joining or leaving. When solving part-part-whole problems, the lack of action in can cause challenges for students. As students solve problems, they should develop their counting skills such as: counting onward or counting backward to solve. Permit students to share their strategies with the class.

Common Misconceptions:

Students may choose to recount all of the objects while solving instead of recognizing they can count onward or count backward to solve.

Updated URL:

https://drive.google.com/file/d/1bAc6hW3ceH0Rl2Gq7PGEgzzV0IlT8b3p/viusp=drive_link

Updated Text:

Content Summary

Notice that the Part-Part-Whole problem does not have an action, while the Joining and Separating problems each have an action–children are

joining or leaving. When solving part-part-whole problems, the lack of action can cause challenges for students. As students solve problems, they should develop their counting skills such as: counting onward or counting backward to solve. Students may begin by counting all of the objects after adding or subtracting, and then progress to more efficient strategies such as counting onward or backward. They may also use their understanding of plus and minus one and composing numbers. Permitting students to share their strategies with the class helps build an understanding of more efficient strategies.

Please note: The misconception was deleted and added to the Content Summary section.

Publisher: Texas Education Agency, Open Education Resources

Math, Grade K (IMRA)

Program: Bluebonnet Learning Grade K Math, Edition 1

Component: K-5 Math Grade K Manipulatives Kit (ISBN: 9000001)

Change Type: Error Correction
Current Page Number(s):
Location:
Program and Component Information

Original URL:
https://www.texasgateway.org/system/files/documents/OERMath_GrK_Mk

Original Text:
Program and Component Information

Updated URL:
N/A

Updated Text:
Corrective edits were made.

Component: K-5 Math Grade K Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10, Teacher Edition (ISBN: 9798890721082)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M3

Original Text:

pgs. 10-12 (Module Overview)

Updated URL:

https://tea.sharefile.com/public/share/web-scffff7423d9d49529c3e05e7b22656a0

Updated Text:

Text edited in Module Overview.

Component: K-5 Math Grade K Module 4: Number Pairs, Addition and Subtraction to 10, Teacher Edition (ISBN: 9798890721129)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M4

Original Text:

pgs. 10-12 (Module Overview)

Updated URL:

https://tea.sharefile.com/public/share/web-saf55e2bd1e3649db8f553ad0cb769a3e

Updated Text:

Text edited in Module Overview.

Component: K-5 Math Grade K Module 1: Numbers to 10, Teacher Edition (ISBN: 9798890721006)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Topic D Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M1

Original Text:

Pg. 11- 14 (Module Overview) pg 122 (Topic D Overview)

Updated URL:

https://tea.sharefile.com/public/share/web-sf78e2f7497d7472aa6da3829608991cc

Updated Text:

Text edited in Module 1.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Error Correction

Current Page Number(s):

Location:

Overview

Original URL:

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

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade K Course Guide (ISBN: 9798890723666)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade K Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_CL

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-se5f47c1c70e342f8b2379097d9b033fb

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade K Module 6: Analyzing, Comparing, and Composing Shapes, Teacher Edition (ISBN: 9798890721204)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M6

Original Text:

Pgs. 5-13 (Module Overview)

Updated URL:

https://tea.sharefile.com/public/share/web-s2e28243dc8d44fd6a8abee81e123d78d

Updated Text:

Text edited in Module Overview.

Component: K-5 Math Grade K Module 5: Numbers 10-20, Counting to 100, and Understanding Work, Teacher Edition (ISBN: 9798890721167)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Topic E Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M5

Original Text:

Pgs. 5 - 24 (Module Overview) pgs. 284-285 (Topic E)

Updated URL:

https://tea.sharefile.com/public/share/web-s1520ca68e01e4363bd0d6da120b9f25f

Updated Text:

Text edited in Module Overview and Topic E Overview.

Component: K-5 Math Grade K Module 2: Two-Dimensional and Three-Dimensional Shapes, Teacher Edition (ISBN: 9798890721044)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M2

Original Text:

pg. 9 (Module Overview)

Updated URL:

https://tea.sharefile.com/public/share/web-sf92d8e9a4aa442d18a163b7dfd9dce68

Updated Text:

Text edited in Module 2.

Math, Grade 1 (IMRA)

Program: Bluebonnet Learning Grade 1 Math, Edition 1

Component: K-5 Math Grade 1 Manipulatives Kit (ISBN: 1000001)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Component Information

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr1_Mk

Original Text:

Program and Component Information

Updated URL:

N/A

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 1 Module 5, Teacher Edition (ISBN: 9798890721419)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Answer Key, Concept Development

Original URL:

https://texasgateway.org/system/files/documents/OERMath_Gr1_M5_TE_E

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Lesson 2 *Lesson 6

Updated URL:

https://tea.sharefile.com/public/share/web-s595ea312d285429bb8798e825673a242

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 1 Module 3, Teacher Edition (ISBN: 9798890721334)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Topic A Overview, Homework

Original URL:

https://texasgateway.org/system/files/documents/OERMath_Gr1_M3_TE_E

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Topic A *Lesson 11

Updated URL:

https://tea.sharefile.com/public/share/web-s2ac202341bef449ebb89ae2720b4322c

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 1 Module 4, Teacher Edition (ISBN: 9798890721372)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://texasgateway.org/system/files/documents/OERMath_Gr1_M4_TE_E

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-
sb285b2a7ff814f67a45978afa7021dcb

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 1 Module 2, Teacher Edition (ISBN: 9798890721297)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr1_M2

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-
sef454aedde0f462db463b62a698e1ee9

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 1 Module 6, Teacher Edition (ISBN: 9798890721457)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://texasgateway.org/system/files/documents/OERMath_Gr1_M6_TE_E

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-s19b095069c104ab9a32cf6d424b80e6d

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 1 Module 1, Teacher Edition (ISBN: 9798890721259)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Homework Blurb, Topic Overviews, Fluency, Student Debrief

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr1_M1

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Lesson 1 *Topic B-J *Lesson 9 *Lesson 24

Updated URL:

https://tea.sharefile.com/public/share/web-sa70812b5f6294a48893db9eeb25fb3e6

Updated Text:

Corrective edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Error Correction

Current Page Number(s):

Location:

Overview

Original URL:

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

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: Grade 1 Course Guide (ISBN: 9798890723598)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 1 Course Guide

Original URL:

https://texasgateway.org/system/files/documents/OERMath_Gr1_CLG_ENG

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s3580294a578543d3975e2372710bc529

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 1 Module 3, Student Edition: Succeed (ISBN: 9798890721365)

Change Type: Error Correction

Current Page Number(s):

Location:

Homework

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M3_Succ

Original Text:

Lesson 11

Updated URL:

https://tea.sharefile.com/public/share/web-sa72561ae5bea4fa7a3826c8fd433489d

Updated Text:

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

Math, Grade 2 (IMRA)

Program: Bluebonnet Learning Grade 2 Math, Edition 1

Component: K-5 Math Grade 2 Manipulatives Kit (ISBN: 2000001)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Component Information

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_Mk

Original Text:

Program and Component Information

Updated URL:

N/A

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 2 Module 1, Teacher Edition (ISBN: 9798890721501)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 1 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M1

Original Text:

See *Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s25dd6214d3c44608a5f59477595b9e6d

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 2 Module 3, Teacher Edition (ISBN: 9798890721587)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 3 Overview and Margin Notes

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M3

Original Text:

See *Overview *Lesson 2

Updated URL:

https://tea.sharefile.com/public/share/web-s707944e134fc425da051a6536a3031fd

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 2 Module 6, Teacher Edition (ISBN: 9798890721709)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 6 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M6

Original Text:

See *Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s2c5a4a7d72764a0fbfc45a0c1cda3eee

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 2 Module 5, Teacher Edition (ISBN: 9798890721662)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 5 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M5

Original Text:

See *Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s2b1c79f2cc3041aa884f027261421231

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 2 Module 7, Teacher Edition (ISBN: 9798890721747)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 7 Overview, Application Problem, Concept Development

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M7

Original Text:

See *Overview *Lesson 4 *Lesson 26

Updated URL:

Updated Text:

Corrective edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Error Correction

Current Page Number(s):

Location:

Overview

Original URL:

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

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade 2 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723277)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview and Margin Notes

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_AD

Original Text:

See *Overview *Lesson 2

Updated URL:

https://tea.sharefile.com/public/share/web-s3e9b8262e70243d292fce7743122943d

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 2 Module 4, Teacher Edition (ISBN: 9798890721624)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 4 Overview and Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M4

Original Text:

See *Overview *Lesson 27

Updated URL:

https://tea.sharefile.com/public/share/web-seeb554c991d748438236fba936bda73d

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 2 Course Guide (ISBN: 9798890723321)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 2 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_CL

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-
sf460a566ab4548f0a12c998e1cad9f31

Updated Text:

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

Math, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Math, Edition 1

Component: K-5 Math Grade 3 Manipulatives Kit (ISBN: 3000001)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Component Information

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_Mk

Original Text:

Program and Component Information

Updated URL:

N/A

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 3 Module 6, Teacher Edition (ISBN: 9798890722034)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 6 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M6

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-se61bc13327d246899922b5a7e0bb9017

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 3 Module 3, Teacher Edition (ISBN: 9798890721914)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 3 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M3

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-s01299e2895f14d759fdb745005d2bb56

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 3 Module 2, Teacher Edition (ISBN: 9798890721877)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 2 Overview, Fluency and Concept Development

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M2

Original Text:

See:

*Lesson 12 Fluency

*Lesson 8, 10, and 12 Concept Development

*Lesson 12 Concept Development Exemplar

*Overview of Module Topics and Lesson

*Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-se5c0b00404df4883a9ae09d47f65e7bc

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 3 Module 5, Teacher Edition (ISBN: 9798890721990)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 5 Overview, Application Problem and Concept Development

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M5

Original Text:

See: * Lesson 1 * Lesson 16 * Lesson 17 * Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-sbbce843deef946e8a738585fc75cec9c

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 3 Module 7, Teacher Edition (ISBN: 9798890722072)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 7 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M7

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-sa66d206d10d84fe8a4af7a134ff0633a

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 3 Module 1, Teacher Edition (ISBN: 9798890721839)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 1 Overview & Fluency Practice

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M1

Original Text:

See:

*Overview of Module Topics and Lesson Objectives

*Lesson 3

Updated URL:

https://tea.sharefile.com/public/share/web-s8847ddb687f84d3599db660ff02e1a79

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 3 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723284)

Change Type: Error Correction

Current Page Number(s):

Location:

Pre-Test Rubric and Lesson 16 Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_AD

Original Text:

See: *Pre-Test Rubric *Lesson 16

Updated URL:

https://tea.sharefile.com/public/share/web-s9a836907be8e4992aa86c65f7ae5a411

Updated Text:

Corrective edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Error Correction

Current Page Number(s):

Location:

Overview

Original URL:

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

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade 3 Course Guide (ISBN: 9798890723338)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 3 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_CL(

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s55b8b814ff3b4acb946ef122a26741f9

Updated Text:

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

Component: K-5 Math Grade 3 Module 4, Teacher Edition (ISBN: 9798890721952)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 4 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M4

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-s987d1207b7724ecc9968b0544653cfb8

Updated Text:

Corrective edits were made.

Math, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Math, Edition 1

Component: K-5 Math Grade 4 Manipulatives Kit (ISBN: 4000001)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Component Information

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_MK

Original Text:

Program and Component Information

Updated URL:

N/A

Component: K-5 Math Grade 4 Module 2, Teacher Edition (ISBN: 9798890722164)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 2 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M2

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-s757ccbeb1fde4f52b5c35d4f44fe42aa

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 4 Module 4, Teacher Edition (ISBN: 9798890722249)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 4 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M4

Original Text:

Overview of Module Topics and Lesson Objectives

Component: K-5 Math Grade 4 Module 1, Teacher Edition (ISBN: 9798890722126)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 1 Overview, Concept Development and Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M1

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Lesson 1

Updated URL:

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Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 4 Module 7, Teacher Edition (ISBN: 9798890722362)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 7 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M7

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-sb1dbe5bc0d954d72a3d23ae410a47a82

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 4 Module 6, Teacher Edition (ISBN: 9798890722324)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 6 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M6

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-sf5365d1523e342a6ba6c94e9356e7542

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 4 Module 5, Teacher Edition (ISBN: 9798890722287)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 5 Overview, Margin Note and Concept Development

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M5

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Lesson 2
*Lesson 11

Updated URL:

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s9c875a74366d4923a9017bf4ce08d28a

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 4 Module 3, Teacher Edition (ISBN: 9798890722201)

Change Type: Error Correction

Current Page Number(s):

Location:

Module 3 Overview, Topic F Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M3

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Topic F
Overview

Updated URL:

https://tea.sharefile.com/public/share/web-
s877e0f8ba8b8494b9d86f43e827288e4

Updated Text:

Corrective edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Error Correction

Current Page Number(s):

Location:

Overview

Original URL:

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

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade 4 Course Guide (ISBN: 9798890723345)

Change Type: Error Correction

Current Page Number(s):

Location:

Grade 4 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_CL

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s2b80b21781fe487896a3765c9ed887b2

Updated Text:

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

Math, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Math, Edition 1

Component: K-5 Math Grade 5 Manipulatives Kit (ISBN: 5000001)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Component Information

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_Mk

Original Text:

Program and Component Information

Updated URL:

N/A

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 5 Module 3, Teacher Edition (ISBN: 9798890722492)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M3

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-sdd7c95abff0347868d75921e380de8ec

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 5 Module 4, Student Edition: Succeed (ISBN: 9798890722560)

Change Type: Error Correction

Current Page Number(s):

Location:

Footer

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr5_M4_Succ

Original Text:

Lesson 22 Footer

Updated URL:

https://tea.sharefile.com/public/share/web-s8bef93141da141ef86bd623f3debab6c

Updated Text:

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

Component: K-5 Math Grade 5 Module 6, Teacher Edition (ISBN: 9798890722614)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Student Debrief, Concept Development

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M6

Original Text:

See: *TEKS Mathematical Process Standards *Overview of Module Topics and Lesson Objectives *Lesson 21 *Lesson 23 *Lesson 26 *Lesson 29

Component: K-5 Math Grade 5 Module 4, Teacher Edition (ISBN: 9798890722539)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M4

Original Text:

Overview of Module Topics and Lesson Objectives

Updated URL:

https://tea.sharefile.com/public/share/web-s9e10a68533ae4e3fb238e1cc17c8bcbc

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 5 Module 1, Teacher Edition (ISBN: 9798890722416)

Change Type: Error Correction

Current Page Number(s):

Location:

Overview, Concept Development, Header

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M1

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Lesson 10 *Lesson 12

Updated URL:

https://tea.sharefile.com/public/share/web-sa828739f410741988c51d207a2a8b73c

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 5 Module 5, Teacher Edition (ISBN: 9798890722577)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Header

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M5

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Lesson 19

Updated URL:

https://tea.sharefile.com/public/share/web-sf66dc1b4490b4d40b3520f095407f1bf

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 5 Module 2, Teacher Edition (ISBN: 9798890722454)

Change Type: Error Correction

Current Page Number(s):

Location:

Module Overview, Topic Overviews

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M2

Original Text:

See: *Overview of Module Topics and Lesson Objectives *Topic A *Topic F

Updated URL:

https://tea.sharefile.com/public/share/web-s2b020b3161844492a3ae11e4eb6952a8

Updated Text:

Corrective edits were made.

Component: K-5 Math Grade 5 Course Guide (ISBN: 9798890723635)

Change Type: Error Correction
Current Page Number(s):
Location:
Grade 5 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_CL

Original Text:
Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbc650f7db0eb40d7b5bd05a87b712fce

Updated Text:

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

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Error Correction
Current Page Number(s):

Location:

Overview

Original URL:

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

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade 5 Module 5, Student Edition: Succeed (ISBN: 9798890722607)

Change Type: Error Correction

Current Page Number(s):

Location:

Header

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr5_M5_Succ

Original Text:

Lesson 13 Header

Updated URL:

https://tea.sharefile.com/public/share/web-s2a59f80310b24adf9f2424372d7a7a4a

Updated Text:

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

Component: K-5 Math Grade 5 Module 2, Student Edition: Succeed (ISBN: 9798890722485)

Change Type: Error Correction

Current Page Number(s):

Location:

Footer

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr5_M2_Succ

Original Text:

Lesson 14 Footer

Updated URL:

https://tea.sharefile.com/public/share/web-s1798241befef4ff483451b272535f10f

Updated Text:

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

Component: K-5 Math Grade 5 Module 1, Student Edition: Succeed (ISBN: 9798890722447)

Change Type: Error Correction

Current Page Number(s):

Location:

Homework Helper

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr5_M1_Succ

Original Text:

Lesson 1 Homework Helper

Updated URL:

https://tea.sharefile.com/public/share/web-s16f8c27794424b47a7552921a236f054

Updated Text:

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

Component: K-5 Math Grade 5 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723307)

Change Type: Error Correction

Current Page Number(s):

Location:

Pre-Test

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_AD

Original Text:

Pre-Test

Updated URL:

https://tea.sharefile.com/public/share/web-s82233ab1b58c4772ad6238a318af3e59

Updated Text:

Corrective edits were made.

Math, Grade 6 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 1 (ISBN: 9781970197105)

Change Type: Error Correction

Current Page Number(s):

Location:

*G6 Course and Implementation Guide *G6M1 Module Overview
*G6M1T1 *G6M1T2 *G6M1T3 *G6M2T1 *G6M3T1 *G6M3T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_TE_Vol_1.pdf

Original Text:

*G6 Course and Implementation Guide *G6M1 Module Overview *G6M1T1 Topic Pacing L3, L2, L3, Topic Summary L2 *G6M1T2 Topic Pacing L3, L1, L3 *G6M1T3 Topic Pacing *G6M2T1 Topic Pacing L5-6,L3, L5, L6 *G6M3T1 Topic Pacing L2-4, L4 *G6M3T2 Topic Pacing L3, L2, L3

Updated URL:

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Updated Text:

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

Change Type: Error Correction

Current Page Number(s):

Location:

*G6 Course and Implementation Guide *G6M1T1 *G6M2 Module Overview *G6M2T1 *G6M2T2 *G6M3T1 *G6M3T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_TE_Vol_1.pdf

Original Text:

*G6 Course and Implementation Guide *G6M1T1 L3, L6 *G6M2 Module Overview *G6M2T1 L1 *G6M2T2 L1, L3 *G6M3T1 L1 , L3 *G6M3T2 L3

Updated URL:

https://tea.sharefile.com/public/share/web-sff1be5a824dc408a9e204596453c3042

Updated Text:

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

Component: Secondary Mathematics Grade 6 Scope and Sequence (165-Day) (ISBN: 9781970197235)

Change Type: Error Correction

Current Page Number(s):

Location:
*Title/Acknowledgments *M1T3

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/G6_S%26S_165-Day.pdf

Original Text:
*Title/Acknowledgments *M1T3 TEKS MPS

Updated URL:
https://tea.sharefile.com/public/share/web-sebae82ea24014ddfa1db74e6dc8125bf

Updated Text:
Corrective edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 6 Scope and Sequence (150-Day) (ISBN: 9781970197228)

Change Type: Error Correction

Current Page Number(s):

Location:
*Title *M1T3 *M3T2 *M5T1 *Course Pacing

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/G6_S%26S_150-Day.pdf

Original Text:
*Title: PDF p1 *M1T3 TEKS MPS *M3T2 Pacing *M5T1 Pacing *Course Pacing

Updated URL:
https://tea.sharefile.com/public/share/web-s8afe3bb3b8f44c6ab3b199e7d1f783a8

Updated Text:
Corrective edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 6 QTI File (ISBN: 9781970197198)

Change Type: Error Correction

Current Page Number(s):

Location:

*G6M4T1 *G6M4T3

Original URL:

https://texasgateway.org/system/files/documents/G6_Assessment_QTI.pd

Original Text:

*G6M4T1 *G6M4T3

Updated URL:

https://tea.sharefile.com/d-s60fc2c639000464d9fd3b577c48f8314

Updated Text:

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

Component: Secondary Mathematics Grade 6 TEKS Summary (ISBN: 9781970197259)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1 *M2 *M4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_TEKS_Summary.p

Original Text:

*M1 TEKS *M2 TEKS *M4 TEKS

Updated URL:

https://tea.sharefile.com/public/share/web-s334a65dcdd7d447faf8968ec7002cabf

Component: Secondary Mathematics Grade 6 Assessments Teacher Edition (ISBN: 9781970197136)

Change Type: Error Correction

Current Page Number(s):

Location:

*G6 Assessment Guide *G6 Performance Task Overview

Original URL:

https://texasgateway.org/system/files/documents/G6_Assessments_TE.pd

Original Text:

*G6 Assessment Guide *G6 Performance Task Overview

Updated URL:

https://tea.sharefile.com/d-sd9edd5831ed24730807d9eda53aa53e2

Updated Text:

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

Component: Secondary Mathematics Grade 6 Topic Pacing Guide (150-Day) (ISBN: 9781970197242)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1 *M1T2 *M1T3 *M2T1 *M3T1 *M3T2 *M4T1 *M4T3 *M4T4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_TPG_150-Day.pdf

Original Text:

*M1T1 L2-3 *M1T2 L3 *M1T3 TEKS MPS *M2T1 L5 *M3T1 L2-4 *M3T2 L3 *M4T1 L1, L4 *M4T3 L1 *M4T4 L2, L4

Component: Secondary Mathematics Grade 6 Student Edition, Volume 2 (ISBN: 9781970197167)

Change Type: Error Correction

Current Page Number(s):

Location:

*G6M4T2 *G6M4T4 *G6M5T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_SE_Vol_2.pdf

Original Text:

*G6M4T2 Topic Summary L2-3 *G6M4T4 L4 *G6M5T1 Topic Summary L1

Updated URL:

https://tea.sharefile.com/public/share/web-sf945208707ad449ab485bc5124b0dcdf

Updated Text:

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

Component: Secondary Mathematics Grade 6 Year-at-a-Glance (150-Day) (ISBN: 9781970197204)

Change Type: Error Correction

Current Page Number(s):

Location:

*Grade 6 Year-at-a-Glace

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_YAG_150-Day.pdf

Original Text:

*TEKS Process Standards, Pacing Header, Module 5 # of days

Updated URL:

https://tea.sharefile.com/public/share/web-s3b46f88de1b64349bf087c69d6d6c444

Updated Text:

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

Component: Secondary Mathematics Grade 6 Standards Overview (ISBN: 9781970197273)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1, M4T2, M4T3, M4T4 *Removed blank page

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_Standards_Overvi

Original Text:

*M1T1 *M4T2 *M4T3 *M4T4

Updated URL:

https://tea.sharefile.com/public/share/web-s984b1e5ed130481f92e3d6d94cdd9e04

Updated Text:

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

Component: Secondary Mathematics Grade 6 Materials List (ISBN: 9781970197297)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1, M1T3 *M3T1, M3T2, M4T1, M4T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_Materials_List.pdf

Original Text:

*M1T1 L1-2, M1T3 L3 *M3T1 L2-3, M3T2 L5, M4T1 L4, M4T2 L1 and L5

Updated URL:

https://tea.sharefile.com/public/share/web-s75489701538a44b9bd7f8c60c62c4095

Updated Text:

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

Component: Secondary Mathematics Grade 6 Student Edition, Volume 1 (ISBN: 9781970197150)

Change Type: Error Correction

Current Page Number(s):

Location:

*G6M1T1 *G6M1T2 *G6M2T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_SE_Vol_1.pdf

Original Text:

*G6M1T1 L2, Topic Summary L2 *G6M1T2 L3 *G6M2T1 L3, L5, L6

Updated URL:

https://tea.sharefile.com/public/share/web-se9542ed9878e4b308fe8ade76f084465

Updated Text:

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

Component: Secondary Mathematics Grade 6 Skills Practice Teacher Edition (ISBN: 9781970197129)

Change Type: Error Correction

Current Page Number(s):

Location:
*G6 Skills Practice Guide *G6M1T1 *G6M4T4 *G6M5T1

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/G6_SP_TE.pdf

Original Text:
*G6 Skills Practice Guide *G6M1T1 Section II.C and E *G6M4T4 Section I Spaced Practic *G6M5T1 Section I.B

Updated URL:
https://tea.sharefile.com/d-sd2bd5202d043497c99057fbad3c86094

Updated Text:
Corrective edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 2 (ISBN: 9781970197112)

Change Type: Error Correction

Current Page Number(s):

Location:
*G6 Course and Implementation Guide *G6M4T1 *G6M4T2 *G6M4T3 *G6M4T4 *G6M5T1

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/G6_TE_Vol_2_0.pdf

Original Text:
*G6 Course and Implementation Guide *G6M4T1 Topic Pacing L1 and L4, L1, L4 *G6M4T2 L1, L4, Topic Summary L2-3 *G6M4T3 Pacing L1, L1 *G6M4T4 L4, L5 *G6M5T1 L2, Topic Summary L1

Updated URL:
https://tea.sharefile.com/public/share/web-s50bd5d6f5fe944948c81438bebf5276e

Updated Text:
Corrective edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 6 ELPS Summary (ISBN: 9781970197266)

Change Type: Error Correction

Current Page Number(s):

Location:

*M4T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_ELPS_Summary.pd

Original Text:

*M4T2 Title

Updated URL:

https://tea.sharefile.com/public/share/web-s724abd354bd64cbdb23ee7782d7e9397

Updated Text:

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

Component: Secondary Mathematics Observation Tool (ISBN: 9781970197082)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Observation Tool: Key

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_OT_0.pdf

Original Text:

Secondary Mathematics Observation Tool

Updated URL:

https://tea.sharefile.com/public/share/web-s879fdd99504541f881127c77c3044afd

Updated Text:

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

Component: Secondary Mathematics Teacher Lesson Internalization Protocol (ISBN: 9781970197044)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Teacher Lesson Internalization Protocol

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_TE_LIP_0.pdf

Original Text:

Secondary Mathematics Teacher Lesson Internalization Protocol

Updated URL:

https://tea.sharefile.com/public/share/web-sfa12d6f121f14169a876ed227014de3e

Updated Text:

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

Component: Secondary Mathematics Lesson Internalization Coach Guide (ISBN: 9781970197051)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Lesson Internalization Coach Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_Coach_LIG_0

Original Text:

Secondary Mathematics Lesson Internalization Coach Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sda68e39549ed46ccb88d6a594fc404f8

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

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

Component: All components across Secondary Mathematics Grade 6 Edition 1 (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

All components across Secondary Mathematics Grade 6 Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

ISBN's were inaccurate

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

Across all components for Secondary Mathematics Grade 6 Edition 1, ISBN's were updated for accuracy. Please see linked URL for a sample of this corrective edit.

Math, Grade 7 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1

Component: Secondary Mathematics Grade 7 Year-at-a-Glance (150-Day) (ISBN: 9781970197426)

Change Type: Error Correction
Current Page Number(s):
Location:
*Title Page *M1T1, M4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_YAG_150-Day.pdf

Original Text:
*Title Page *M1T1 TEKS, M4 Title

Updated URL:

https://tea.sharefile.com/public/share/web-s3ac689e696e940f992effdd80e653ba4

Updated Text:

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

Component: Secondary Mathematics Grade 7 Year-at-a-Glance (165-Day) (ISBN: 9781970197433)

Change Type: Error Correction

Current Page Number(s):

Location:

*Title Page *M4 Title

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_YAG_165-Day.pdf

Original Text:

*Title Page *M4 Title

Updated URL:

https://tea.sharefile.com/public/share/web-s43f72708cd9b4d8482f566222921961b

Updated Text:

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

Component: Secondary Mathematics Grade 7 Scope and Sequence (165-Day) (ISBN: 9781970197457)

Change Type: Error Correction

Current Page Number(s):

Location:

*Title Page *M1T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_S%26S_165-Day.pdf

Original Text:

*Title Page *M1T3 TEKS MPS

Updated URL:

https://tea.sharefile.com/public/share/web-s69e0c73aa8ed46b38e674e99b056da89

Updated Text:

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

Component: Secondary Mathematics Grade 7 Scope and Sequence (150-Day) (ISBN: 9781970197440)

Change Type: Error Correction

Current Page Number(s):

Location:

*Title Page *M1T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_S%26S_150-Day.pdf

Original Text:

*Title Page *M1T3 TEKS MPS

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Grade 7 Family Guides, Spanish (ISBN: 9781970197532)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1 *M2T1 L4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_FG_SPA.pdf

Original Text:

*M1T1 Title *M2T1 L4 Title

Updated URL:

Updated Text:

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

Component: Secondary Mathematics Grade 7 Assessments Teacher Edition (ISBN: 9781970197358)

Change Type: Error Correction

Current Page Number(s):

Location:

*Assessment Guide *Performance Task

Original URL:

https://texasgateway.org/system/files/documents/G7_Assessments_TE.pd

Original Text:

*Assessment Guide *Performance Task

Updated URL:

https://tea.sharefile.com/d-s9ac6d8a7c6a242d6ae2f5fc81f131404

Updated Text:

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

Component: Secondary Mathematics Grade 7 ELPS Summary (ISBN: 9781970197488)

Change Type: Error Correction

Current Page Number(s):

Location:

*M2T1 *M1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_ELPS_Summary.pd

Original Text:

*M2T1 L2 Title *M1 bottom table

Updated URL:

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Updated Text:

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Component: Secondary Mathematics Grade 7 Materials List (ISBN: 9781970197518)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T2 *M3T1, M3T2, M3T2, M3T2, M4T1, M4T2, M4T1, M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_Materials_List.pdf

Original Text:

*M1T2 L1 *M3T1 L2, M3T2 L3, M3T2 L5 Title, M3T2 L1, M4T1 L3, M4T2 L4, M4T1 L1, M5T2 L3

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Grade 7 Topic Pacing Guide (150-Day) (ISBN: 9781970197464)

Change Type: Error Correction

Current Page Number(s):

Location:

*M3T3 *M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_TPG_150-Day.pdf

Original Text:

*M3T3 L2 *M5T2 L2-3

Updated URL:

https://tea.sharefile.com/public/share/web-sdfa00f8c47af4792842c584bc4673787

Updated Text:

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

Component: Secondary Mathematics Grade 7 TEKS Summary (ISBN: 9781970197471)

Change Type: Error Correction

Current Page Number(s):

Location:

*M2T1L2 Title *M3T1L3 TEKS *M1T1, M3T1, M3T3 TEKS

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_TEKS_Summary.pdf

Original Text:

*M2T1 L2 Title *M3T1L3 TEKS *M1T1, M3T1, M3T3 TEKS

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Grade 7 Teacher Edition, Volume 2 (ISBN: 9781970197334)

Change Type: Error Correction

Current Page Number(s):

Location:

*G7 Course and Implementation Guide *G7M4T1 *G7M4T2 *G7M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_TE_Vol_2.pdf

Original Text:

*G7 Course and Implementation Guide *G7M4T1 Topic Overview L1, L1, Topic Summary L1 *G7M4T2 Topic Self-Reflection *G7M5T2 Topic Overview L2-3, L2, L3

Updated URL:

https://tea.sharefile.com/public/share/web-s6266b6b470da4505b548c5830a37804a

Updated Text:

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

Component: Secondary Mathematics Grade 7 Skills Practice Teacher Edition (ISBN: 9781970197341)

Change Type: Error Correction

Current Page Number(s):

Location:

*G7 Skills Practice Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_SP_TE.pdf

Original Text:

*G7 Skills Practice Guide

Updated URL:

https://tea.sharefile.com/d-s4ecc0ee842d348d38d15b7453e4888cc

Updated Text:

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

Component: Secondary Mathematics Grade 7 Teacher Edition, Volume 1 (ISBN: 9781970197327)

Change Type: Error Correction

Current Page Number(s):

Location:

*G7 Course and Implementation Guide *G7M1 Module Overview *G7M1T1 *G7M1T3 *G7M2T2 *G7M3T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_TE_Vol_1.pdf

Original Text:

*G7 Course and Implementation Guide *G7M1 Module Overview *G7M1T1 Topic Overview L1-L2, L1, L2 *G7M1T3 Topic Overview L1, L1 *G7M2T2 Topic Summary *G7M3T1 L6

Updated URL:

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Component: Secondary Mathematics Grade 7 Student Edition, Volume 2 (ISBN: 9781970197389)

Change Type: Error Correction

Current Page Number(s):

Location:

*G7 Course Guide *G7M4T1 *G7M4T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_SE_Vol_2.pdf

Original Text:

*G7 Course Guide *G7M4T1 L1 *G7M4T2 Topic Self-Reflection

Updated URL:

Updated Text:

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

Component: Secondary Mathematics Grade 7 Student Edition, Volume 1 (ISBN: 9781970197372)

Change Type: Error Correction

Current Page Number(s):

Location:

*G7 Course Guide *G7M3T1 *G7M3T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_SE_Vol_1.pdf

Original Text:

*G7 Course Guide *G7M3T1 L6 *G7M3T3 Topic Summary L2

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Grade 7 Family Guides (ISBN: 9781970197365)

Change Type: Error Correction

Current Page Number(s):

Location:

*Family Course Guide *M2T1 L4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_FG.pdf

Original Text:

*Family Course Guide *M2T1 L4 Title

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Teacher Lesson Internalization Protocol (ISBN: 9781970197044)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Teacher Lesson Internalization Protocol

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_TE_LIP_0.pdf

Original Text:

Secondary Mathematics Teacher Lesson Internalization Protocol

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Observation Tool (ISBN: 9781970197082)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Observation Tool: Key

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_OT_0.pdf

Original Text:

Secondary Mathematics Observation Tool

Updated URL:

https://tea.sharefile.com/public/share/web-s879fdd99504541f881127c77c3044afd

Updated Text:

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

Component: Secondary Mathematics Lesson Internalization Coach Guide (ISBN: 9781970197051)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Lesson Internalization Coach Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_Coach_LIG_0

Original Text:

Secondary Mathematics Lesson Internalization Coach Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sda68e39549ed46ccb88d6a594fc404f8

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

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

Component: All components across Secondary Mathematics Grade 7 Edition 1 (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

All components across Secondary Mathematics Grade 7 Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

*Module 1 Topic 1 Title was misspelled as "Circles and Ratio" *ISBN's were inaccurate

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

Across all components for Secondary Mathematics Grade 7 Edition 1, Module 1 Topic 1 Title was edited to "Circles and Ratios" and ISBN's were updated for accuracy. Please see linked URL for a sample of this corrective edit.

Math, Grade 8 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1

Component: Secondary Mathematics Grade 8 Teacher Edition, Volume 2 (ISBN: 9781970197556)

Change Type: Error Correction

Current Page Number(s):

Location:

*G8 Course and Implementation Guide *G8M3 Overview *G8M3T1 *G8M3T2 *G8M4 Overview *G8M4T1 *G8M4T2 *G8M5 Overview *G8M5T1 *G8M5T2 *G8M5T4 *G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TE_Vol_2.pdf

Original Text:

*G8 Course and Implementation Guide *G8M3 Overview *G8M3T1 L1 *G8M3T2 L2-3 *G8M4 Overview *G8M4T1 Topic Overview, Pacing Guide *G8M4T2 Pacing Guide, L2 *G8M5 Overview *G8M5T1 Pacing Guide, L1 *G8M5T2 Pacing Guide, L1 *G8M5T4 Pacing Guide, L2 *G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-sa4b991a1299d4db6b5ab2a3a89a0b4ae

Updated Text:

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

Component: Secondary Mathematics Grade 8 QTI File (ISBN: 9781970197631)

Change Type: Error Correction

Current Page Number(s):

Location:

*G8M1T1

Original URL:

https://texasgateway.org/system/files/documents/G8_Assessment_QTI_0.

Original Text:

*G8M1T1 Q6

Updated URL:

https://tea.sharefile.com/d-sb9e8e15a0254480299e44a124ce02aef

Updated Text:

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

Component: Secondary Mathematics Grade 8 Assessments Teacher Edition (ISBN: 9781970197570)

Change Type: Error Correction

Current Page Number(s):

Location:

*G8 Assessment Guide *G8 Performance Task Overview

Original URL:

https://www.texasgateway.org/system/files/documents/G8_Assessments_

Original Text:

*G8 Assessment Guide *G8 Performance Task Overview

Updated URL:

https://tea.sharefile.com/d-s51409f5a0a794a5cab2968cd7089de42

Updated Text:

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

Component: Secondary Mathematics Grade 8 Topic Pacing Guide (150-Day) (ISBN: 9781970197686)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1 *M1T3 *M2T2 *M4T1 *M4T2 *M5T1 *M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TPG_150-Day_0.pdf

Original Text:

*M1T1 L1-2 *M1T3 L2 *M2T2 L1 *M4T1 L1 *M4T2 L2 *M5T1 L1 *M5T2 L1

Updated URL:

https://tea.sharefile.com/public/share/web-s07959856ac264fd0b672fe8081aa2a53

Updated Text:

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

Component: Secondary Mathematics Grade 8 Year-at-a-Glance (150-Day) (ISBN: 9781970197648)

Change Type: Error Correction
Current Page Number(s):
Location:
*M3T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_YAG_150-Day.pdf

Original Text:
*M3T2 TEKS

Updated URL:

https://tea.sharefile.com/public/share/web-s0df07ba8caba4b81b1c174319a9560bb

Updated Text:

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

Component: Secondary Mathematics Grade 8 Scope and Sequence (150-Day) (ISBN: 9781970197662)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_S%26S_150-Day.pdf

Original Text:

*M1T1 Pacing

Updated URL:

https://tea.sharefile.com/public/share/web-sb2d66300397c4c629bcd8538f8ca03cd

Updated Text:

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

Component: Secondary Mathematics Grade 8 Standards Overview (ISBN: 9781970197716)

Change Type: Error Correction

Current Page Number(s):

Location:

*M2T1 *M5T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_Standards_Overvi

Original Text:

*M2T1 *M5T3

Updated URL:

https://tea.sharefile.com/public/share/web-s3c0d35267ad74f67a81fe4e0eaa1d7ad

Updated Text:

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

Component: Secondary Mathematics Grade 8 Materials List (ISBN: 9781970197730)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1, M1T2, M1T3 *M3T1, M3T2 *M4T1 *M5T1, M5T2, M5T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_Materials_List.pdf

Original Text:

*M1T1 Intro Lesson, M1T1 L1, M1T1 L6, M1T2 L1-3, M1T3 L2-3 *M3T1 Topic title, M3T2 L4 *M4T1 Topic title *M5T1 L1, M5T2 L1-4, M5T3 L1-2

Updated URL:

https://tea.sharefile.com/public/share/web-saa5eb41069c94d7baf1a5ca7de3c0874

Updated Text:

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

Component: Secondary Mathematics Grade 8 ELPS Summary (ISBN: 9781970197709)

Change Type: Error Correction

Current Page Number(s):

Location:

*M3T1 *G8 ELPS Summary by Module *Blank page

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_ELPS_Summary.pdf

Original Text:

*M3T1 - L2 *G8 ELPS Summary by Module - M3 *Blank page

Updated URL:

https://tea.sharefile.com/public/share/web-sf2dbd9d47ce84a788c06a47697998dfc

Updated Text:

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

Component: Secondary Mathematics Grade 8 Skills Practice Teacher Edition (ISBN: 9781970197563)

Change Type: Error Correction

Current Page Number(s):

Location:

*G8 Skills Practice Guide *G8 Skills Practice Outline *G8M2T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_SP_TE.pdf

Original Text:

*G8 Skills Practice Guide *G8 Skills Practice Outline - M2T1 *G8M2T1 Section IV.A, Section IV.B

Updated URL:

https://tea.sharefile.com/d-s4d60670a58a84e8c9917bbd4b2514d0a

Updated Text:

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

Component: Secondary Mathematics Grade 8 TEKS Summary (ISBN: 9781970197693)

Change Type: Error Correction

Current Page Number(s):

Location:

*M4T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TEKS_Summary.pd

Original Text:

*M4T1

Updated URL:

https://tea.sharefile.com/public/share/web-scf7ae133b55c413a8ddc5dd938886673

Updated Text:

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

Component: Secondary Mathematics Grade 8 Teacher Edition, Volume 1 (ISBN: 9781970197549)

Change Type: Error Correction

Current Page Number(s):

Location:

*G8 Course and Implementation Guide *G8M1T1 *G8M1T3 *G8M2T2 *G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TE_Vol_1.pdf

Original Text:

*G8 Course and Implementation Guide *G8M1T1 Pacing Guide, L1, L2 *G8M1T3 Pacing Guide *G8M2T2 Topic Introduction, Pacing Guide, L3 *G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-saa9bffadf1f94ee19f37e652fbfd6ca0

Updated Text:

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

Component: Secondary Mathematics Grade 8 Student Edition, Volume 1 (ISBN: 9781970197594)

Change Type: Error Correction

Current Page Number(s):

Location:

*G8 Course Guide *M2T2 *G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_SE_Vol_1.pdf

Original Text:

*G8 Course Guide *M2T2 Topic Introduction, L3 *G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-sea277eaa11e941369b7b1405a1ebf6fe

Updated Text:

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

Component: Secondary Mathematics Grade 8 Student Edition, Volume 2 (ISBN: 9781970197600)

Change Type: Error Correction

Current Page Number(s):

Location:

*G8 Course Guide *G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_SE_Vol_2.pdf

Original Text:

*G8 Course Guide *G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-s4b885890fa8a4f7b8119fe9df85f39d3

Updated Text:

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

Component: Secondary Mathematics Teacher Lesson Internalization Protocol (ISBN: 9781970197044)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Teacher Lesson Internalization Protocol

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_TE_LIP_0.pdf

Original Text:

Secondary Mathematics Teacher Lesson Internalization Protocol

Updated URL:

https://tea.sharefile.com/public/share/web-sfa12d6f121f14169a876ed227014de3e

Updated Text:

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

Component: Secondary Mathematics Observation Tool (ISBN: 9781970197082)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Observation Tool: Key

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_OT_0.pdf

Original Text:

Secondary Mathematics Observation Tool

Updated URL:

https://tea.sharefile.com/public/share/web-s879fdd99504541f881127c77c3044afd

Updated Text:

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

Component: Secondary Mathematics Lesson Internalization Coach Guide (ISBN: 9781970197051)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Lesson Internalization Coach Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_Coach_LIG_0

Original Text:

Secondary Mathematics Lesson Internalization Coach Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sda68e39549ed46ccb88d6a594fc404f8

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

Updated Text:

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

Component: All components across Secondary Mathematics Grade 8 Edition 1 (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

All components across Secondary Mathematics Grade 8 Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

ISBN's were inaccurate

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

Across all components for Secondary Mathematics Grade 8 Edition 1, ISBN's were updated for accuracy. Please see linked URL for a sample of this corrective edit.

Algebra I (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

Component: Secondary Mathematics Algebra I Topic Pacing Guide (150-Day) (ISBN: 9781970197907)

Change Type: Error Correction

Current Page Number(s):

Location:

*M2T1, T2 *M3T1, T2 *M4T1 *M5T2 L1 *M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_TPG_150-Day.pdf

Original Text:

*M2T1, T2 page numbers *M3T1, T2 sub-header *M4T1 page numbers *M5T2 L1 Materials *M5T2 ELPS

Updated URL:

https://tea.sharefile.com/public/share/web-sf70ea1e4d6a44cd3afa6a433a4fe9f85

Updated Text:

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

Component: Secondary Mathematics Algebra I Assessments Teacher Edition (ISBN: 9781970197792)

Change Type: Error Correction

Current Page Number(s):

Location:

*Alg I Performance Task Overview

Original URL:

https://texasgateway.org/system/files/documents/AlgI_Assessments_TE.pc

Original Text:

*Alg I Performance Task Overview

Updated URL:

https://tea.sharefile.com/d-sb71bd82aa7fe464e929adb4fb965ff2e

Updated Text:

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

Component: Secondary Mathematics Algebra I Student Edition, Volume 1 (ISBN: 9781970197815)

Change Type: Error Correction

Current Page Number(s):

Location:

*AlgI M1T2 *AlgI M2T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_SE_Vol_1.pdf

Original Text:

*AlgI M1T2 L1 *AlgI M2T1 L2

Updated URL:

https://tea.sharefile.com/public/share/web-s8a43276a892a4a749b60995141e86f52

Updated Text:

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

Component: Secondary Mathematics Algebra I Student Edition, Volume 2 (ISBN: 9781970197822)

Change Type: Error Correction

Current Page Number(s):

Location:

*Alg I M4T1 *Alg I M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_SE_Vol_2.pdf

Original Text:

*AlgI M4T1 Topic Summary L3 *AlgI M5T2 L1

Updated URL:

https://tea.sharefile.com/public/share/web-sb2da446a9e7d47a5accfcc2a169362e4

Updated Text:

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

Component: Secondary Mathematics Algebra I Scope and Sequence (150-Day) (ISBN: 9781970197884)

Change Type: Error Correction

Current Page Number(s):

Location:

*M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_S%26S_150-Day.pdf

Original Text:

*M5T2 ELPS

Updated URL:

https://tea.sharefile.com/public/share/web-s4f2fd7e208db490ab3d964b415673430

Updated Text:

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

Component: Secondary Mathematics Algebra I Skills Practice Student Edition (ISBN: 9781970197839)

Change Type: Error Correction

Current Page Number(s):

Location:

*M5T1 *M5T2

Original URL:

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

Original Text:

*M5T1 Section IV *M5T2 Section II.B

Component: Secondary Mathematics Algebra I Year-at-a-Glance (150-Day) (ISBN: 9781970197860)

Change Type: Error Correction

Current Page Number(s):

Location:

*M3T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_YAG_150-Day.pdf

Original Text:

*M3T1 TEKS

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 9781970197761)

Change Type: Error Correction

Current Page Number(s):

Location:

*AlgI Course and Implementation Guide *AlgI M1T1 *AlgI M1T2 *AlgI M2T1 *AlgI M3 Overview

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_TE_Vol_1.pdf

Original Text:

*AlgI Course and Implementation Guide *AlgI M1T1 L3 *AlgI M1T2 L1 *AlgI M2T1 L2 *AlgI M3 Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s055e17ad692b4417859ff5153fac5653

Updated Text:

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

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 2 (ISBN: 9781970197778)

Change Type: Error Correction

Current Page Number(s):

Location:

*AlgI Course and Implementation Guide *AlgI M4T1 *AlgI M4T2 *AlgI M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_TE_Vol_2.pdf

Original Text:

*AlgI Course and Implementation Guide *AlgI M4T1 L4, Topic Summary *AlgI M4T2 Pacing Guide *AlgI M5T2 Topic Overview, Pacing Guide, L1-2

Updated URL:

https://tea.sharefile.com/public/share/web-s665a2edc7cac4c64b6a51c2dd5098a0d

Updated Text:

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

Component: Secondary Mathematics Algebra I QTI File (ISBN: 9781970197853)

Change Type: Error Correction

Current Page Number(s):

Location:

*M2T1 Q9

Original URL:

https://texasgateway.org/system/files/documents/AlgI_Assessment_QTI.pd

Original Text:

*M2T1 Q9

Updated URL:

https://tea.sharefile.com/d-s75031c5f86f24790ba2718e02b037209

Updated Text:

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

Component: Secondary Mathematics Algebra I Materials List (ISBN: 9781970197952)

Change Type: Error Correction

Current Page Number(s):

Location:

*M4T1 *M5T1L4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_Materials_List.pd

Original Text:

*M4T1 L2, L4 *M5T1L4

Updated URL:

https://tea.sharefile.com/public/share/web-s88f0d7857dba4303a058ad1a97b1c059

Updated Text:

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

Component: Secondary Mathematics Algebra I Skills Practice Teacher Edition (ISBN: 9781970197785)

Change Type: Error Correction

Current Page Number(s):

Location:

*AlgI Skills Practice Guide *AlgI Skills Practice Outline *M5T1 *M5T2

Original URL:

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

Original Text:

*AlgI Skills Practice Guide *AlgI Skills Practice Outline: M2T2, M4T2, M5T1, M5T2, M5T3 *M5T1 Section I.A, Section IV *M5T2 Section I.A, Section II.B, Section III.A

Updated URL:

https://tea.sharefile.com/d-s6b7c0937cb2a477586d4623cb1ba94c6

Updated Text:

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

Component: Secondary Mathematics Algebra I Family Guides, Spanish (ISBN: 9781970197976)

Change Type: Error Correction

Current Page Number(s):

Location:

*M5T2

Original URL:

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

Original Text:

*M5T2

Updated URL:

https://tea.sharefile.com/public/share/web-sa9c91b388c8d440fa4a003c6bc2c650a

Updated Text:

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

Component: Secondary Mathematics Algebra I Family Guides (ISBN: 9781970197808)

Change Type: Error Correction

Current Page Number(s):

Location:

*M5T2

Original URL:

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

Original Text:

*M5T2

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Algebra I Scope and Sequence (165-Day) (ISBN: 9781970197891)

Change Type: Error Correction

Current Page Number(s):

Location:

*M2T1 *M3T1 *M3T2 *M5T2 *SS Summary box

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_S%26S_165-Day.pdf

Original Text:

*M2T1 Pacing *M3T1 Pacing *M3T2 TEKS MPS *M5T2 ELPS *SS Summary box

Updated URL:

https://tea.sharefile.com/public/share/web-sc4ff96340bb34be2b5aa294c55f13e58

Updated Text:

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

Component: Secondary Mathematics Teacher Lesson Internalization Protocol (ISBN: 9781970197044)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Teacher Lesson Internalization Protocol

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_TE_LIP_0.pdf

Original Text:

Secondary Mathematics Teacher Lesson Internalization Protocol

Updated URL:

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Updated Text:

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

Component: Secondary Mathematics Observation Tool (ISBN: 9781970197082)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Observation Tool: Key

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_OT_0.pdf

Original Text:

Secondary Mathematics Observation Tool

Updated URL:

https://tea.sharefile.com/public/share/web-s879fdd99504541f881127c77c3044afd

Updated Text:

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

Component: Secondary Mathematics Lesson Internalization Coach Guide (ISBN: 9781970197051)

Change Type: Error Correction

Current Page Number(s):

Location:

Secondary Mathematics Lesson Internalization Coach Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_Coach_LIG_0

Original Text:

Secondary Mathematics Lesson Internalization Coach Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sda68e39549ed46ccb88d6a594fc404f8

Updated Text:

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

Component: Secondary Mathematics Algebra I Standards Overview (ISBN: 9781970197938)

Change Type: Error Correction

Current Page Number(s):

Location:

*M1T1, M1T2 *M3T1, M3T2, M4T1 *M5T1, M5T2, M5T3, Note box

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_Standards_Overv

Original Text:

*M1T1, M1T2 *M3T1, M3T2, M4T1 *M5T1, M5T2, M5T3, Note box

Updated URL:

https://tea.sharefile.com/public/share/web-s5570a12c30ba466990fa6945e3a60de9

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

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

Component: All components across Secondary Mathematics Algebra I Edition 1 (ISBN: 9781970197006)

Change Type: Error Correction

Current Page Number(s):

Location:

All components across Secondary Mathematics Algebra I Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

ISBN's were inaccurate

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

Across all components for Secondary Mathematics Algebra I Edition 1, ISBN's were updated for accuracy. Please see linked URL for a sample of this corrective edit.

Publisher: Kiddom

Math, Grade 1 (IMRA)

Program: Texas Math: Grade 1 Powered by Kiddom

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 7, Lesson 11, Activity 1, Student-facing Task Statement

Original URL:

https://drive.google.com/file/d/1pBDCdN42-K5sXOPRB3C3TQW7oYXOo0uC/view?usp=drive_link

Original Text:

N/A

1. Count the number of shaded triangles.

2. Count the number of shaded circles.

3. How many trianges are in the picture? How many circles are in the picture?

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 7, Lesson 11, Activity 1, Student-facing Task Statement

Original URL:

https://drive.google.com/file/d/1pBDCdN42-K5sXOPRB3C3TQW7oYXOo0uC/view?usp=drive_link

Original Text:

N/A

1. Count the number of shaded triangles.

2. Count the number of shaded circles.

3. How many trianges are in the picture? How many circles are in the picture?

Algebra I (IMRA)

Program: Texas Math: Algebra 1 Powered by Kiddom

Component: Texas Math: Algebra 1 Powered by Kiddom Digital (ISBN: 9798894309101)

Change Type: Error Correction

Current Page Number(s):

Location:

N/A

Original URL:

https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bce46ab-f1c3-11ee-857c-026011ea9aed

Original Text:

$(5 \leq n \leq 16)$

Updated URL:

https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bce46ab-f1c3-11ee-857c-026011ea9aed

Updated Text:

{5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16}

Algebra II (IMRA)

Program: Texas Math: Algebra II Powered by Kiddom

Component: Texas Math: Algebra 2 Powered by Kiddom Digital (ISBN: 9798894309132)

Change Type: Error Correction

Current Page Number(s):

Location:

Parabolas in Focus Lesson, Activity 2 Crafting Equations from Parabolas, Student Response

Original URL:

https://drive.google.com/file/d/1i_9UhNJhukvPfDR9KlhiOdFqeBnvRfdJ/view
usp=sharing

Original Text:

y = 1/4(x - 2)^2 - 3

Updated URL:

https://drive.google.com/file/d/1i_9UhNJhukvPfDR9KlhiOdFqeBnvRfdJ/view
usp=sharing

Updated Text:

y = 1/8(x - 2)^2 - 3

Change Type: Error Correction

Current Page Number(s):

Location:

Crafting Parabola Equations, Activity 2 Writing Equations of Parabolas,
Student Response

Original URL:

https://drive.google.com/file/d/10QoeDtd03Lggl6i3C7eFxpEOmGLQUKKF/v

Original Text:

(x - 4)^2 = 12(y - 0.5)

Updated URL:

https://drive.google.com/file/d/10QoeDtd03Lggl6i3C7eFxpEOmGLQUKKF/v

Updated Text:

(x-4)^2=6(y-0.5)

Change Type: Error Correction

Current Page Number(s):

Location:

Crafting Parabola Equations, Activity 2 Writing Equations of Parabolas,
Practice Question

Original URL:

https://drive.google.com/file/d/10QoeDtd03Lggl6i3C7eFxpEOmGLQUKKF/

Original Text:

(x - 3)^2 = -12(y + 0.5)

Updated URL:

https://drive.google.com/file/d/10QoeDtd03Lggl6i3C7eFxpEOmGLQUKKF/

Updated Text:

(x - 3)^2 = -6(y + 0.5)

Geometry (IMRA)

Program: Texas Math: Geometry Powered by Kiddom

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text:

Side length: 8 cm

Updated URL:

N/A

Updated Text:

Side length: 9 cm

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL:

Original Text:

2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL:

N/A

Updated Text:

2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL:

Original Text:

2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL:

N/A

Updated Text:

2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text:

Side length: 8 cm

Updated URL:

N/A

Updated Text:

Side length: 9 cm

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text:

2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL:

N/A

Updated Text:

2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text:

Side length: 8 cm

Updated URL:

N/A

Updated Text:

Side length: 9 cm

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text:

2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL:
N/A

Updated Text:
2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change Type: Error Correction
Current Page Number(s):
Location:
Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text:
Side length: 8 cm

Updated URL:
N/A

Updated Text:
Side length: 9 cm

Change Type: Error Correction
Current Page Number(s):
Location:
Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-

Original Text:

Side length: 8 cm

Updated URL:

N/A

Updated Text:

Side length: 9 cm

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text:

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Updated URL:

N/A

Updated Text:

2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text:

Side length: 8 cm

Updated URL:

N/A

Updated Text:

Side length: 9 cm

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 11, Activity 11.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c40134-f1c8-11ee-86a6-066a39b724af

Original Text:

Side length: 8 cm

Updated URL:

N/A

Updated Text:

Side length: 9 cm

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text:

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Updated URL:

N/A

Updated Text:

2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Change Type: Error Correction

Current Page Number(s):

Location:

Unit 2, Lesson 2, Geometry.2.A2, Question 1-2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3a50d-f1c8-11ee-811a-066a39b724af

Original Text:

2. FIgure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Updated URL:

N/A

Updated Text:

2. Figure MBJKGH is the image of figure AFEKJB after being rotated 90 degrees counterclockwise about point K.

Publisher: Cosenza & Associates, LLC

Math, Grade 7 (IMRA)

Program: Math - Grade 7

Component: August 2024 Math - Grade 7 (Teacher Course) (ISBN: 9781948709354)

Change Type: Error Correction

Current Page Number(s):

Location:

Open the August 2024 Math - Grade 7 (Teacher Course). In the left-hand navigation panel, click the Unit 1 Tile. Click the Unit 1, Lesson 4 Overview tile. Scroll to "Learning Outcomes" and view the first TEKS/SE in the TEKS table. We corrected the 7.3A to 7.3B.

Original URL:

Original Text:

7.3A

Updated URL:

https://www.cosenzamath.com

Updated Text:

7.3B

Algebraic Reasoning (IMRA)

Program: Algebraic Reasoning Program

Component: Algebraic Reasoning Student Edition - Digital (ISBN: 9781948709170)

Change Type: Error Correction

Current Page Number(s):

Location:

Second line of the directions for questions 12-14.

Original URL:

Original Text:

...and y-intercepts of the linear function described..

Updated URL:

N/A

Updated Text:

...and y-intercepts of the cubic function described..

Change Type: Error Correction

Current Page Number(s):

Location:

Second line of the directions for questions 9-11.

Original URL:

https://www.cosenzamath.com

Original Text:

...and y-intercepts of the linear function described..

Updated URL:

N/A

Updated Text:

...and y-intercepts of the cubic function described..

Change Type: Error Correction

Current Page Number(s):

Location:

Question 10

Original URL:

https://www.cosenzamath.com

Original Text:

Generate the logarithmic function that is the inverse of the exponential g(x) = (e)2x + 4.

Updated URL:

N/A

Updated Text:

Generate the logarithmic function that is the inverse of the exponential function g(x) = (e)2x + 4.

Change Type: Error Correction

Current Page Number(s):

Location:

Question 9

Original URL:

https://www.cosenzamath.com

Original Text:

Generate the logarithmic function that is the inverse of the exponential g(x) = 0.5(10)x – 1

Updated URL:

N/A

Updated Text:

Generate the logarithmic function that is the inverse of the exponential function g(x) = 0.5(10)x – 1

Change Type: Error Correction

Current Page Number(s):

Location:

Directions for questions 7-9

Original URL:

https://www.cosenzamath.com

Original Text:

Use the functions b shown

Updated URL:

N/A

Updated Text:

Use the functions shown

Change Type: Error Correction

Current Page Number(s):

Location:

Directions below question 7

Original URL:

https://www.cosenzamath.com

Original Text:

8 - 12

Updated URL:

N/A

Updated Text:

8 - 11

Change Type: Error Correction

Current Page Number(s):

Location:

Directions below question 15

Original URL:

https://www.cosenzamath.com

Original Text:

16-22

Updated URL:

N/A

Updated Text:

16 to 21

Change Type: Error Correction

Current Page Number(s):

Location:

Question 2 - second line

Original URL:

https://www.cosenzamath.com

Original Text:

Calculate the raios

Updated URL:

N/A

Updated Text:

Calculate the ratios

Component: Algebraic Reasoning TWE 2024 - Digital (ISBN: 9781948709163)

Change Type: Error Correction

Current Page Number(s):

Location:

Second line of the directions for questions 12-14.

Original URL:

https://www.cosenzamath.com

Original Text:

...and y-intercepts of the linear function described..

Updated URL:

N/A

Updated Text:

...and y-intercepts of the cubic function described..

Change Type: Error Correction

Current Page Number(s):

Location:

Second line of the directions for questions 9-11.

Original URL:

https://www.cosenzamath.com

Original Text:

...and y-intercepts of the linear function described..

Updated URL:

N/A

Updated Text:

...and y-intercepts of the cubic function described..

Change Type: Error Correction

Current Page Number(s):

Location:

Question 9

Original URL:

https://www.cosenzamath.com

Original Text:

Generate the logarithmic function that is the inverse of the exponential $g(x) = 0.5(10)x - 1$

Updated URL:

N/A

Updated Text:

Generate the logarithmic function that is the inverse of the exponential function g(x) = 0.5(10)x – 1

Change Type: Error Correction

Current Page Number(s):

Location:

Question 10

Original URL:

https://www.cosenzamath.com

Original Text:

Generate the logarithmic function that is the inverse of the exponential g(x) = (e)2x + 4.

Updated URL:

N/A

Updated Text:

Generate the logarithmic function that is the inverse of the exponential function g(x) = (e)2x + 4.

Change Type: Error Correction

Current Page Number(s):

Location:

Directions for questions 7-9

Original URL:

https://www.cosenzamath.com

Original Text:

Use the functions b shown

Updated URL:

N/A

Updated Text:

Use the functions shown

Change Type: Error Correction

Current Page Number(s):

Location:

Directions below question 7

Original URL:

https://www.cosenzamath.com

Original Text:

8 - 12

Updated URL:

N/A

Updated Text:

8 - 11

Change Type: Error Correction

Current Page Number(s):

Location:

Directions below question 15

Original URL:

https://www.cosenzamath.com

Original Text:

16-22

Updated URL:

N/A

Updated Text:

16 to 21

Change Type: Error Correction

Current Page Number(s):

Location:

Question 2 - second line

Original URL:

https://www.cosenzamath.com

Original Text:

Calculate the raios

Updated URL:

N/A

Updated Text:

Calculate the ratios

Publisher: OpenStax

Algebra I (IMRA)

Program: Algebra 1

Component: Algebra 1 (ISBN: 9781961584471)

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.1 Teacher Guide: Add and Subtract Polynomials
6.1.3: Evaluating a Polynomial Function for a Given Value
After Launch paragraph before Activity.

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1706&pageid=11478

Original Text:

Content was missing.

Updated Text:
Support for English Language Learners

MLR 8: Discussion Supports: Listening, Conversing
As students are sharing their polynomial functions in groups of two, students should take turns describing what steps they think should be taken next to find the solutions and explaining the reasoning behind those steps. Display the following sentence frames for all to see: "We should do ____ next because . . .", and "I noticed ___ , so I think . . . ." Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 9.10: Rewriting Quadratic Expressions in Vertex Form
9.10.7: Practice

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1840&pageid=12409

Original Text:

Question 7 i.

Also, it is accepting -3 as correct answer

Updated URL:

N/A

Updated Text:

Question 7 c.

Fixed to accept +9 as the correct answer

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable

2.10.4: Matching Inequalities and Solutions

Activity (15 minutes)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1558&pageid=10469

Original Text:

Activity Narrative was missing (no original text).

Updated URL:

N/A

Updated Text:

Added the content to the Activity narrative for this page of the Teacher Guide

https://drive.google.com/file/d/1gfpofRRRGoF8njafjV3YAbw8t7hIZVMA/vie

Change Type: Error Correction

Current Page Number(s):

Location:

Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 9.9: Writing Quadratics in Different Forms

9.9.2: Different Forms of Quadratics

Activity

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12380

Original Text:

Q1 - y = x^2 - 4x - 7

Q2 - y = (x-1)(x-3)

Q3 answer - y = x^2 - 4

Extending Your Thinking question - worked solution needs to change the sign of the middle term from +5t to - 5t

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1LgPmoY5b0YaczBSEaVkeBKx5hYF2ebbU/\

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.6 Teacher Guide: Solving Systems by Elimination, Part 3

2.6.5: Practice

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1548&pageid=10390

Original Text:

Errors fixed in Q 1, 2, 4, 5, 6, 7

Updated URL:

N/A

Updated Text:

These errors appear in the TG

Question 1 AND Question 2 - in the work shown for the solution, DELETE the line that says 7x+8y=4.

Question 4 - DELETE the negative sign in front of -4(0.5) + 5y = 3.25, so the equation reads 4(0.5) + 5y = 3.25.

Question 5 - DELETE 5(7x-2y=3)=35x-10y=15 and REPLACE with -5(x + 2y=4)=-5x-10y=-20

Question 6 -

- The first equation in the system should be 3/2x - 1/4y = 5. The terms on the LHS are subtracted not added. REPLACE the + in front of 1/4y with a minus (-) sign.

- In the work shown for the solution, REPLACE 6x - y = 5 with 6x - y = 20.

- In the work shown for the solution, REPLACE x + 2(4)y=12 with 2(4) + y = 12.

Question 7 - In the work shown for the solution, the expression (3(6) should just be 3(6). REMOVE the extraneous parenthesis to the left of of 3(6).

Change Type: Error Correction

Current Page Number(s):

Location:
Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1
7.12.3: Understanding the Behaviors of a Graph in Relation to Its Quadratic Expression

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1759&pageid=11848

Original Text:
TEA SRP Feedback 8427761

Updated URL:
N/A

Updated Text:
"Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text:

TEA Feedback: There is no equation in the form y = a(b)^x, which would be helpful.

Updated URL:

N/A

Updated Text:

Recommended New Content for Citation #7721026:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

y=100(1-0.1)t.

Try It: Domain and Range of Exponential Graphs

The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.5 Teacher Guide: Factor Trinomials

6.5.3: Factoring Trinomials Using Trial and Error

After Launch paragraph before Activity.

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1716&pageid=11566

Original Text:
Content was missing.

Updated URL:
N/A

Updated Text:
[[Standard format for ELL Box]]

After Launch paragraph before Activity.
Support for English Language Learners
MLR 5 Co-Craft Questions: Speaking, Reading
Use this routine to help students talk through the trial and error process to factor trinomials. Ask students to write down possible mathematical questions that could be asked to help them determine which factors could solve the problem. .nvite students to compare their questions before starting the trial and error process. Listen for and amplify any questions involving factoring trinomials. The process of creating mathematical questions, without the pressure of producing answers or solutions, prompts students to make sense of the given information and to activate the language of mathematical questions. This work helps to prepare students to process the actual questions.

Design Principle(s): Maximize meta-awareness; Support sense-making

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.
Support for Students with Disabilities

Action and Expression: Flexibility and Choice
Provide students with algebra tiles to help factoring by trial and error. Algebra tiles help represent algebraic equations and provide students with a visualization of the process of factoring polynomials and

trinomials.

Watch the video in Factoring Trinomials with Leading Coefficients of 1 to see an example of how to use algebra tiles at the 2:00 mark.

Supports accessibility for Conceptual processing, Visual-Spatial Processing

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.7 Teacher Guide: Systems of Linear Equations and Their Solutions

2.7.0: Lesson Overview

2.7.3: Sorting Systems of Equations Based on Number of Solutions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1550&pageid=10406

Original Text:

Missing Content Link

Updated URL:

N/A

Updated Text:

https://k12.openstax.org/contents/raise/resources/1ecdf08bcbed5e7ebc4 to Blackline Master for the card sort activity

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1

7.12.2: Transformations with Quadratic Functions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11855

Original Text:

Feedback ID: 8423621 from TEA asks us to add examples to AR content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8LZx/\

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.2 Teacher Guide: Multiplying Polynomials

6.2.3: Multiplying a Polynomial by a Polynomial

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11500

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Support for Students with Disabilities

Action and Expression: Flexibility and Choice
Provide students with algebra tiles to help multiplying polynomials. Algebra tiles help represent algebraic equations and provide students with a visualization of the process of multiplying polynomials and trinomials.
Watch the video from 6.2.2 above Question 1 for an example of how to use algebra tiles multiplying polynomials.

Supports accessibility for Conceptual Processing, Visual-Spatial Processing

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.2: Writing Systems of Equations

2.2.0: Lesson Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1541&pageid=10320&startlastseen=no

Original Text:

Repeated wording: "The steps to use to solve a system of linear equations by graphing are shown below."

Updated URL:

N/A

Updated Text:

Delete this repeated wording

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.6 Teacher Guide: Factor Special Products

6.6.2: Factoring Perfect Square Trinomials

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11587

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:
Support for Students with Disabilities
Engagement: Provide structures
Provide students with math formula support for finding the perfect square while solving practice problems and quizzes by utilizing the STAAR Algebra I Reference Materials that is linked from the Getting Started - Students Start Here - Additional Resources. It includes these formulas: Supports accessibility for Conceptual Processing, Memory

Change Type: Error Correction

Current Page Number(s):

Location:
Lesson 9.10: Rewriting Quadratic Expressions in Vertex Form
9.10.7: Practice

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1840&pageid=12409

Original Text:
Question 7 i.
Also, it is accepting -3 as correct answer

Updated URL:
N/A

Updated Text:
Question 7 c.
Fixed to accept +9 as the correct answer

Change Type: Error Correction
Current Page Number(s):
Location:

Lesson 6.3 Teacher Guide: Dividing Polynomials
6.3.2: Dividing Polynomials Using Long Division
After Launch paragraph before Activity.

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1710&pageid=11521

Original Text:
Content was missing.

Updated URL:
N/A

Updated Text:
[[Standard format for ELL Box]]

After Launch paragraph before Activity.
Support for English Language Learners

MLR 2 Collect and Display: Conversing

As students describe the taditional division problem 960÷20 a class, listen for and collect the language students use to describe the long division process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.

Design Principle(s): Maximize meta-awareness

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities

Action and Expression: Organizational problem-solving skills

Provide students with graph paper or use lined paper turned sideways to help keep factors lined up within the worked solution.

Supports accessibility for Organizing, Visual-Spatial Processing,

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.1 Teacher Guide: Add and Subtract Polynomials

6.1.3: Evaluating a Polynomial Function for a Given Value

After Launch paragraph before Activity.

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1706&pageid=11478

Original Text:

Content was missing.

Updated URL:

N/A

Updated Text:

Support for English Language Learners

MLR 8: Discussion Supports: Listening, Conversing

As students are sharing their polynomial functions in groups of two, students should take turns describing what steps they think should be taken next to find the solutions and explaining the reasoning behind those steps. Display the following sentence frames for all to see: "We should do ____ next because . . .", and "I noticed ___ , so I think . . . ." Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 6.2 Teacher Guide: Multiplying Polynomials
6.2.0: Lesson Overview
After Launch paragraph before Activity.

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11497&startlastseen=no

Original Text:
Content was missing.

Updated URL:
N/A

Updated Text:
Support for English Language Learners

MLR 3: Clarify, Critique, Correct
After discussing the three methods to multiply (x-7)(2x+4) as a class, present an incorrect answer and explanation. For example, " (x+8)(2x+3)= x2+24 because when you multiply two binomials, you multiply the first terms and the last terms." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explainhow to find the the difference of

squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Error Correction
Current Page Number(s):
Location:
Project 9 Teacher Guide: Using Quadratic Equations to Model Situations and Solve Problems
Project 9 Overview

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1844

Original Text:
No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/17jiLgC8R1tukCs0VNEgQogX4shP6CeAd/vie

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text:

TEA Feedback: There is no equation in the form y = a(b)^x, which would be helpful.

Updated URL:

N/A

Updated Text:

Recommended New Content for Citation #7721026:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

y=100(1-0.1)t.

Try It: Domain and Range of Exponential Graphs

The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 9.9: Writing Quadratics in Different Forms

9.9.2: Different Forms of Quadratics

Activity

Original URL:

Original Text:

Q1 - y = x^2 - 4x - 7

Q2 - y = (x-1)(x-3)

Q3 answer - y = x^2 - 4

Extending Your Thinking question - worked solution needs to change the sign of the middle term from +5t to - 5t

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1LgPmoY5b0YaczBSEaVkeBKx5hYF2ebbU/\

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 9.9: Writing Quadratics in Different Forms

9.9.2: Additional Resources

Writing Quadratics in Different Forms

Original URL:

Original Text:

Relabel "questions" 1, 2, 3, and 4 as "Examples" 1, 2, 3, 4

Correct errors in Examples 3 and 4

Change format of Try It question to facilitate student responses

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1gUVOguvc8SZsaST-Meneu7VE68XoyPmL/view?...

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.7 Teacher Guide: Systems of Linear Equations and Their Solutions

2.7.0: Lesson Overview

2.7.3: Sorting Systems of Equations Based on Number of Solutions

Original URL:

Original Text:

Missing Content Link

Updated URL:

N/A

Updated Text:

https://k12.openstax.org/contents/raise/resources/1ecdf08bcbed5e7ebc4 to Blackline Master for the card sort activity

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1

7.12.2: Transformations with Quadratic Functions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11855

Original Text:

Feedback ID: 8423621 from TEA asks us to add examples to AR content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8LZx/\

Change Type: Error Correction

Current Page Number(s):

Location:

Project 5 Teacher Guide: Introduction to Exponential Functions

Project 5 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1694&pageid=11444

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1mk_rn3XV_P7QvArt8njdv7XO4edXr5LJ/vie

Change Type: Error Correction

Current Page Number(s):

Location:

Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1flxxo8eudyDSUZ83r8Yeznc4xP_8e-qa/view?...

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 2.2: Writing Systems of Equations
2.2.0: Lesson Overview

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1541&pageid=10320&startlastseen=no

Original Text:
Repeated wording: "The steps to use to solve a system of linear equations by graphing are shown below."

Updated URL:
N/A

Updated Text:
Delete this repeated wording

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 6.6 Teacher Guide: Factor Special Products
6.6.2: Factoring Perfect Square Trinomials

Original URL:

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Support for Students with Disabilities

Engagement: Provide structures

Provide students with math formula support for finding the perfect square while solving practice problems and quizzes by utilizing the STAAR Algebra I Reference Materials that is linked from the Getting Started - Students Start Here - Additional Resources. It includes these formulas: Supports accessibility for Conceptual Processing, Memory

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.9: Solutions to Inequalities

2.9.5: Additional Resources

Comparing Equality and Inequality

Original URL:

Original Text:

Implementation of SRP suggestion (Feedback ID 8343601) to add a more simplified example. Two examples were added (Example 1 and Example 2) and placed above the current example.

This is new content and is not replacing original content.

Updated URL:

N/A

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.3 Teacher Guide: Dividing Polynomials
6.3.2: Dividing Polynomials Using Long Division
After Launch paragraph before Activity.

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1710&pageid=11521

Original Text:

Content was missing.

Updated URL:

N/A

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.
Support for English Language Learners

MLR 2 Collect and Display: Conversing

As students describe the taditional division problem 960÷20 a class, listen for and collect the language students use to describe the long division process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.

Design Principle(s): Maximize meta-awareness

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities

Action and Expression: Organizational problem-solving skills
Provide students with graph paper or use lined paper turned sideways to help keep factors lined up within the worked solution.
Supports accessibility for Organizing, Visual-Spatial Processing,

Change Type: Error Correction

Current Page Number(s):

Location:
Lesson 2.3 Teacher Guide: Solving Systems by Substitution
2.3.0: Lesson Overview

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1542&pageid=10331&startlastseen=no

Original Text:
A2(A), A2(B), A3(A)

Updated URL:
N/A

Updated Text:
ELPS 2(A), ELPS 2(B), ELPS 3(A), etc.

Change Type: Error Correction
Current Page Number(s):
Location:

Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1
7.12.2: Transformations with Quadratic Functions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1759&pageid=11847

Original Text:

TEA SRP Feedback

Feedback ID: 8427761 from TEA asks us to change y = to f(x) =
Also, Feedback ID: 8423621 from TEA asks us to add examples to AR content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1S6yju5FiOyh2Q8MNikHi5McMk2DKTcTo/v

Change Type: Error Correction
Current Page Number(s):
Location:
Project 9 Teacher Guide: Using Quadratic Equations to Model Situations and Solve Problems
Project 9 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1844

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/17jiLgC8R1tukCs0VNEgQogX4shP6CeAd/vie

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.5 Teacher Guide: Factor Trinomials

6.5.2: Factoring Trinomials with Leading Coefficients of 1

Add content to Launch section

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1716&pageid=11565

Original Text:

Content did not exist. New content needs to be added. Proposed new content based on TEA SRP Feedback (ID: 8097711) to include more explicit use and access to algebra tiles.

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/19WzloJD1uonb-Jc29We9hTb_NZ-PbkP2/view?...

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.2 Teacher Guide: Multiplying Polynomials

6.2.0: Lesson Overview

After Launch paragraph before Activity.

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11497&startlastseen=no

Original Text:

Content was missing.

Updated URL:
N/A

Updated Text:
Support for English Language Learners

MLR 3: Clarify, Critique, Correct
After discussing the three methods to multiply $(x-7)(2x+4)$ as a class, present an incorrect answer and explanation. For example, " $(x+8)(2x+3)= x2+24$ because when you multiply two binomials, you multiply the first terms and the last terms." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explainhow to find the the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 9.9: Writing Quadratics in Different Forms
9.9.2: Additional Resources
Writing Quadratics in Different Forms

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12382

Original Text:

Relabel "questions" 1, 2, 3, and 4 as "Examples" 1, 2, 3, 4

Correct errors in Examples 3 and 4

Change format of Try It question to facilitate student responses

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1gUVOguvc8SZsaST-Meneu7VE68XoyPmL/view?...

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.2 Teacher Guide: Multiplying Polynomials

6.2.2: Multiplying Binomials

Add content to Launch section

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11499

Original Text:

Content did not exist. New content needs to be added. Proposed new content based on TEA Feedback (ID: 8126901) to include more explicit use and access to algebra tiles.

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1tosHmy_Z9xmNJyHPlXyzf-8t8XGMBqYq/view?...

Change Type: Error Correction

Current Page Number(s):

Location:

Project 9 Teacher Guide: Using Quadratic Equations to Model Situations and Solve Problems
Project 9 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1844

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Error Correction

Current Page Number(s):

Location:

Project 5 Teacher Guide: Introduction to Exponential Functions
Project 5 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1694&pageid=11444

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and

easier to use/follow directions)

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1mk_rn3XV_P7QvArt8njdv7XO4edXr5LJ/vie

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 6.1 Teacher Guide: Add and Subtract Polynomials
6.1.2: Adding and Subtracting Polynomials
After Launch

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1706&pageid=11477

Original Text:
Missing Content

Updated URL:
N/A

Updated Text:
Support for Students with Disabilities

Representation: Illustrate Connections
Use different color highlighters to help show the terms that have the same variables with the same exponents. You can also use colored index cards to break down expressions by putting all of the terms with same variable and same exponents on different colors.
Supports accessibility for Organizing, Visual-Spatial Processing

Change Type: Error Correction
Current Page Number(s):

Location:

Lesson 9.9: Writing Quadratics in Different Forms

9.9.3: Vertex Form Given a Vertex and Point

Activity

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12383

Original Text:

TEA SRP identified incorrect coding for questions 3-4 and 5-6 (error). Information for these questions were embedded in the displayed answers for questions 2 and 4, respectively. Proposed coding fix: No change to content - coding to display questions was incorrect and it was fixed so questions will display correctly.

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1NpNbtngVKiXPZfyqhLKrvEiJHDdcRDoN/vie

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.9: Solutions to Inequalities

2.9.5: Additional Resources

Comparing Equality and Inequality

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1557&pageid=10460

Original Text:

Implementation of SRP suggestion (Feedback ID 8343601) to add a more simplified example. Two examples were added (Example 1 and Example

2) and placed above the current example.

This is new content and is not replacing original content.

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1yju47NS0ifmYFbCBmrPMFHCG_n_2Zuua/v

Change Type: Error Correction

Current Page Number(s):

Location:

Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1flxxo8eudyDSUZ83r8Yeznc4xP_8e-qa/view?...

Change Type: Error Correction

Current Page Number(s):

Location:

Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.3 Teacher Guide: Solving Systems by Substitution
2.3.0: Lesson Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1542&pageid=10331&startlastseen=no

Original Text:

A2(A), A2(B), A3(A)

Updated URL:

N/A

Updated Text:

ELPS 2(A), ELPS 2(B), ELPS 3(A), etc.

Change Type: Error Correction
Current Page Number(s):

Location:

Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1

7.12.2: Transformations with Quadratic Functions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1759&pageid=11847

Original Text:

TEA SRP Feedback

Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Also, Feedback ID: 8423621 from TEA asks us to add examples to AR content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1S6yju5FiOyh2Q8MNikHi5McMk2DKTcTo/v

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable

2.10.4: Matching Inequalities and Solutions

Activity (15 minutes)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1558&pageid=10469

Original Text:

Activity Narrative was missing (no original text).

Updated URL:

N/A

Added the content to the Activity narrative for this page of the Teacher Guide

https://drive.google.com/file/d/1gfpofRRRGoF8njafjV3YAbw8t7hIZVMA/vie

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.5 Teacher Guide: Factor Trinomials
6.5.2: Factoring Trinomials with Leading Coefficients of 1

Add content to Launch section

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1716&pageid=11565

Original Text:

Content did not exist. New content needs to be added. Proposed new content based on TEA SRP Feedback (ID: 8097711) to include more explicit use and access to algebra tiles.

Updated URL:
N/A

Updated Text:

https://drive.google.com/file/d/19WzloJD1uonb-Jc29We9hTb_NZ-PbkP2/view?...

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 2.6 Teacher Guide: Solving Systems by Elimination, Part 3
2.6.5: Practice

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1548&pageid=10390

Original Text:

Errors fixed in Q 1, 2, 4, 5, 6, 7

Updated URL:

N/A

Updated Text:

These errors appear in the TG

Question 1 AND Question 2 - in the work shown for the solution, DELETE the line that says 7x+8y=4.

Question 4 - DELETE the negative sign in front of -4(0.5) + 5y = 3.25, so the equation reads 4(0.5) + 5y = 3.25.

Question 5 - DELETE 5(7x-2y=3)=35x-10y=15 and REPLACE with -5(x + 2y=4)=-5x-10y=-20

Question 6 -

- The first equation in the system should be 3/2x - 1/4y = 5. The terms on the LHS are subtracted not added. REPLACE the + in front of 1/4y with a minus (-) sign.

- In the work shown for the solution, REPLACE 6x - y = 5 with 6x - y = 20.

- In the work shown for the solution, REPLACE x + 2(4)y=12 with 2(4) + y = 12.

Question 7 - In the work shown for the solution, the expression (3(6) should just be 3(6). REMOVE the extraneous parenthesis to the left of of 3(6).

Change Type: Error Correction
Current Page Number(s):
Location:

Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1
7.12.3: Understanding the Behaviors of a Graph in Relation to Its Quadratic Expression

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1759&pageid=11848

Original Text:

TEA SRP Feedback 8427761

Updated URL:

N/A

Updated Text:

"Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 6.2 Teacher Guide: Multiplying Polynomials
6.2.2: Multiplying Binomials

Add content to Launch section

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11499

Original Text:

Content did not exist. New content needs to be added. Proposed new content based on TEA Feedback (ID: 8126901) to include more explicit use and access to algebra tiles.

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1tosHmy_Z9xmNJyHPlXyzf-8t8XGMBqYq/view?...

Change Type: Error Correction

Current Page Number(s):

Location:

Project 9 Teacher Guide: Using Quadratic Equations to Model Situations and Solve Problems
Project 9 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1844

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Error Correction

Current Page Number(s):

Location:

Lesson 6.5 Teacher Guide: Factor Trinomials
6.5.3: Factoring Trinomials Using Trial and Error
After Launch paragraph before Activity.

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1716&pageid=11566

Original Text:

Content was missing.

Updated URL:
N/A

Updated Text:
[[Standard format for ELL Box]]

After Launch paragraph before Activity.
Support for English Language Learners
MLR 5 Co-Craft Questions: Speaking, Reading
Use this routine to help students talk through the trial and error process to factor trinomials. Ask students to write down possible mathematical questions that could be asked to help them determine which factors could solve the problem. .nvite students to compare their questions before starting the trial and error process. Listen for and amplify any questions involving factoring trinomials. The process of creating mathematical questions, without the pressure of producing answers or solutions, prompts students to make sense of the given information and to activate the language of mathematical questions. This work helps to prepare students to process the actual questions.

Design Principle(s): Maximize meta-awareness; Support sense-making

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.
Support for Students with Disabilities

Action and Expression: Flexibility and Choice
Provide students with algebra tiles to help factoring by trial and error. Algebra tiles help represent algebraic equations and provide students with a visualization of the process of factoring polynomials and trinomials.
Watch the video in Factoring Trinomials with Leading Coefficients of 1 to see an example of how to use algebra tiles at the 2:00 mark.

Supports accessibility for Conceptual processing, Visual-Spatial Processing

Change Type: Error Correction

Current Page Number(s):

Location:
Lesson 9.9: Writing Quadratics in Different Forms
9.9.3: Vertex Form Given a Vertex and Point

Activity

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12383

Original Text:
TEA SRP identified incorrect coding for questions 3-4 and 5-6 (error). Information for these questions were embedded in the displayed answers for questions 2 and 4, respectively. Proposed coding fix: No change to content - coding to display questions was incorrect and it was fixed so questions will display correctly.

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1NpNbtngVKiXPZfyqhLKrvEiJHDdcRDoN/vie

Change Type: Error Correction

Current Page Number(s):

Location:
Lesson 6.2 Teacher Guide: Multiplying Polynomials
6.2.3: Multiplying a Polynomial by a Polynomial

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11500

Original Text:
Missing Content

Updated URL:
N/A

Updated Text:
Support for Students with Disabilities

Action and Expression: Flexibility and Choice
Provide students with algebra tiles to help multiplying polynomials.
Algebra tiles help represent algebraic equations and provide students with a visualization of the process of multiplying polynomials and trinomials.
Watch the video from 6.2.2 above Question 1 for an example of how to use algebra tiles multiplying polynomials.
Supports accessibility for Conceptual Processing, Visual-Spatial Processing

Change Type: Error Correction
Current Page Number(s):
Location:
Lesson 6.1 Teacher Guide: Add and Subtract Polynomials
6.1.2: Adding and Subtracting Polynomials
After Launch

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1706&pageid=11477

Original Text:
Missing Content

Updated URL:
N/A

Updated Text:

Support for Students with Disabilities

Representation: Illustrate Connections

Use different color highlighters to help show the terms that have the same variables with the same exponents. You can also use colored index cards to break down expressions by putting all of the terms with same variable and same exponents on different colors.

Supports accessibility for Organizing, Visual-Spatial Processing

IMRA 2024 Publisher Editorial Changes

English Language Arts and Reading

Publisher: Savvas Learning

ELAR, Grade K (IMRA)

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

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

Change Type: Editorial Change
Current Page Number(s):
Location:
My Turn (middle of page) Diredctions (bottom of page)

Original URL:

https://us-school.pk12ls.com/school/cef69063-a158-4e35-bbb6-6941d9d9ef3b/TX_myV_2020_GK_SE/TX_myV_2020_GK_SE/html/html5forp page=365

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

Updated URL:

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

Updated Text:

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Verbs (top of page)

My Turn (middle of page)

Directions (bottom of page)

Original URL:

https://us-school.pk12ls.com/school/cef69063-a158-4e35-bbb6-6941d9d9ef3b/TX_myV_2020_GK_SE/TX_myV_2020_GK_SE/html/html5forppage=403

Original Text:

Verbs: A verb that ends with ed tells about action in the past.

Yesterday I walked.

My Turn: Circl eand write. I talk to Grandma yesterday. Last fall I start school.

Directions: Have students edit each sentence by circling the verb and then writing past tense form of the verb on the lines.

Updated URL:

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

Updated Text:

Verbs: A verb tells about an action.

I walk my dog.

My Turn: Write

fly swim walk

I _____ to school.

Directions: Have students edit the sentence by writing the correct verb on the lines.

Component: Resource Download Center Writing Peer Evaluation Rubrics (ISBN: digital only, no ISBN)

Change Type: Editorial Change
Current Page Number(s):
Location:
Title

Original URL:
https://www.savvasrealize.com/dashboard/program/870aa949-ebf7-381a-85af-0b4abaf72b61/91/tier/1339c565-f300-3f38-9541-47dc4a298248/89/item/f30061c2-3b21-3993-9a89-1f2437e3e055/91/cv

Original Text:
NARRATIVE WRITING

Updated URL:
https://us-school.pk12ls.com/school/cb5ccdaf-7502-49e2-985d-600b4a6137d0/0322_RDG20_OSR0K_PR2_GM.pdf

Updated Text:
INFORMATIONAL WRITING

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

Change Type: Editorial Change
Current Page Number(s):
Location:
Close Read (bottom right of page)
Ask and Answer section

Original URL:

https://us-school.pk12ls.com/school/d50d276d-c5d8-4d21-af48-a7c1e9df40fd/TX_myV_2020_GK_TE/TX_myV_2020_GK_TE/html/html5forpd page=155

Original Text:

Close Read

Ask and Answer Questions

After reading pp. 74-75, have students think of a question [...].

Updated URL:

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

Updated Text:

Close Read

Ask and Answer Questions

While reading pp. 74-75, have students think of a question [...].

Component: myView Grade K Teacher Edition (ISBN: 9798213425307)

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 4 Column
miniature of Student Edition p. 124

Original URL:

https://us-school.pk12ls.com/school/d50d276d-c5d8-4d21-af48-a7c1e9df40fd/TX_myV_2020_GK_TE/TX_myV_2020_GK_TE/html/html5forpd page=687

Original Text:

Student Edition p. 124 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 124 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 4 Column

miniature of Student Edition p. 162

Original URL:

https://us-school.pk12ls.com/school/d50d276d-c5d8-4d21-af48-a7c1e9df40fd/TX_myV_2020_GK_TE/TX_myV_2020_GK_TE/html/html5forpc?page=757

Original Text:

Student Edition p. 162 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/fef1b2a8-e015-4fb7-8d7e-787c04f2dbaf/0311_T00285_0328990671.pdf

Updated Text:

Student Edition p. 162 was updated, so the thumbnail of the Student Edition page was updated in the TE.

ELAR, Grade 1 (IMRA)

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

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

Change Type: Editorial Change
Current Page Number(s):
Location:
Top of Page, Foundational Skills Focus: High Frequency Words
Review and Guide Practice

Original URL:
https://www.savvasrealize.com/content/viewer/standalone/loader/view/4(
7183-3786-b969-dfeae375f692/95/nonscorable?programId=3976bfc3-
0f28-3911-9c21-
4a3ed06298b7&programVersion=0&programName=myView%20Literacy%
0f28-3911-9c21-4a3ed06298b7/0

Original Text:
REVIEW This week students learn the high-frequency words jump,

she, what, take, and walk. Guide students to recognize, say, and

write the words.

GUIDE PRACTICE Remind students that high-frequency words

appear very often in texts they read. Write the high frequency words

on the board. Point to the words and say them aloud. Have students

repeat after you. Then have them say aloud the words as you point

to each one. Erase the words, and invite students to write them.

Ask: Where do you see or hear these words? Encourage students to

give examples by naming a text or saying a sentence with the word.

Model an example and provide sentence frames to guide them:

I use the word she to talk about my friend Lisa. I use the word jump

to tell_____.

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

Updated Text:

REVIEW: Remind students that high-frequency words are words that they see, hear, or say most often. Students will use high-frequency words from this unit to describe a person, place, and object.

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

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Turn and Talk bottom of page

Original URL:

https://us-school.pk12ls.com/school/f823c0a2-1c93-454d-99fe-571968e94d51/TX_myV_2020_G1_SE/TX_myV_2020_G1_SE/html/html5forp page=705

Original Text:

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

Updated URL:

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

Updated Text:

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

Component: myView Grade 1 Teacher Edition (ISBN: 9798213425369)

Change Type: Editorial Change
Current Page Number(s):
Location:
ELL Targeted Support, bottom of page

Original URL:
https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G1_TE/html/html5forp(
page=291

Original Text:
ELL Targeted Support

Confirm Understanding

Explain to students that words and visuals can support their understanding of characters in realistic fiction. Have students use a realistic fiction leveled reader. Tell partners to read the leveled reader. Have students enhance and confirm their understanding of a character by asking them to reread words, phrases, or sentences that tell about a character and point put details in the pictures. BEGINNING

Have students enhance and confirm their understanding of a character in the leveled reader by asking them to use the pictures and context to describe the character. INTERMEDIATE

Have partners use pictures and context in the leveled reader to discuss a character. ADVANCED

Have students read the leveled reader and use pictures and context to develop and then share a short description of a character. ADVANCED HIGH

Updated Text:

ELL Targeted Support

Confirm Understanding

Explain to students that words and visuals can support their understanding of characters in realistic fiction. Have students use a realistic fiction reader. Tell partners to read the reader. Have students enhance and confirm their understanding of a character by asking them to reread words, phrases, or sentences that tell about a character and point put details in the pictures. BEGINNING

Have students enhance and confirm their understanding of a character in the reader by asking them to use context and pictures to describe the character. INTERMEDIATE

Have partners use context and picture to discuss a character. ADVANCED

Have students read the reader and use pictures and context to develop and then share a short description of a character. ADVANCED HIGH

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 2, Teach, Focus, first sentence

Original URL:

https://reader.savvasrealize.com/book/QX77NJACHF/view/spread/page/11

Original Text:
Explain that digraphs are two consonant that together spell a single sound.

Updated URL:

https://us-school.pk12ls.com/school/f1e376a9-d365-4027-9ebe-bf15c377c31e/0102_T00076_0328990736.pdf

Updated Text:

Explain that digraphs are two consonants that together spell a single sound.

Component: myView Grade 1 Teacher Edition (ISBN: 9798213425369)

Change Type: Editorial Change

Current Page Number(s):

Location:

Bottom left of page, miniature of Student Edition p. 236

Original URL:

[https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/html/html5forpo page=1357](https://us-school.pk12ls.com/school/78089304-c049-44c9-8749-fbcc3d9163b7/TX_myV_2020_G1_TE/TX_myV_2020_G1_TE/html/html5forpo)

Original Text:

Student Edition p. 236 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:

N/A

Updated Text:

Student Edition p. 236 was updated, so the thumbnail of the Student Edition page was updated in the TE.

ELAR, Grade 2 (IMRA)

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

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

Change Type: Editorial Change

Current Page Number(s):

Location:
Top of page, ELL Targeted Support

Original URL:
https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forp page=49

Original Text:
ELL Targeted Support

Prior Knowledge

Use the following supports to help students tap into their prior experiences to understand the unit video.

Help students relate the video content to their own experiences. Use their responses to ask targeted questions about word meanings in English. BEGINNING/INTERMEDIATE

Have students use English words to describe how the video content relates to their own experiences. ADVANCED/ADVANCED HIGH

ELPS 1.A.2 Use prior experiences to understand meanings in English.

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

Updated Text:
ELL Targeted Support

Use the unit video to tap into students' prior experiences with neighborhoods. Have them listen closely to derive meaning from the media to build and reinforce language attainment.

Replay and pause the video to explain new words and clarify ideas. Guide students to relate their own experiences as they answer simple questions about the video. BEGINNING/INTERMEDIATE

Assign partners to replay the video, taking turns retelling what they heard. Have them share their prior experiences and answer questions about words and ideas to build and reinforce language attainment. ADVANCED/ADVANCED HIGH

ELPS 1.A.2 Use prior experiences to understand meanings in English.

ELPS 2.F.ii Listen to and derive meaning from a variety of media to build and reinforce language attainment.

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

Change Type: Editorial Change
Current Page Number(s):
Location:
Top of page, ELL Targeted Support

Original URL:
https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forp page=497

Original Text:
ELL Targeted Support

Prior Knowledge

To help students understand the video,

use the supports below to help them access their prior knowledge.

Have students identify familiar words in the video. Help them use this prior knowledge to

define these words in English. BEGINNING/INTERMEDIATE

Have students identify familiar English words in the video, use this prior

knowledge to

briefly define them, and use the words in sentences.
ADVANCED/ADVANCED HIGH

ELPS 1.A.1 Use prior knowledge to understand meanings in English.

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

Updated Text:
ELL Targeted Support

Have students use their prior knowledge of nature to build and reinforce language attainment.

Replay the video to explain and clarify new words and ideas. Encourage students to respond orally, using their prior knowledge to help them answer questions about the video. BEGINNING/INTERMEDIATE

Assign pairs to replay the video. Have them pause often to ask questions and clarify meanings of new words and ideas as they build and reinforce language attainment. ADVANCED/ADVANCED HIGH

ELPS 1.A.1 Use prior knowledge to understand meanings in English.

3.J.ii Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment.

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

Change Type: Editorial Change
Current Page Number(s):
Location:

Top of page, Formative Assessment Options

Apply

Option 1

Option 2

Original URL:

https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forp page=2235

Original Text:

Apply

Have students use the strategies to analyze informational text.

OPTION 1 Have students work with a partner to refer to the Anchor

Chart on p. 635 and discuss the features listed. Tell them to explain

how these features help them read informational text.

OPTION 2 Use Independent Text Have students use a concept

map to chart one main idea and its supporting details in the

informational text they are reading. Ask them to write the main idea

in the center of the map and then fill in spokes with the details.

Updated URL:

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

Updated Text:

Apply

With adult assistance, have students use strategies to analyze structures of informational text.

OPTION 1 Have students work with an adult or partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to

explain how these features help them read informational text.

OPTION 2 With adult assistance, have students use a concept map to chart one central idea and its supporting details in the informational text they are reading. Ask them to write the central idea in the center of the map and then fill in the details.

ELAR, Grade 3 (IMRA)

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

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

Change Type: Editorial Change

Current Page Number(s):

Location:

top of page, Fact-Finding in the Field

middle of page, Example

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forppage=223

Original Text:

FACT FINDING IN THE FIELD Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural surroundings. It allows you to identify and gather relevant information and gain firsthand knowledge. You can then demonstrate understanding of the information you gathered.

EXAMPLE Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They went to the lot to do field research. They took pictures and then demonstrated their understanding of how to improve the land by drawing a plan of the garden they want. What information would you add to their research?

Updated URL:

Updated Text:

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

Change Type: Editorial Change
Current Page Number(s):
Location:
top of page, Collaborate

Original URL:

Original Text:
COLLABORATE

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

support your opinion? Do you need to add more specific information?

Updated URL:

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

Updated Text:

COLLABORATE

Ask an adult to take you and your partner to the park or playground you want to improve. Identifying and gathering information from a variety of sources, such as articles, photos, maps, and books before you go will help inform your notes and photographs at the park. With your partner, discuss ideas from your notes and photos that will be important for your letter.

Discuss your research results. How did identifying and gathering information from a variety of sources prior to your research help you? How did the field research help to support your opinion? Do you need to add more specific information?

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

Change Type: Editorial Change

Current Page Number(s):

Location:

top of page, Collaborate

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forp page=839

Original Text:

COLLABORATE

With your partner, review your research plan and your

goals. Work together following rules, norms, and protocols, such as

each person choosing one goal. Use the Library of Congress Web site to

recognize characteristics of multimodal and digital texts for your research.

Then use those texts to identify and gather relevant facts, details, and

images for your poster.

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

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

Component: myView Grade 3 Langauge Awareness Handbook (ISBN: digital only, no ISBN)

Change Type: Editorial Change

Current Page Number(s):

Location:
Word Study: Vowel Patterns (middle of the page) and related Language Objective

Original URL:
https://www.savvasrealize.com/content/viewer/standalone/loader/view/c76769-33c6-bd3f-62edede38a6b/75/nonscorable?programId=549dcfc0-15aa-305a-87a6-2e775502e1f6&programVersion=0&programName=myView%20Literacy%15aa-305a-87a6-2e775502e1f6/0

Original Text:
Word Study: Vowel Patterns

REVIEW Tell students that the vowel patterns ei, eigh are pronounced in a single sound, although the sound varies in different words.

GUIDE PRACTICE Write on the board: eight, weigh, weight, ceiling, receipt, either, neither, height. Underline the vowel patterns ei and eigh

and model how to decode and pronounce each word, focusing on the different vowel sounds. Guide students to use their fingers to underline

the vowel patterns as they pronounce each word.

ON THEIR OWN Have students decode and pronounce the words on p. 492 of the Student Interactive. Then challenge students to look for

words with the vowel patterns ei, eigh in the text.
LANGUAGE OBJECTIVE Learn relationships between sounds and letters.

Updated URL:
https://us-school.pk12ls.com/school/8332b062-de3b-4489-86dc-3ef0a5e19c1b/0055_MyView20_LAH03_U05W02.pdf

Updated Text:
Word Study: Vowel Patterns

REVIEW Guide students to recognize that the vowel patterns ei and eigh are pronounced as a single sound, although the sound varies in different words.

GUIDE PRACTICE Display these newly acquired vocabulary words on the board: eighty, eighteen, weigh, weightless, height, ceiling, neighbor, receive. Underline the vowel patterns ei and eigh and model how to decode and pronounce each word, focusing on the different vowel sounds. Guide students to use their fingers to underline

the vowel patterns as they pronounce each word.

ON THEIR OWN take turns challenging each other to find and pronounce words with the vowel pattern. Ask: how does recognizing this vowel pattern help you read other vocabulary new to you?

LANGUAGE OBJECTIVE: Recognize vowel patterns in newly acquired vocabulary.

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

Change Type: Editorial Change
Current Page Number(s):
Location:
ELL Targeted Support, left column

Original URL:
https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forp page=1013

Original Text:
SPEAK ABOUT CHARACTERS

By creating a strong historical fiction character, a writer helps readers get a sense of what it

was like to live in a different time. Help students use plot and character vocabulary in context to

speak about the characters in their historical fiction. Have students draw a picture of their main

character. Ask students to name their character. Use sentence frames to help them describe the

character, such as: My character lives in ___. She likes to ___. Her job is ___. BEGINNING

Provide pairs with a list of questions that will help them describe their main character. Have partners take turns asking and answering

questions. Create questions such as: What was a regular day like for your

character? What did your character do for fun? What strengths does your character have? Work with students to incorporate some of these ideas into their stories. INTERMEDIATE

Challenge students to include details about their main character that show inner qualities, such as, courage, determination, or loyalty. Have students tell a partner how these qualities will help the character solve the problem in the story. ADVANCED/ADVANCED HIGH

Updated URL:

https://us-school.pk12ls.com/school/59f36cfc-3eb8-4886-a61f-0a53a096b31a/0177_T00151_0328990833.pdf

Updated Text:
SPEAK ABOUT CHARACTERS

Writers create strong historical fiction characters to help readers get a sense of what it was like to live in a different time and place. Guide students to orally describe their historical character to a partner, using some of the high-frequency words they learned for describing a character, setting, and objects: person, friendly, clothes, independent, community, lives, responsibilities, weather.

Have students draw a picture of their historical character. Ask students to name their character. Then, have students use sentence frames to help describe their character. My character lives in _____. This person likes to _____. My character's job is _____. BEGINNING

Provide pairs with a list of questions that will help them describe their historical character. Remind students that high-frequency words are words that they see, hear, or say most often. Encourage partners to refer to the list of high-frequency words as they answer questions about their character, including the character's appearance, clothes, and the setting in which they live. INTERMEDIATE

Challenge students to include specific details about their character's appearance and inner qualities, such as independent, friendly, loyal. Have students describe their character, using high-frequency words. ADVANCED/ADVANCED HIGH

Change Type: Editorial Change

Current Page Number(s):

Location:

top of page Apply Option 1

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forp
page=921

Original Text:

OPTION 1 My Turn

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

Updated URL:

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

Updated Text:

OPTION 1 My Turn

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

Component: myView Grade 3 Teacher Edition Unit 5 (ISBN: 9798213425482)

Change Type: Editorial Change

Current Page Number(s):

Location:

ELL Targeted Support, right column

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpage=1965

Original Text:

EDIT FOR PUNCTUATION MARKS

Display these sentences: The rabbits ears are soft. He is furry and he is dirty. He is the babys toy. Help students replace the underlined words with the possessive nouns rabbit's and baby's. Model how to create contractions with the words he is. BEGINNING

Add this sentence to those above: I will give him a wash! Help students replace the underlined words with the possessive nouns. Model how to create contractions with the words he is and I will. INTERMEDIATE

Provide pairs with a list of three nouns and two sets of words that can be made contractions. Have them write the possessive form of the nouns and write the contractions. ADVANCED

Have individual students write a poem about an animal, using at least three possessive nouns and four c contractions. ADVANCED HIGH

Updated Text:

EDIT FOR POSSESSIVE CASE

Remind students that possessive nouns show ownership, as in the teacher's computer. Point out that the possessive case of most singular nouns, whether common or proper, is formed by adding 's. Guide students to practice writing possessive nouns by using phrases in the possessive case.

Display this sentence: This is the bedroom of Amanda. Model for students how to rewrite the sentence in the possessive case. Say: In this English sentence, we can simplify the noun phrase by adding 's after Amanda and deleting the word of. Display: This is Amanda's bedroom. On

the board, write: The bone of the dog. The lunch of Carmen. Have student pairs practice writing in the possessive case. BEGINNING

Have student pairs take turns rewriting the noun phrases in the possessive case. Display the following sentences: This is the paper of Sam. The parents of Dave and Jack are here. The music in the elevator is slow. After students rewrite their sentences, have them read them aloud to the partner to compare how the possessive case is made. INTERMEDIATE

Have individual students practice writing a paragraph in which they turn the following nouns and also some pronouns into the possessive case: classroom, office, story, someone, everybody. After students complete their sentences, have them switch papers with a partner to confirm accuracy. ADVANCED

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

Change Type: Editorial Change
Current Page Number(s):
Location:
ELL Targeted Support, left column

Original URL:
https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forp page=1555

Original Text:
REVISE BY ADDING CONNECTING WORDS

Reread a familiar story. Then have students write about and discuss who their favorite character is, using connecting words to explain why.

Provide the following sentence frame: My favorite character is ____ because ___. In a class discussion, brainstorm possible answers, and then ask students to write the complete sentence by filling in the blanks with

their answers. BEGINNING

Have pairs of students write the name of one of the characters and words that describe what they like about the character. Then have partners discuss which connecting words to use to combine a few of their phrases into one or two sentences. INTERMEDIATE

Have pairs of students discuss their character, using as many connecting words as possible. Have each student write their ideas and trade with their partner for peer review of appropriate connecting words and appropriate sentence length. ADVANCED/ADVANCED HIGH

Updated URL:
https://us-school.pk12ls.com/school/a20ef16c-849f-4d06-9778-3aff2dbacbad/0313_T00287_0328990841.pdf

Updated Text:
REVISE BY ADDING CONNECTING WORDS

Reread a familiar story. Then have students talk about one of their favorite characters in the story, using connecting words. Display a list of connecting words for students to refer to, such as however, since, because, for example, or for instance.

Guide students to practice speaking about their favorite character, using the following sentence stems: My favorite character is _____ because_____. For example, I like when _____. Brainstorm other possible responses to help students accurately and easily use connecting words. BEGINNING

Have student pairs name their favorite character from the story. Then, have partners use connecting words to describe why the character is their favorite. Have students practice speaking in longer sentences by using connecting words, such as because, however, for instance, also, and in addition. INTERMEDIATE

Have pairs discuss their character, using a variety of connecting words. First, have each student write some of their ideas on paper. Then, have students work with their partner to accurately combine ideas and details

about their favorite character, using connecting words.
ADVANCED/ADVANCED HIGH

Change Type: Editorial Change

Current Page Number(s):

Location:

middle of the page, Collaborate

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forp page=1643

Original Text:

COLLABORATE

Have students interact with the Library of Congress Web site to identify and gather relevant information from digital texts and media on their topics. Have students demonstrate understanding of the information gathered by taking notes and recording their results on the notecards on p. 413. Encourage them to refer to p. 412 as they work. Students can often find more specific information by carefully selecting their search terms. As students work collaboratively with partners, have them follow agreed-upon rules, norms, and protocols.

Updated URL:

https://us-school.pk12ls.com/school/e33c4b51-c655-4103-bb9f-7a216aaeec99/0398_T00370_0328990841.pdf

Updated Text:

COLLABORATE

Have students interact with the Library of Congress Web site to identify and gather relevant information from a variety of digital texts and media, such as maps, photographs, and articles, on their topics. Have students demonstrate understanding of the information gathered by taking notes and recording their results on the notecards on p. 413. Encourage them to refer to p. 412 as they work. Students can often find more specific

information by carefully selecting their search terms. As students work collaboratively with partners, have them follow agreed-upon rules, norms, and protocols.

Change Type: Editorial Change

Current Page Number(s):

Location:

bottom right

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forppage=1643

Original Text:

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

Updated URL:

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

Updated Text:

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

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

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

Original Text:
TEACHING POINT

Paragraph 2: There is a variety of information at a site that can be identified and gathered. Tell students to look at the whole site, but then identify all the different sources of relevant, or meaningful, information that can be gathered to help with their project. They need to understand the information they gather and why it is helpful for their project.
MODEL AND PRACTICE

Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. They go to the lot to study the area and collect information. They take photos and measurements. They use their field research to draw a plan for the community garden.
COLLABORATE

Send a letter home with students explaining the project and

encouraging parents and guardians to visit a park or playground with students.

Have students write notes to identify and gather relevant information and

evidence from a variety of sources. Tell them to record their field research on

p. 217 of the Student Interactive. For students who are unable to visit a park or

playground, have them develop a field research plan about the information they

would want to collect. Have students show understanding of the information

gathered by discussing with their team why it is important to their project.

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

Updated Text:
TEACHING POINT

Paragraph 2 Explain that before doing field research, students should identify and gather information from a variety of sources about their topic. Tell them that photographs, books, articles, maps, and other forms of media can help them focus on data they'll want to collect for their research. Point out that students should focus their searches on key words and ideas in order to identify and gather the most relevant information.
MODEL AND PRACTICE

Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. Before they go, they identify and gather pertinent articles, photos, and maps to help them. They use their field research to draw a plan for the community garden.
COLLABORATE

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

Change Type: Editorial Change

Current Page Number(s):

Location:

bottom of page

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forp... page=421

Original Text:

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

Updated URL:

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

Updated Text:

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

ELAR, Grade 4 (IMRA)

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

Component: myView Grade 4 Student edition (ISBN: 9798213425253)

Change Type: Editorial Change

Current Page Number(s):

Location:

My Turn item 5

Original URL:

https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G4_SE/html/html5forp... page=1084

Original Text:

There are twenty children ____ (child) in my math class.

Updated Text:

There are twenty _____ (child) in my math class.

Component: myView Grade 4 Student edition (ISBN: 9798213425260)

Change Type: Editorial Change
Current Page Number(s):
Location:
-ent, row three
numbering

Original URL:

https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G4_SE/html/html5forpc page=913

Original Text:
Examples: permanent, absent, convenient, violent

1. They studiend the violent eruptions of the past.

2. They confirmed the existence of extinct volcanoes.

3. Scientists have taken measurements of the lava's progress.

4. In legends, events may awaken a sleeping volcano.

Updated URL:

https://us-school.pk12ls.com/school/7d46be4c-4123-42fb-8183-589bd2d9a256/0490_000490_0328941735.pdf

Updated Text:
Examples: permanent, absent, convenient

1. They confirmed the existence of extinct volcanoes.

2. Scientists have taken measurements of the lava's progress.

3. In legends, events may awaken a sleeping volcano.

Change Type: Editorial Change
Current Page Number(s):
Location:
middle of page ,second bullet

Original URL:
https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G4_SE/html/html5forpc?page=955

Original Text:
trans/form re/heat func/tion

Updated URL:
https://us-school.pk12ls.com/school/fbc7b056-3cd3-4cf4-afd4-0b95d33b3183/0532_000532_0328941735.pdf

Updated Text:
trans/form func/tion

Change Type: Editorial Change
Current Page Number(s):
Location:
Intro paragraph, fourth sentence

Original URL:
https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G4_SE/html/html5forpc?page=494

Original Text:

The letters or, ore, and oar can spell the vowel sound you hear in the word for.

Updated URL:
https://us-school.pk12ls.com/school/84fbf1b5-d4b3-4a5f-abf1-ae846f3d6903/0071_000071_0328941735.pdf

Updated Text:
The letters or, ore, and oar can spell the cowel sound you hear in the word for, while the letters -ear can spell the vowel sound you hear in the word learn.

Change Type: Editorial Change
Current Page Number(s):
Location:
Into paragraph, last sentence

Original URL:
https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/TX_myV_2020_G4_SE/html/html5forpc page=1098

Original Text:
Use what you know about r-controlled vowels to correctly spell words with the patterns ar, er, ir, ur, or, ore, and oar.

Updated URL:
https://us-school.pk12ls.com/school/9a7aa034-e792-4caa-ac62-4d5591f98e69/0095_RDG20_OSR04_U03W02_SP_ANNO.pdf

Updated Text:
Use what you know about r-controlled vowels to correctly spell words with the patterns ar, er, ir, ur, or, ore, oar, and ear.

Component: myView Grade 4 Teacher Edition (ISBN: 9798213425505)

Change Type: Editorial Change
Current Page Number(s):

Location:

Left column, Close Read, Analyze Plot and Setting, 4th paragraph, "Possible Response" first sentence.

Original URL:

https://us-school.pk12ls.com/school/c33b0f6b-0160-4cc7-8126-e90cc252c486/TX_myV_2020_G4_TE/TX_myV_2020_G4_TE/html/html5forppage=625

Original Text:

Minn was a warm-blooded reptile, meaning she needed warm water or air to survive.

Updated URL:

https://us-school.pk12ls.com/school/433d7027-2c24-4eb0-9f84-067308840d56/0206_T00180_0328990876.pdf

Updated Text:

Minn was a cold-blooded reptile, meaning she needed warm water or air to survive.

Publisher: Texas Education Agency, Open Education Resources

ELAR, Grade K (IMRA)

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

Component: Grade K Unit 11 Exploring Art Family Support Letter (Spanish) (ISBN: 9798890726346)

Change Type: Editorial Change
Current Page Number(s):
Location:
Family Support Letter

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_FSL_SPA

Original Text:

Family Support Letter

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

Component: Grade K Unit 7 Serving Our Neighbors Family Support Letter Spanish (ISBN: 9798890726308)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_FSL_SPAN

Original Text:

1

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

Component: Grade K Unit 7 Serving Our Neighbors Family Support Letter (English) (ISBN: 9798890724670)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

Original Text:

1

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

Component: Grade K Unit 11 Exploring Art Family Support Letter (English) (ISBN: 9798890724885)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

Original Text:

Family Support Letter

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

Component: Grade K Unit 8 Skills Teacher Guide (ISBN: 9798890728456)

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 6 Lesson 9 Lesson 11 Lesson 13 Lesson 16 Lesson 17 Lesson 18 Lesson 19 Lesson 20

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_Skills_TG

Original Text:

pgs 1-13 (Introduction) pgs 14 - 26 (Lesson 1) pgs 27 - 37 (Lesson 2) pgs 38 - 48 (Lesson 3) pgs. 39 - 57 (Lesson 4) pgs. 68 - 79 (Lesson 6) pgs. 99 -107 (Lesson 9) pgs. 119 - 126 (Lesson 11) pg 138 - 148 (Lesson 13) pgs 172 - 181 (Lesson 16) pgs. 182 - 192 (Lesson 17) pgs. 193 - 201 (Lesson 18) pgs. 202 - 211 (Lesson 19) pgs. 212 - 219 (Lesson 20)

Updated URL:

https://tea.sharefile.com/public/share/web-s29bf1c03f281420da70d2a31b0495fbb

Updated Text:

Text edited in lessons 1-4, 6, 9, 11, 13, and 16-20.

Component: Grade K Unit 1 Skills Teacher Guide (ISBN: 9798890728203)

Change Type: Editorial Change
Current Page Number(s):
Location:
Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U1_Skills_TG

Original Text:
pgs. 100-112 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-s27d262cce1b84c88ab8f6cd3205207e9

Updated Text:

Text edited in Pausing Point.

Component: Grade K Unit 3 Fairy Tales and Folktales Teacher Guide (ISBN: 9798890728784)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit Review

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U3_TG_ENG_

Original Text:

pgs. 104-106 (Unit Review)

Updated URL:

https://tea.sharefile.com/public/share/web-s0d5268519a1245028b1022351d04275a

Updated Text:

Text edited in Unit Review.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 4 Lesson 6 Lesson 8 Lesson 9

Original URL:

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

Original Text:

pgs. 11-23 (L1) pgs. 51-66 (Lesson 4) pgs. 84-96 (Lesson 6) pgs. 111-124 (Lesson 8) pgs. 125-137 (Lesson 9)

Updated URL:

N/A

Updated Text:

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

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

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 8A

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U1_TG_ENG.

Original Text:
pgs. 116-123 (Lesson 8A)

Updated URL:
https://tea.sharefile.com/public/share/web-s0b9566a920b440b99495a49be4232218

Updated Text:
Text edited in lesson 8A.

Component: Grade K Unit 6 Skills Teacher Guide (ISBN: 9798890728357)

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 11

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_Skills_TG

Original Text:
p. 139

Updated URL:

Updated Text:

Text edited in lessons 11.

Component: Grade K Unit 7 Serving Our Neighbors Digital Component (ISBN: 9798890723079)

Change Type: Editorial Change

Current Page Number(s):

Location:

2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U7_DC_ENG.

Original Text:

2

Updated URL:

N/A

Updated Text:

Text edited in the Digital Components.

Component: Grade K Unit 5 Skills Teacher Guide (ISBN: 9798890728319)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U5_Skills_TG

Original Text:

pgs. 23-34 (Lesson 2)

Component: Grade K Unit 8 Kings and Queens Activity Book (ISBN: 9798890723116)

Change Type: Editorial Change

Current Page Number(s):

Location:

UA.2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_AB_ENG.

Original Text:

pg. 27 (UA.2)

Updated URL:

https://tea.sharefile.com/public/share/web-s9187f0f4ec554648bddf636d2e3e2094

Updated Text:

Image updated.

Component: Grade K Unit 6 Colonial and Native AmericansFlip Book (ISBN: 9798890723031)

Change Type: Editorial Change

Current Page Number(s):

Location:

2A-11, 7A-7

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_FB_ENG.

Original Text:

2A-11, 7A-7

Updated URL:

https://tea.sharefile.com/public/share/web-s480767b5db2f445e9addec2259a6d90f

Updated Text:

Image updated and one image removed, subsequent image numbers updated.

Component: Grade K Unit 11 Exploring Art Teacher Guide (ISBN: 9798890723208)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 3 Lesson 15

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U11_TG_ENG

Original Text:

pgs. 32-45 (Lesson 3) pgs. 174-181 (Lesson 15)

Updated URL:

https://tea.sharefile.com/public/share/web-s97d8b5b24da24700938ce2ad7601b439

Updated Text:

Text edited in lessons 3 and 15.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 6 Lesson 7 Lesson 8 Lesson 10

Original URL:

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

Original Text:

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

Updated URL:

https://tea.sharefile.com/public/share/web-s6c164cc70047462a92ec310b122a073e

Updated Text:

Text edited in lessons 1, 2, 6-8, and 10.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 7 Lesson 10

Original URL:

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

Original Text:

pgs. 126-137 (Lesson 10)

Updated URL:

https://tea.sharefile.com/public/share/web-s6c164cc70047462a92ec310b122a073e

Updated Text:

Text edited, images updated in Lessons 7 and 10.

Component: Grade K Unit 6 Colonial and Native AmericansTeacher Guide (ISBN: 9798890723017)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 5 Lesson 7 Lesson 8

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U6_TG_ENG.p

Original Text:

pgs. 5-18 (Lesson 1) pgs. 19-32 (Lesson 2) pgs. 67-79 (Lesson 3) pgs 94-107 (Lesson 7) pgs. 108-120 (Lesson 8)

Updated URL:

https://tea.sharefile.com/public/share/web-sb903519de456464ea8b5c4bd11c70439

Updated Text:

Text edited in lesson 1-3, 7, and 8.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

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

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-45 (Materials and Resources) pgs. 73-74 (Additional References)

Updated URL:

Updated Text:

Text edited in "Writing about Reading."

Component: Grade Kinder Unit 10 America Our Great Country Teacher Guide (ISBN: 9798890723154)

Change Type: Editorial Change

Current Page Number(s):

Location:

Front Matter Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U10_TG_ENG

Original Text:

Front Matter pgs. 6-22 (Lesson 1) pgs. 23-34 (Lesson 2) pgs. 35-48 (Lesson 3) pgs. 49 - 60 (Lesson 4) pgs. 61-74 (Lesson 5) pgs. 78-91 (Lesson 6) pgs. 92-106 (Lesson 7) pgs. 106-116 (Lesson 8) pgs. 117-130 (Lesson 9)

Updated URL:

N/A

Updated Text:

Text edited in unit front matter and lessons 1-9.

Component: Grade K Unit 8 Kings and Queens Flip Book (ISBN: 9798890723130)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 7

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_GK_U8_FB_ENG.

Original Text:

7A-1

Updated URL:

https://tea.sharefile.com/public/share/web-s760b60a0cf4447fb93918153d8ba8cad

Updated Text:

Image updated.

Component: All Grade K components (ISBN: 9798890723444)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Kindergarten components

Original URL:

https://tea.sharefile.com/public/share/web-s4ad033244f0d4a3cb2c58e1d8d5a564d

Original Text:

OER K-5 Reading Language Arts branded throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s1cd452025ef74d4896f6ebfe6e3b8769

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Please see sample mock-up linked here for an example of branding updates.

ELAR, Grade 1 (IMRA)

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

Component: Grade 1 Unit 4 Skills Reader (ISBN: 9798890728067)

Change Type: Editorial Change

Current Page Number(s):

Location:

"The Green Fern Zoo"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U4_Skills_RDI

Original Text:

1

Updated URL:

https://tea.sharefile.com/public/share/web-s3caba64f2a7b4dc49c7089120f0fd13b

Updated Text:

Image updated.

Component: Grade 1 Unit 1 Sharing Stories Teacher Guide (ISBN: 9798890722867)

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lesson 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_TG_ENG.

Original Text:

pgs. 1-5 (introduction) pgs. 107-120 (Lesson 9)

Updated URL:

https://tea.sharefile.com/public/share/web-s948d83d0d2e443989d0ffc80995edc4b

Updated Text:

Text edited in Introduction.

Component: Grade 1 Unit 4 Skills Teacher Guide (ISBN: 9798890728036)

Change Type: Editorial Change

Current Page Number(s):

Location:

Introuciton Lessons 1-23

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U4_Skills_TG

Original Text:

pgs. 1-8 (Introduction) pgs. 9-259 (Lessons 1-23)

Updated URL:

https://tea.sharefile.com/public/share/web-sf6baef6b6de247959239e858c2e87890

Updated Text:

Text edited in the Unit Introduction and Lessons 1-23.

Component: Grade 1 Unit 1 Skills Reader (ISBN: 9798890728869)

Change Type: Editorial Change

Current Page Number(s):

Location:

throughout

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_Skills_RDI

Original Text:

pg. 1 (1.1) throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s7bc01363fe134721b5343034199f6a36

Updated Text:

Text edited in activity page 1.1. Edit made to a character name throughout, images updated.

Component: Grade 1 Unit 1 Skills Big Book (ISBN: 9798890728852)

Change Type: Editorial Change

Current Page Number(s):

Location:

10 - 81

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_Skills_BB

Original Text:

10 - 81

Updated URL:

N/A

Updated Text:

Edit made to a character name throughout, images updated.

Component: Grade 1 Unit 7 Skills Reader (ISBN: 9798890727718)

Change Type: Editorial Change

Current Page Number(s):

Location:

"The Red Dish" "The Holiday"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U7_Skills_RDI

Original Text:

pgs. 14-21 ("The Red Dish") pgs. 26-31 ("The Holiday")

Updated URL:

https://tea.sharefile.com/public/share/web-s1dbdcd6907c1498e98c7c584741c3ed9

Updated Text:

Text edited in "The Red Dish" and "The Holiday," as well as one edit to a character name throughout. Images updated.

Component: Grade 1 Unit 7 Skills Teacher Guide (ISBN: 9798890727688)

Change Type: Editorial Change

Current Page Number(s):

Location:
Lesson 2 Lesson 9 Additional Support

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U7_Skills_TG

Original Text:
pgs. 17-26 (Lesson 2) pgs. 85-95 (Lesson 9) pgs. 243-275 (Additional Support)

Updated URL:
https://tea.sharefile.com/public/share/web-sb1c3bd6ed96b407f84241d889d7d900f

Updated Text:
Texte edited in lessons 2, 9 and "Additional Support" and one edit made to a character name throughout.

Component: Grade 1 Unit 1 Skills Teacher Guide (ISBN: 9798890728838)

Change Type: Editorial Change

Current Page Number(s):

Location:
Lesson 1 Lesson 2 Lesson 10 throughout

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_Skills_TG

Original Text:

pgs. 19-33 (Lesson 1) pgs. 34-50 (Lesson 2) pgs. 118-135 (Lesson 10) throughout

Updated URL:

https://tea.sharefile.com/public/share/web-sf9cbf64986d140de81b199adaadf2af9

Updated Text:

Text edited in lessons 1 and 2. Edit made to a character name throughout, images updated.

Component: Grade 1 Unit 3 Skills Reader (ISBN: 9798890727664)

Change Type: Editorial Change

Current Page Number(s):

Location:

"The Hares and the Frogs"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U3_Skills_RDI

Original Text:

24-28

Updated URL:

https://tea.sharefile.com/public/share/web-s5af31d3decbd474d9d2e35fd3fb51fbd

Updated Text:

Text edited in "The Hares and the Frogs."

Component: Grade I Unit 3 Skills Big Book (ISBN: 9798890727671)

Change Type: Editorial Change

Current Page Number(s):

Location:

"The Hares and the Frogs"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U3_Skills_BB_

Original Text:

24-28

Updated URL:

https://tea.sharefile.com/public/share/web-
sd4a01d481ef543bab2034d5073c7b219

Updated Text:

Images edited in "The Hares and the Frogs."

Component: Grade 1 Unit 1 Skills Activity Book (ISBN: 9798890728821)

Change Type: Editorial Change
Current Page Number(s):
Location:
31-32, 97 - 185

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U1_Skills_AB_

Original Text:

31-32, 97 - 185

Updated URL:
N/A

Updated Text:

Edit made to a character name throughout.

Component: Grade 1 Unit 7 Skills Activity Book (ISBN: 9798890727695)

Change Type: Editorial Change
Current Page Number(s):
Location:
"The Red Dish"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U7_Skills_AB_

Original Text:

pgs. 33 & 34 ("The Red Dish")

Updated URL:

https://tea.sharefile.com/public/share/web-s18f6269efaed46c09f810c746aa719c7

Updated Text:

Text edited in "The Red Dish" as well as one edit to a character name throughout. Images updated.

Component: Grade 1 Unit 3 Early American Civilizations Teacher Guide (ISBN: 9798890727725)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 3 Lesson 7

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U3_TG_ENG_

Original Text:

pgs. 35-45 (Lesson 3) pgs. 95-107 (Lesson 7)

Updated URL:

https://tea.sharefile.com/public/share/web-s4a9d1c5cb41b41bfa37898de3ea27505

Updated Text:

Text edited in lesson 3.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U3_Skills_TG

Original Text:

pgs. 36-49 (Lesson 3)

Updated URL:

https://tea.sharefile.com/public/share/web-sd0d6d3594f944cb0ae5368f9cccb0ad1

Updated Text:

Text edited in lesson 3.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

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

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational LIteracy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-45 (Materials and Resources) pgs. 73-74 (Additional References)

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

Component: Grade 1 Unit 8 American Independence Teacher Guide (ISBN: 9798890722911)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U8_TG_ENG.

Original Text:

pgs. 7-21 (Lesson 1)

Updated URL:

N/A

Updated Text:

Text edited in lesson 1.

Component: Grade 1 Unit 6 Skills Teacher Guide (ISBN: 9798890729811)

Change Type: Editorial Change

Current Page Number(s):

Location:

Teacher Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U6_Skills_TG

Original Text:

pgs. 1-248 (Lessons 1-25)

Updated URL:

Updated Text:

Text edited in TEKS footers.

Component: Grade 1 Unit 6 Skills Reader (ISBN: 9798890729842)

Change Type: Editorial Change

Current Page Number(s):

Location:

"The Harvest Marvel"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U6_Skills_RDI

Original Text:

pgs. 80 - 85 ("The Harvest Marvel")

Updated URL:

https://tea.sharefile.com/public/share/web-s0e5bf99a60a54af591d1fbaf006ae9eb

Updated Text:

Text edited in "The Harvest Marvel."

Component: Grade 1 Unit 4 Astronomy Teacher Guide (ISBN: 9798890729224)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 6

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U4_TG_ENG.

Original Text:

pgs. 90 - 103 (L6)

Updated URL:

https://tea.sharefile.com/public/share/web-s5458a5ec33714b6dba28fb266fb94e99

Updated Text:

Text edited in Lesson 6.

Component: All Grade 1 components (ISBN: 9798890723451)

Change Type: Editorial Change

Current Page Number(s):

Location:

All KGrade 1 components

Original URL:

https://tea.sharefile.com/public/share/web-s4ad033244f0d4a3cb2c58e1d8d5a564d

Original Text:

OER K-5 Reading Language Arts branded throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s0c1b6b1840934c0d8db4e31244b8fa1b

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

ELAR, Grade 2 (IMRA)

Program: OER K-5 Reading Language Arts_Grade 2

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction

Original URL:

Original Text:

Pgs. 1-19 (Introduction)

Updated URL:

https://tea.sharefile.com/public/share/web-s2d3ab4190b804f42ae3aa6eb7d7816a8

Updated Text:

Text edited in Cursive Writing section.

Component: Grade 2 Unit 10 Fighting for a Cause Teacher Guide (ISBN: 9798890722720)

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Pausing Point Lesson 7 Lesson 8 Lesson 9 Lesson 13 Unit Review Culminating Activities

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG

Original Text:

pgs. 1-5 (Introduction) pgs. 6-12 (Lesson 1) pgs. 22-36 (Lesson 2) pgs. 37-50 (Lesson 3) pgs. 51-63 (Lesson 4) pgs. 64-79 (Lesson 5) pgs. 80-92 (Lesson 6) pgs. 93-97 (Pausing Point) pgs. 98-111 (Lesson 7) pgs. 112-128 (Lesson 8) pgs. 129-142 (Lesson 9) pgs. 192-202 (Lesson 13) pgs. 217-219 (Unit Review) pgs. 223-225 (Culminating Activities)

Updated URL:

N/A

Updated Text:

Text edited in the introduction lessons 1-9, 13, Pausing Points, and Culminating Activities.

Component: Grade 2 Unit 6 Skills The War of 1812 Reader (ISBN: 9798890727381)

Change Type: Editorial Change

Current Page Number(s):

Location:

"Trouble with the British" "The Attack on Washington, D.C." "Our National Anthem" "Making Sense of the National Anthem"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U6_Skills_RDI

Original Text:

pgs. 12-23 ("Trouble with the British") pgs. 46-53 ("The Attack on Washington, D.C.") pgs. 92-101 ("Our National Anthem") pgs. 102-113 ("Making Sense of the National Anthem")

Updated URL:

https://tea.sharefile.com/public/share/web-sd4ababf41e4c4a3ead3b4b44327b1b17

Updated Text:

Text and images edited.

Component: Grade 2 Unit 4 Skills Reader (ISBN: 9798890727275)

Change Type: Editorial Change

Current Page Number(s):

Location:

"Brooklyn" "Drummer's Grove" "The Gym" "The Subway" "The Tally" "Battery Park"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U4_Skills_RDI

Original Text:

pgs. 14-21 ("Brooklyn") pgs. 22-27 ("Drummer's Grove") pgs. 34-41 ("The Gym") pgs. 54-59 ("The Subway") pgs. 100-107 ("The Tally") pgs. 118-125 ("Battery Park")

Updated URL:

https://tea.sharefile.com/public/share/web-s466168200bc9495ba2c9a2ba6fb8851d

Updated Text:

Images updated.

Component: Grade 2 Unit 7 The U.S. Civil War Activity Book (ISBN: 9798890722683)

Change Type: Editorial Change

Current Page Number(s):

Location:

17-18

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_AB_ENG.p

Original Text:

pgs. 17-18 (Activity 5.1)

Updated URL:

N/A

Updated Text:

Text edited in activity 5.1

Component: Grade 2 Unit 2 Skills Activity Book (ISBN: 9798890727169)

Change Type: Editorial Change

Current Page Number(s):

Location:

PP.39

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U2_Skills_AB

Original Text:

pg. 193 (PP.39)

Updated URL:

https://tea.sharefile.com/public/share/web-s1ef6bb6c8fd147bc8896cbc8654971a2

Updated Text:

Text edited in PP.39.

Component: Grade 2 Unit 3 Skills Reader (ISBN: 9798890727237)

Change Type: Editorial Change

Current Page Number(s):

Location:

"A Letter from the Publisher" "The Soccer Twins, Part I" "Jump!" "The Splash Artist" "The Math Contest"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_Skills_RDI

Original Text:

pgs. 2-3 ("A Letter from the Publisher") pgs. 44-47 ("The Soccer Twins, Part I") pgs. 52-57 ("Jump!") pgs. 64-71 ("The Splash Artist") pgs. 80-85 ("The Math Contest")

Updated URL:

https://tea.sharefile.com/public/share/web-s56bb92c8df2e47269b92d5b054e9ba1f

Updated Text:

Images updated.

Component: Grade 2 Unit 2 Skills Teacher Guide (ISBN: 9798890727176)

Change Type: Editorial Change

Current Page Number(s):

Location:

Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U2_Skills_TG

Original Text:

pgs. 227-248 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-s6905ed1d767f43a5a12e277c050fb981

Updated Text:

Text edited in Pausing Point.

Component: Grade 2 Unit 6 Skills The War of 1812 Teacher Guide (ISBN: 9798890727350)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U6_Skills_TG

Original Text:

pgs. 23-33 (Lesson 2) pgs. 120-134 (Lesson 11)

Updated URL:

https://tea.sharefile.com/public/share/web-s261148da939c4dfcbae336fe2fa159a0

Updated Text:

Text edited in lessons 2 and 11.

Component: Grade 2 Unit 3 Skills Teacher Guide (ISBN: 9798890727213)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Lesson 14

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_Skills_TG

Original Text:

pgs. 24-36 (Lesson 2) pgs. 187-196 (Lesson 14)

Updated URL:

https://tea.sharefile.com/public/share/web-s42e497c7d9f5456db0cccc8ba691c1a9

Updated Text:

Text edited in lessons 2 and 14.

Component: Grade 2 Unit 7 The U.S. Civil War Flip Book (ISBN: 9798890722706)

Change Type: Editorial Change

Current Page Number(s):

Location:

2A-6

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_FB_ENG.

Original Text:

2A-6

Updated URL:

N/A

Updated Text:

Image updated.

Component: Grade 2 Unit 6 Insects Teacher Guide (ISBN: 9798890728111)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U6_TG_ENG.p

Original Text:

pgs. 37-49 (Lesson 3)

Updated URL:

https://tea.sharefile.com/public/share/web-
sd5a734f97c85475e9079877a964d187c

Updated Text:

Text edited in lesson 3.

Component: Grade 2 Unit 5 Skills Activity Book (ISBN: 9798890727282)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Lesson 3 Lesson 8 Lesson 11 Lesson 16

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U5_Skills_AB

Original Text:

pgs. 5-12 (Lesson 2) pgs. 13-20 (Lesson 3) pgs. 55-66 (Lesson 8) pgs. 79-88
(Lesson 11) pgs. 107-112 (Lesson 16)

Updated URL:

Updated Text:

Text edited in lessons 2, 3, 8, 11 and 16.

Component: Grade 2 Unit 3 Skills Activity Book (ISBN: 9798890727206)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_Skills_AB

Original Text:

pgs. 52-67 (Lesson 4)

Updated URL:

https://tea.sharefile.com/public/share/web-s57374ed0c29c40ceaeb6fe79e8617221

Updated Text:

Text edited in lesson 4.

Component: Grade 2 Unit 5 Cycles of Nature Teacher Guide (ISBN: 9798890729859)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U5_TG_ENG.

Original Text:

pgs. 53-64 (Lesson 4)

Updated URL:

https://tea.sharefile.com/public/share/web-s913554e3d3cc4c3ab2380fd08cd42d7a

Updated Text:

Text edited in lesson 4.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

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

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-45 (Materials and Resources) pgs. 73-74 (Additional References)

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

Updated Text:

Text edited in multiple sections.

Component: Grade 2 Unit 7 The U.S. Civil War Teacher Guide (ISBN: 9798890722676)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_TG_ENG.

Original Text:

pgs. 6-19 (Lesson 1) pgs. 20-35 (Lesson 2) pgs. 70-86 (Lesson 5) pgs. 92-109 (Lesson 6) pgs. 110-123 (Lesson 7) pgs. 124-139 (Lesson 8) pgs. 140-155 (Lesson 9)

Updated URL:

N/A

Updated Text:

Text and images edited in lessons 1, 2, and 5-9.

Component: Grade 2 Unit 11 Flight and the Story of Aviation Teacher Guide (ISBN: 9798890722775)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 14

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U11_TG_ENG

Original Text:

pgs. 6-20 (Lesson 1) pgs. 154-159 (Lesson 14)

Updated URL:

https://tea.sharefile.com/public/share/web-s104072e7631643b6808bf3a268f60861

Updated Text:

Text edited in lessons 1 and 14.

Component: Grade 2 Unit 2 Ancient Greeks Teacher Guide (ISBN: 9798890728975)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 3 Lesson 5 Lesson 6 Lesson 7 Pausing Point Lesson 10 Unit Assessment

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U2_TG_ENG.

Original Text:

pgs. 7-19 (Lesson 1) pgs. 20-35 (Lesson 2) pgs. 35-47 (Lesson 3) pgs. 64-77 (Lesson 5) pgs. 78-92 (Lesson 6) pgs. 93-108 (Lesson 7) pgs. 98-103 (Pausing Point) pgs. 114-127 (Lesson 10) pgs. 198-201 (Unit Assessment)

Updated URL:

https://tea.sharefile.com/public/share/web-sda34f0d36e294ae896f7baea45f335ce

Updated Text:

Text edited in lessons 1, 2, 3, 5-7, 10, Pausing Point, and Unit Assessment.

Component: Grade 2 Unit 9 Land of Opportunity Teacher Guide (ISBN: 9798890727787)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 5 Lesson 6 Lesson 10

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U9_TG_ENG.

Original Text:

pgs. 7-20 (Lesson 1) pgs. 60-75 (Lesson 5) pgs. 75-87 (Lesson 6) pgs. 139-152 (Lesson 10)

Updated URL:

https://tea.sharefile.com/public/share/web-s694399282307455495d3f6b2a5980048

Updated Text:

Text edited in lessons 1, 5, 6, and 10.

Component: Grade 2 Unit 1 Fairy Tales and Tall Tales Teacher Guide (ISBN: 9798890728937)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U1_TG_ENG.p

Original Text:

pgs. 7-23 (Lesson 1)

Updated URL:

https://tea.sharefile.com/public/share/web-s3c65d02f884e44368042914677507bb6

Updated Text:

Text edited in lesson 1.

Component: Grade 2 Unit 3 Stories of Ancient Greeks Teacher Guide (ISBN: 9798890727480)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_TG_ENG.p

Original Text:

pgs. 7-24 (Lesson 1) pgs. 24-38 (Lesson 2) pgs. 39-51 (Lesson 3) pgs. 52-66 (Lesson 4) pgs. 66-81 (Lesson 5) pgs. 66-81 (Lesson 6) pgs. 101-111 (Lesson 7) pgs. 112-125 (Lesson 8) pgs. 126-139 (Lesson 9)

Updated URL:

https://tea.sharefile.com/public/share/web-s1c2569ce48f647378dca7af9316f723f

Updated Text:

Text edited in lessons 1-6 and 7-9.

Component: Grade 2 Unit 4 The War of 1812 Teacher Guide (ISBN: 9798890728159)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 5 Lesson 6

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U4_TG_ENG.p

Original Text:

pgs. 73-86 (Lesson 5) pgs. 87-101 (Lesson 6)

Updated URL:

https://tea.sharefile.com/d-sd7503a73123f4f528461c4e7d7fa8463

Updated Text:

Text edited in lessons 5 and 6.

Component: Grade 2 Unit 5 Skills Teacher Guide (ISBN: 9798890727299)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 3 Lesson 8 Lesson 11 Lesson 15

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U5_Skills_TG

Original Text:

pgs. 9-20 (Lesson 1) pgs. 32-44 (Lesson 3) pgs. 105-114 (Lesson 8) pgs. 133-144 (Lesson 11) pgs. 171-181 (Lesson 15)

Updated URL:

https://tea.sharefile.com/public/share/web-s623cf86d59f14bd0a3538e279f17b917

Updated Text:

Text edited in lessons 1, 3, 8, 11 and 15.

Component: Grade 2 Unit 4 Skills Teacher Guide (ISBN: 9798890727251)

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction

Lessons 1 - 25

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U4_Skills_TG

Original Text:

pgs. 1-6 (Introduction)
pgs. 7-286 (Lessons 1-25)

Updated URL:

https://tea.sharefile.com/public/share/web-s5e75d74953aa43fb9d92023d0c45ed2d

Component: All Grade 2 components (ISBN: 9798890723468)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 2 components

Original URL:

https://tea.sharefile.com/public/share/web-s4ad033244f0d4a3cb2c58e1d8d5a564d

Original Text:

OER K-5 Reading Language Arts branded throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s0c1b6b1840934c0d8db4e31244b8fa1b

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Please see sample mock-up linked here for an example of branding updates.

ELAR, Grade 3 (IMRA)

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

Component: Grade 3 Unit 3 Skills Student Reader (ISBN: 9798890720368)

Change Type: Editorial Change

Current Page Number(s):

Location:

p. 9, 13, 50, 65

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U3_Skills_RDi

Original Text:

p. 9, 13, 50, 65

Updated URL:

N/A

Updated Text:

Text and images revised.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Teacher Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U7_Skills_TG

Original Text:

pgs. 19-256 (Lessons 1-15)

Updated URL:

https://tea.sharefile.com/public/share/web-sca9d3e9eb7e24a05a81cbfdb928a0548

Updated Text:

Text edited in TEKS footers.

Component: Grade 3 Unit 4 Ancient Rome Family Support Letter (English) (ISBN: 9798890725356)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_FSL_ENG.

Original Text:

Family Support Letter

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

Component: Grade 3 Unit 4 Ancient Rome Family Support Letter (Spanish) (ISBN: 9798890725806)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_FSL_SPAN

Original Text:

Family Support Letter

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lessons 1 - 15

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U3_Skills_TG_

Original Text:

pgs. 1-7 (Introduction) pgs. 8-63 (Lesson 1-15)

Updated URL:

https://tea.sharefile.com/public/share/web-
s03e3014388654aabbf99a4b1500a4a14

Updated Text:

Texts edited in Lessons 1-15.

Component: Grade 3 Unit 2 Animal Classification Activity Book (ISBN: 9798890728685)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 4 Lesson 9 Lesson 12 Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U2_AB_ENG.

Original Text:

pgs. 1-18 (Lesson 1) pgs. 39-50 (Lesson 4) pgs. 89-90 (Lesson 9) pgs. 117-
124 (Lesson 12) pgs. 165-178 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-
sde8ffacb517a4b51a472a98ae05e3e46

Updated Text:

Text edited in lessons 1, 4, 9, 12 and Pausing Point.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Table of Contents Introduction Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 7 Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13

Original URL:

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

Original Text:

Table of Contents pgs. 1-7 (Introduction) pgs. 34-59 (Lesson 2) pgs. 60-85 (Lesson 3) pgs. 86-109 (Lesson 4) pgs. 110-135 (Lesson 5) pgs. 166-185 (Lesson 7) pgs. 206-229 (Lesson 9) pgs. 236-255 (Lesson 10) pgs. 256-273 (Lesson 11) pgs. 274-297 (Lesson 12) pgs. 298-307 (Lesson 13)

Updated URL:

N/A

Updated Text:

Text edited in Table of Contents, Introduction, lesson 2-5, 7, and 9-13 and images updated.

Component: Grade 3 Unit 4 Ancient Rome Activity Book (ISBN: 9798890726780)

Change Type: Editorial Change

Current Page Number(s):

Location:

12.5

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_AB_ENG.p

Original Text:

pgs. 121-122 (12.5)

Updated URL:

N/A

Updated Text:

Text edited in 12.5.

Component: Grade 3 Unit 2 Skills Activity Book (ISBN: 9798890720153)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity Book

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U2_Skills_AB_

Original Text:

throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s93dd1007e8fa4d44af757128080fe4e5

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 10 All That Jazz Teacher Guide (ISBN: 9798890729538)

Change Type: Editorial Change

Current Page Number(s):

Location:

End of Year Assessment

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U10_TG_ENG

Original Text:

pgs. 160-182 (End of Year Assessment)

Updated URL:

Updated Text:

Text edited in End of Year Assessment.

Component: Grade 3 Unit 8 Skills Activity Book (ISBN: 9798890720214)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity Book

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U8_Skills_AB

Original Text:

throughout

Updated URL:

N/A

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 10 Skills Activity Book (ISBN: 9798890720238)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity Book

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U10_Skills_AB

Original Text:

throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s95d1d73be959481a9927d693d7384009

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 7 Native American Regions and Cultures Activity Book (ISBN: 9798890723369)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity 1.2 Activity 2.2

Original URL:

https://tea.sharefile.com/public/share/web-s7cf859f539894cd9b61efb90e8d5f529

Original Text:

pgs. 3-5 (Activity 1.2) pgs. 15-18 (Activity 2.2)

Updated URL:

https://tea.sharefile.com/public/share/web-s7cf859f539894cd9b61efb90e8d5f529

Updated Text:

Text edited in activities 1.2 and 2.2.

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity 1.2 Activity 2.2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U7_AB_ENG.

Original Text:

pgs. 3-5 (Activity 1.2) pgs. 15-18 (Activity 2.2)

Updated URL:

https://tea.sharefile.com/public/share/web-s7cf859f539894cd9b61efb90e8d5f529

Updated Text:

Text edited in activities 1.2 and 2.2.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 9

Original URL:

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

Original Text:

pgs. 212-228 (Lesson 9)

Updated URL:

https://tea.sharefile.com/public/share/web-s3aac50dac8c14f069373f0ee8ccbc22b

Updated Text:

Text edited in lesson 9.

Component: Grade 3 Unit 5 Flash Bang Boom Teacher Guide (ISBN: 9798890729491)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 10 Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U5_TG_ENG.

Original Text:

pgs. 216-239 (Lesson 10) pgs. 240-263 (Lesson 11)

Updated URL:

https://tea.sharefile.com/public/share/web-s9787f97463724306b5e57a4488ba3205

Updated Text:

Images and text updated in lesson 10 and 11.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 15

Original URL:

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

Original Text:

pgs. 246-263 (Lesson 15)

Updated URL:

https://tea.sharefile.com/public/share/web-s13162f546f5c4b1a9d07b2d2e65468fb

Updated Text:

Text edited in lesson 15.

Component: Grade 3 Unit 10 All That Jazz Activity Book (ISBN: 9798890729507)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U10_AB_ENG

Original Text:

pgs. 31-32 (Lesson 11)

Updated URL:

https://tea.sharefile.com/public/share/web-
s07d5581852444c5da5dda895059da42f

Updated Text:

Text edited in lesson 11.

Component: Grade 3 Unit 9 Colonial America Reader (ISBN: 9798890726926)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 4 Chapter 7 Chapter 12

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U9_RDR_ENG

Original Text:

pgs. 32-45 (Chapter 4) pgs. 70-81 (Chapter 7) pgs. 124-133 (Chapter 12)

Updated URL:

https://tea.sharefile.com/public/share/web-
s89448c092f89412c8504c6f9a6f2afbc

Updated Text:

Text edited and images updated in chapters 4, 7, and 12.

Component: Grade 3 Unit 6 Astronomy Reader (ISBN: 9798890727589)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 8

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U6_RDR_ENG

Original Text:

pgs. 49-56 (Chapter 8)

Updated URL:

https://tea.sharefile.com/public/share/web-scd07912250134594a72d08116b1bee4e

Updated Text:

Text edited and images updated in Chapter 8.

Component: Grade 3 Unit 1 The Wind in the Willows Teacher Guide (ISBN: 9798890729378)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U1_TG_ENG.

Original Text:

pgs. 56-79 (Lesson 3)

Updated URL:

https://tea.sharefile.com/public/share/web-sda8f872009ba4b50b88c84cd975b2472

Updated Text:

Text edited in lesson 3.

Component: Grade 3 Unit 9 Colonial America Activity Book (ISBN: 9798890726919)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 5 Lesson 9 Lesson 10

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U9_AB_ENG.p

Original Text:

pgs. 57-66 (Lesson 5) pgs. 109-112 (Lesson 9) pgs. 113-124 (Lesson 10)

Updated URL:

https://tea.sharefile.com/public/share/web-s58ea09251bb54be884553bfb2183f262

Updated Text:

Text edited in lessons 5, 9, and 10.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

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

Original Text:

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

Resources) pgs. 33-45 (Materials and Resources) pgs. 73-74 (Additional References)

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

Updated Text:

Text edited in multiple sections.

Component: Grade 3 Unit 4 Ancient Rome Student Reader (ISBN: 9798890726797)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 9 Chapter 13 Chapter 14 Chapter 15 Chapter 16 Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U4_RDR_ENG

Original Text:

pgs. 71-78 (Chapter 9) pgs. 101-109 (Chapter 13) pgs. 110-115 (Chapter 14) pgs. 116-120 (Chapter 15) pgs. 121-127 (Chapter 16) pgs. 133-147 (Glossary)

Updated URL:

N/A

Updated Text:

Text edited and images updated in chapters 9, 13-16, and glossary.

Component: Grade 3 Unit 2 Animal Classification Teacher Guide (ISBN: 9798890728678)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 12

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U2_TG_ENG.

Original Text:

pgs. 8-27 (Lesson 1) pgs. 28-53 (Lesson 2) pgs. 256-277 (Lesson 12)

Updated URL:

https://tea.sharefile.com/public/share/web-s63014dfd0b1e48d0a3c3c895633352d9

Updated Text:

Text edited in lessons 1, 2, and 12.

Component: Grade 3 Unit 7 Native American Regions and Cultures Teacher Guide (ISBN: 9798890727596)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 5 Lesson 9 Lesson 12

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U7_TG_ENG.

Original Text:

pgs. 8-37 (Lesson 1) pgs. 38-56 (Lesson 2) pgs. 102-129 (Lesson 5) pgs. 192-207 (Lesson 9) pgs. 244-255 (Lesson 12)

Updated URL:

https://tea.sharefile.com/public/share/web-sf9c3a75a9da744f19128857eaf6fb222

Updated Text:

Text edited in lessons 1, 2, 5, 9, and 12.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Teacher Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U5_Skills_TG

Original Text:

pp. 76,147 (TEKS footers)

Updated URL:

https://tea.sharefile.com/public/share/web-sb39cda86ae07410b82f47b8294cbe250

Updated Text:

Text edited in TEKS footers.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lessons 1-15 Pausing Points Teacher Resources Standards Charts

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U9_Skills_TG

Original Text:

pgs. 1-5 (Introduction) pgs. 6-131 (Lessons 1-15) pgs. 132-136 (Pausing Point) pgs. 137-222 (Teacher Resources) pgs. 223-228 (TEKS/ELPS Correlation Charts)

Updated URL:

https://tea.sharefile.com/share/view/s324523548a57404b9c0975346886ot

Updated Text:

Text edited in Lessons 1-15, Pausing Point, Teacher resources and Standards charts.

Component: Grade 3 Unit 5 Skills Activity Book (ISBN: 9798890720184)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity Book

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U5_Skills_AB

Original Text:

throughout

Updated URL:

https://tea.sharefile.com/public/share/web-sc31feb29e19f459a8791394f1a5aed2d

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 7 Skills Activity Book (ISBN: 9798890720207)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity Book

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U7_Skills_AB

Original Text:

throughout

Updated URL:

https://tea.sharefile.com/public/share/web-sbcb3f8467514482d96e907cad2a25b2c

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 6 Skills Activity Book (ISBN: 9798890720191)

Change Type: Editorial Change
Current Page Number(s):
Location:
Activity Book

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U6_Skills_AB_

Original Text:
throughout

Updated URL:
https://tea.sharefile.com/public/share/web-sfb3de67adf2742d1baa3c75d9f01e594

Updated Text:
Formatting adjustments made throughout Activity Book.

Component: Grade 3 Skills Unit 4 Activity Book (ISBN: 9798890720177)

Change Type: Editorial Change
Current Page Number(s):
Location:
throughout

Original URL:
https://texasgateway.org/system/files/documents/RLA_G3_U4_Skills_AB_E

Original Text:
Formatting throughout.

Updated URL:
https://tea.sharefile.com/public/share/web-s0cdc766a534e4505af43ec3179dc261c

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: All Grade 3 components (ISBN: 9798890723475)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 3 components

Original URL:

https://tea.sharefile.com/public/share/web-s4ad033244f0d4a3cb2c58e1d8d5a564d

Original Text:

OER K-5 Reading Language Arts branded throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s0c1b6b1840934c0d8db4e31244b8fa1b

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.
Please see sample mock-up linked here for an example of branding updates.

Component: Grade 3 Unit 1 Skills Activity Book (ISBN: 9798890720146)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity Book

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U1_Skills_AB

Original Text:

throughout

Updated URL:

https://tea.sharefile.com/public/share/web-
sff9e57ea5b4242d2984bd4b22b002404

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 9 Skills Activity Book (ISBN: 9798890720221)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity Book

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U9_Skills_AB

Original Text:

throughout

Updated URL:

https://tea.sharefile.com/public/share/web-
s0813ab72c0c943dfbc133b1665bb5732

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 3 Skills Activity Book (ISBN: 9798890720160)

Change Type: Editorial Change
Current Page Number(s):
Location:
Activity Book

Original URL:

Original Text:

Throughout Activity Book

Updated URL:

https://tea.sharefile.com/public/share/web-
s54d880086eb8428c88263c264689d7e1

Updated Text:

Formatting adjustments made throughout Activity Book.

Component: Grade 3 Unit 5 Flash Bang Boom Flip Book (ISBN: 9798890729460)

Change Type: Editorial Change

Current Page Number(s):

Location:

U5.L10.5 U5.L10.9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U5_FB_ENG.p

Original Text:

U5.L10.5 U5.L10.9

Updated URL:

https://tea.sharefile.com/public/share/web-
s23e58de06dfb40d8b6f30a2a17906040

Updated Text:

Images updated.

ELAR, Grade 4 (IMRA)

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

Component: Grade 4 Unit 5 American Revolution Digital Components (ISBN: 9798890729606)

Change Type: Editorial Change

Current Page Number(s):

Location:

1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_DC_ENG.

Original Text:

1

Updated URL:

https://tea.sharefile.com/public/share/web-sba70a9039add4342952751b64996b52d

Updated Text:

Digital component edited on page 1.

Component: Grade 4 Unit 7 Poetry Teacher Guide (ISBN: 9798890729651)

Change Type: Editorial Change

Current Page Number(s):

Location:

Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U7_TG_ENG.

Original Text:

pgs. 151-154 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-sd43a425ae7ad4d5ea7f0d6eb32798df8

Updated Text:

Text edited in Pausing Point.

Component: Grade 4 Unit 2 Teacher Guide (ISBN: 9798890729583)

Change Type: Editorial Change

Current Page Number(s):

Location:

Episode 1 Episode 3 Episode 4 Episode 8

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_TG_ENG_

Original Text:

pgs. 16-55 (Episode 1) pgs. 90-145 (Episode 3) pgs. 146-170 (Episode 4) pgs. 278-305 (Episode 8)

Updated URL:

https://tea.sharefile.com/public/share/web-s80bb767a423f473e8de11d3488101de1

Updated Text:

Text edited in episode 1, 3, 4, and 8.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Pausing Point

Original URL:

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

Original Text:

pgs. 18-28 (Lesson 2) pgs. 202-213 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-s33db5d7323ae472ea9eac8f05c076db3

Updated Text:

Text edited in lesson 2 and Pausing Point.

Component: Grade 4 Unit 3 Teacher Guide (ISBN: 9798890727343)

Change Type: Editorial Change

Current Page Number(s):

Location:

Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U3_TG_ENG.

Original Text:

pgs. 182-188 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-
s10071c64d1794934ac21930b2d867116

Updated Text:

Text edited in Pausing Point.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Lesson 12

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_AB_ENG_

Original Text:

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

Updated URL:

Updated Text:

Text edited in lesson 2 and 12.

Component: Grade 4 Unit 2 Activity Book (ISBN: 9798890729545)

Change Type: Editorial Change

Current Page Number(s):

Location:

Episode 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_AB_ENG.

Original Text:

pgs. 3-14 (Episode 1)

Updated URL:

https://tea.sharefile.com/public/share/web-s1c1f839cf2524e0db150603b0251571f

Updated Text:

Text edited in episode 1.

Component: Grade 4 Unit 9 Energy Student Reader (ISBN: 9798890723604)

Change Type: Editorial Change

Current Page Number(s):

Location:

Solar, Wind, and Batteries Part 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_RDR_ENG

Original Text:

31

Updated URL:

https://tea.sharefile.com/public/share/web-sa128696d6eb9471096a66533ff3f63c3

Updated Text:

Text edited in Solar, Wind, and Batteries Part 1.

Change Type: Editorial Change

Current Page Number(s):

Location:

The Beginnings of Oil in the United States, Big Changes, Solar, Wind, and Batteries

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_RDR_ENG

Original Text:

pgs. 6- 10 (The Beginnings of Oil in the United States) pgs. 11-14 (Big Changes) pgs. 28 - 36 (Solar, Wind, and Batteries)

Updated URL:

https://tea.sharefile.com/public/share/web-sa128696d6eb9471096a66533ff3f63c3

Updated Text:

Text edited in The Beginnings of Oil in the United States; Big Changes; and Solar, Wind, and Batteries Part 1.

Component: Grade 4 Unit 6 Treasure Island Teacher Guide (ISBN: 9798890728074)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 17 Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U6_TG_ENG.

Original Text:

pgs. 320-325 (Lesson 17) pgs. 335-336 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-s3722bcf87d5044e6991a7ea898a3abb0

Updated Text:

Text edited in lesson 17 and Pausing Point.

Component: Grade 4 Unit 10 Number the Stars Activity Book (ISBN: 9798890726759)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_AB_ENG

Original Text:

pgs. 45-48 (Lesson 11)

Updated URL:

https://tea.sharefile.com/public/share/web-sbc56d17f0b124cb19f51605ad9325b4c

Updated Text:

Text edited in lesson 11.

Component: Grade 4 Unit 9 Energy Activity Book (ISBN: 9798890726728)

Change Type: Editorial Change

Current Page Number(s):

Location:

1.3 4.1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_AB_ENG.p

Original Text:

1.3 4.1

Updated URL:

https://tea.sharefile.com/share/view/s5a06e9ce1bf4436ba7a30f921ad9b9

Updated Text:

Text edited in activities 1.3 and 4.1.

Component: Grade 4 Unit 4 The Middle Ages Teacher Guide (ISBN: 9798894641737)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 3 Lesson 6 Lesson 7 Lesson 9 Lesson 10 Lesson 11 Lesson 12 Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_

Original Text:

pgs. 5-28 (Lesson 1) pgs. 29-54 (Lesson 2) pgs. 55-75 (Lesson 3) pgs. 118-146 (Lesson 6) pgs. 147-175 (Lesson 7) pgs. 200-223 (Lesson 9) pgs. 224-239 (Lesson 10) pgs. 240-263 (Lesson 11) pgs. 264-285 (Lesson 12) pgs. 323-326 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-sccfa48185bee4709850a6b5dbee31c4e

Updated Text:

Text edited in lessons 1-3, 6, 7, 9-12 and Pausing Point.

Component: Grade 4 Unit 8 Geology Reader (ISBN: 9798890726698)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 6 Chapter 7

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U8_RDR_ENG

Original Text:

pgs. 52-61 (Chapter 6) pgs. 62-71 (Chapter 7)

Updated URL:

https://tea.sharefile.com/public/share/web-se5c9a8fb86334d9dba0252065b4cc805

Updated Text:

Text edited in chapters 6 and 7.

Component: Grade 4 Unit 4 The Middle Ages Student Reader (ISBN: 9798894641768)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 7

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_RDR_ENG

Original Text:

pgs. 57-66 (Chapter 7)

Updated URL:

https://tea.sharefile.com/public/share/web-se26b6eb191f94aa5aa330441d1a2ba1d

Updated Text:

Text edited in chapter 7.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

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

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-45 (Materials and Resources) pgs. 73-74 (Additional References)

Updated URL:

https://tea.sharefile.com/share/view/s2e34f8ba1fb941578a90d484958aac

Updated Text:

Text edited in multiple sections.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 3 Pausing Point

Original URL:

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

Original Text:

pgs. 6-19 (Lesson 1) pgs. 32-46 (Lesson 3) pgs. 76-79 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-
s5f5a2f19f3da45ef9d6d9133d91aca0c

Updated Text:

Text edited in lessons 1, 3 and Pausing Point.

Component: Grade 4 Unit 5 American Revolution Teacher Guide (ISBN: 9798890729620)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Pausing Point
Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_TG_ENG_

Original Text:

pgs. 6-31 (Lesson 1) pgs. 54-61 (Lesson 3) pgs. 62-87 (Lesson 4) pgs. 88-
101 (Lesson 5) pgs. 102-131 (Lesson 6) pgs. 132-151 (Lesson 7) pgs. 348-
354 (Pausing Point) pgs. 355-398 (Teacher Resources)

Updated URL:

https://tea.sharefile.com/public/share/web-
s5838f2a15fa94d5793fa4fdbc4526c8b

Updated Text:

Text edited in lesson 1, 3-7, Pausing Point and Teacher Resources.

Component: Grade 4 Unit 8 Geology Teacher Guide (ISBN: 9798890726674)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 9 Lesson 12 Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U8_TG_ENG.p

Original Text:

pgs. 6-35 (Lesson 1) pgs. 36-61 (Lesson 2) pgs. 200-227 (Lesson 9) pgs. 288-313 (Lesson 12) pgs. 344-348 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-s5251b3e52d3646369521dc9b841067ed

Updated Text:

Text edited in lessons 1, 2, 9, 12 and Pausing Point.

Component: Grade 4 Unit 2 Reader (ISBN: 9798890729576)

Change Type: Editorial Change

Current Page Number(s):

Location:

"The Wedge"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_RDR_ENG

Original Text:

pgs. 68-70 ("The Wedge")

Updated URL:

N/A

Updated Text:

Text edited in "The Wedge."

Component: Grade 4 Unit 5 American Revolution Activity Book (ISBN: 9798890729590)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 3 Lesson 5

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_AB_ENG.p

Original Text:

pgs. 7-22 (Lesson 1) pgs. 33-42 (Lesson 3) pgs. 53-60 (Lesson 5)

Updated URL:

https://tea.sharefile.com/public/share/web-s599ab8a7374342db91d5dc3d608df5c1

Updated Text:

Text edited in lessons 1, 3, and 5.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Pausing Point Lesson 9 Lesson 11

Original URL:

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

Original Text:

pgs. 88-93 (Pausing Point) pgs. 118-131 (Lesson 9) pgs. 144-149 (Lesson 11)

Updated URL:

https://tea.sharefile.com/public/share/web-s6b42a5ee4b0f47248fa652d49882f341

Updated Text:

Text edited in Pausing Point and lessons 9 and 11.

Component: All Grade 4 components (ISBN: 9798890723482)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 4 components

Original URL:

https://tea.sharefile.com/public/share/web-s4ad033244f0d4a3cb2c58e1d8d5a564d

Original Text:

OER K-5 Reading Language Arts branded throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s0c1b6b1840934c0d8db4e31244b8fa1b

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Please see sample mock-up linked here for an example of branding updates.

ELAR, Grade 5 (IMRA)

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

Component: Grade 5 Unit 2 Renaissance Family Support Letter (ISBN: 9798890726131)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_FSL_ENG.

Original Text:

Family Support Letter

Updated URL:

https://tea.sharefile.com/public/share/web-sc3aceba6100141dba09d7c311a664a93

Updated Text:

Text edited in Family Support Letter.

Component: Grade 5 Unit 2 Renaissance Family Support Letter (Spanish) (ISBN: 9798890720771)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_FSL_SPAN

Original Text:

Family Support Letter

Updated URL:

https://tea.sharefile.com/public/share/web-seba8b3d7f903409f9e1bbec1fdb433be

Updated Text:

Text edited in Family Support Letter.

Component: Grade 5 Unit 9 Family Support Letter (ISBN: 9798890726209)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_FSL_ENG.

Original Text:

Family Support Letter

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

Component: Grade 5 Unit 9 Family Support Letter (Spanish) (ISBN: 9798890720849)

Change Type: Editorial Change

Current Page Number(s):

Location:

Family Support Letter

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_FSL_SPAN

Original Text:

Family Support Letter

Updated URL:

N/A

Updated Text:

Text edited in Family Support Letter.

Component: Grade 5 Unit 10 Teacher Guide (ISBN: 9798890726568)

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 9 Lesson 10 Lesson 13

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG

Original Text:

pgs. 1-5 (Introduction) pgs. 6-23 (Lesson 1) pgs. 24-37 (Lesson 2) pgs. 38-49 (Lesson 3) pgs. 50-65 (Lesson 4) pgs. 66-79 (Lesson 5) pgs. 120-133 (Lesson 9) pgs. 134-145 (Lesson 10) pgs. 166-173 (Lesson 13)

Updated URL:

https://tea.sharefile.com/public/share/web-sf73d9c6511ed4a22a91579e87609531a

Updated Text:

Text edited in introduction, lessons 1-5, 9, 10, and 13.

Component: Grade 5 Unit 9 Juneteenth Reader (ISBN: 9798890723628)

Change Type: Editorial Change

Current Page Number(s):

Location:

"One Hundred Years of Black History" "The Emancipation Proclamation" "Letter from Birmingham Jail Part II"

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG

Original Text:

pgs. 1-5 ("One Hundred Years of Black History") pgs. 6-9 ("The Emancipation Proclamation") pgs. 23-28 ("Letter from Birmingham Jail Part II")

Updated URL:

N/A

Updated Text:

Text edited in "One Hundred Years of Black History, " "The Emancipation Proclamation," and "Letter from Birmingham Jail: Part II."

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lesson 1 Lesson 3 Lesson 4 Lesson 6 Lesson 7 Lesson 8 Lesson 10 Lesson 11 Lesson 12 Lesson 14

Original URL:

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

Original Text:

pgs. 1-7 (Introduction) pgs. 8-23 (Lesson 1) pgs. 37-50 (Lesson 3) pgs. 51-66 (Lesson 4) pgs. 81-98 (Lesson 6) pgs. 99-113 (Lesson 7) pgs. 114-125 (Lesson 8) pgs. 142-155 (Lesson 10) pgs. 156-166 (Lesson 11) pgs. 167-180 (Lesson 12) pgs. 193-203 (Lesson 14)

Updated URL:

N/A

Updated Text:

Text edited in Introduction, and lessons 1, 3, 4, 6-8, 10-12 and 14.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 11 Teacher Resources

Original URL:

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

Original Text:

pgs. 1-7 (Introduction) pgs. 8-25 (Lesson 1) pgs. 26-39 (Lesson 2) pgs. 40-55 (Lesson 3) pgs. 56-69 (Lesson 4) pgs. 70-85 (Lesson 5) pgs. 144-155 (Lesson 11) pgs. 193-205 (Teacher Resources)

Updated URL:

https://tea.sharefile.com/public/share/web-sd4992b89b06c48519c9b4238bd77dda5

Updated Text:

Text edited in lessons 1, 11, and Teacher Resources, lessons 1-5 resequenced.

Component: Grade 5 Unit 1 Personal Narratives Activity Book (ISBN: 9798890727848)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson1 Pausing Point

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U1_AB_ENG.p

Original Text:

pgs. 1-8 (Lesson 1) pgs. 169-185 (Pausing Point)

Updated URL:

https://tea.sharefile.com/public/share/web-sfec229e88a664a70bc107a7eff1bcef8

Updated Text:

Text edited in lesson 1 and Pausing Point.

Component: Grade 5 Unit 5 Digital Components (ISBN: 9798890729972)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 3 Lesson 4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_DC_ENG.

Original Text:

pg. 1 (Lesson 1) pgs. 2-3 (Lesson 2) pg. 4 (Lesson 3) pgs. 5-9 (Lesson 4)

Updated URL:

https://tea.sharefile.com/public/share/web-
s1ce79fe54cdb46c6b48e32e9edfacd95

Updated Text:

Images resequenced to aligned with lesson order.

Component: Grade 5 Unit 3 Activity Book (ISBN: 9798890727916)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Lesson 4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_AB_ENG.

Original Text:

pgs. 15-28 (Lesson 2) pgs. 33-43 (Lesson 4)

Updated URL:

N/A

Updated Text:

Text edited in lessons 2 and 4.

Component: Grade 5 Unit 2 Renaissance Reader (ISBN: 9798890727893)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 1 Chapter 3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG

Original Text:

pgs. 2-11 (Chapter 1) pgs. 20-29 (Chapter 3)

Updated URL:

https://tea.sharefile.com/public/share/web-s9f0463c682584eaba748859f64c87dee

Updated Text:

Text edited in chapters 1 and 3.

Component: Grade 5 Unit 3 Reader (ISBN: 9798890727930)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_RDR_ENG

Original Text:

pgs. 2-7 (Chapter 1)

Updated URL:

N/A

Updated Text:

Text edited in chapter 1.

Component: Grade 5 Unit 1 Personal Narratives Teacher Guide (ISBN: 9798890727831)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Lesson 3 Lesson 5 Lesson 10 Lesson 11 Lesson 12 Lesson 13

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U1_TG_ENG.p

Original Text:

pgs. 24-45 (Lesson 2) pgs. 46-59 (Lesson 3) pgs. 72-87 (Lesson 5) pgs. 136-151 (Lesson 10) pgs. 152-161 (Lesson 11) pgs. 162-173 (Lesson 12) pgs. 174-184 (Lesson 13)

Updated URL:

https://tea.sharefile.com/public/share/web-s871a070bc05644cbae0e2a2a6dbfef10

Updated Text:

Text edited in lessons 2, 3, 5, and 10-13.

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

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2 Lesson 6 Lesson 11 Lesson 12

Original URL:

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

Original Text:

pgs. 26-41 (Lesson 2) pgs. 84-103 (Lesson 6) pgs. 170-179 (Lesson 11) pgs. 180-197 (Lesson 12)

Updated URL:

Updated Text:

Text edited in lessons 11 and 12.

Component: Grade 5 Unit 7 World War II Teacher Guide (ISBN: 9798890727978)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 11 Lesson 13

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_TG_ENG_

Original Text:

pgs. 266-294 (Lesson 11) pgs. 295-314 (Lesson 13)

Updated URL:

https://tea.sharefile.com/public/share/web-sd51a3505f3834f13852602626a105a27

Updated Text:

Text edited in lessons 11 and 13.

Component: Grade 5 Unit 5 Activity Book (ISBN: 9798890729965)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 11

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_AB_ENG.

Original Text:

pgs. 3-12 (Lesson 1) pgs. 13-24 (Lesson 2) pg. 25 (Lesson 3) pgs. 26-36 (Lesson 4) pgs. 37-49 (Lesson 5) pgs. 99-108 (Lesson 11)

Updated URL:

https://tea.sharefile.com/public/share/web-sd13719fdbaff4f0f93d965085b34ae3e

Updated Text:

Text edited in lessons 1 and 11, lessons 1-5 resequenced.

Component: Grade 5 Unit 6 Midsummer Nights Dream Activity Book (ISBN: 9798890727084)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 5

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U6_AB_ENG.p

Original Text:

pgs. 30-33 (Lesson 5)

Updated URL:

https://tea.sharefile.com/public/share/web-s228e5affa8d147db93f50b19c998c44b

Updated Text:

Text edited in lesson 5.

Component: Grade 5 Unit 2 Renaissance Teacher Guide (ISBN: 9798890727862)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.p

Original Text:

pgs. 5-39 (Lesson 1) pgs. 68-93 (Lesson 3)

Updated URL:

https://tea.sharefile.com/public/share/web-sbd4a242035ed479fbc96e7ea957273db

Updated Text:

Text edited in lessons 1 and 3.

Component: Grade 5 Unit 2 Renaissance Activity Book (ISBN: 9798890727879)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 5

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_AB_ENG.p

Original Text:

pgs. 43-50 (Lesson 5)

Updated URL:

https://tea.sharefile.com/public/share/web-se9de8239b4924d85b513fd837cf47d06

Updated Text:

Text edited in lesson 5.

Component: Grade 5 Unit 3 Teacher Guide (ISBN: 9798890727909)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1 Lesson 4

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_TG_ENG_

Original Text:

pgs. 5-32 (Lesson 1) pgs. 84-107 (Lesson 4)

Updated URL:

N/A

Updated Text:

Text edited in lessons 1 and 4.

Component: Program and Implementation Guide (ISBN: 9798890724373)

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

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

Original Text:

pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational LIteracy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-45 (Materials and Resources) pgs. 73-74 (Additional References)

Updated URL:

https://tea.sharefile.com/public/share/web-s2e34f8ba1fb941578a90d484958aac21

Updated Text:

Text edited in multiple sections.

Component: Grade 5 Unit 4 Activity Book (ISBN: 9798890727015)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 5 Lesson 8 Lesson 9 Lesson 10 Lesson 13

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U4_AB_ENG.p

Original Text:

pgs. 63-72 (Lesson 5) pgs. 101-114 (Lesson 8) pgs. 115-120 (Lesson 9) pgs. 121-132 (Lesson 10) pgs. 145-156 (Lesson 13)

Updated URL:

https://tea.sharefile.com/public/share/web-s74f2b95ec5cb4383ac954c9dac490e51

Updated Text:

Text edited in lessons 5, 8-10, and 13.

Component: Grade 5 Unit 7 World War II Student Reader (ISBN: 9798890727992)

Change Type: Editorial Change

Current Page Number(s):

Location:

Chapter 9

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_RDR_ENG

Original Text:

pgs. 71-80 (Chapter 9)

Updated URL:

Updated Text:

Text edited in chapter 9.

Component: Grade 5 Unit 4 Teacher Guide (ISBN: 9798890727022)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 5 Lesson 10 Lesson 13

Original URL:

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

Original Text:

pgs. 98-113 (Lesson 5) pgs. 186-203 (Lesson 10) pgs. 226-241 (Lesson 13)

Updated URL:

https://tea.sharefile.com/public/share/web-scbeee8eb081e445cad703ee7418aa792

Updated Text:

Text edits in lessons 5, 10, and 13.

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe Activity Book (ISBN: 9798890726575)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity 13.2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_AB_ENG

Original Text:

p. 67 (Activity 13.2)

Updated URL:

https://tea.sharefile.com/public/share/web-s0a9d55fc1f59407990242567edb1a2b2

Updated Text:

Text edited in Activity 13.2

Component: All Grade 5 components (ISBN: 9798890723499)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 5 components

Original URL:

https://tea.sharefile.com/public/share/web-s4ad033244f0d4a3cb2c58e1d8d5a564d

Original Text:

OER K-5 Reading Language Arts branded throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s0c1b6b1840934c0d8db4e31244b8fa1b

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Please see sample mock-up linked here for an example of branding updates.

Publisher: Pioneer Valley Educational Press, Inc

ELAR, Phonics, Grade K (IMRA)

Program: In Tandem

Component: In Tandem Handbook (ISBN: 9798888290019)

Change Type: Editorial Change

Current Page Number(s):

Location:

Appendix A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1NvFZctdoHi2ovQ14mGaMLhjjNQhK0BxD/usp=drive_link

Updated Text:

In response to a reviewer suggestion, for all of Appendix A (Scopes and Sequences), we will add a column called "Teaching Points" and list the Teaching Points in each lesson. Due to time limitations we have prepared a sample; it will be pulled through all of the appendix.

Change Type: Editorial Change

Current Page Number(s):

Location:

Table header in the middle of the page

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

Kindergarten, Lessons 13–24 to Second Grade

Updated URL:

https://drive.google.com/file/d/1sigtUo9mQoyhFV_edIz0QHidAixbZnDz/vie usp=drive_link

Updated Text:

Kindergarten, Lessons 13–48 to Second Grade

Change Type: Editorial Change

Current Page Number(s):

Location:

First numbered list

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1sigtUo9mQoyhFV_edIz0QHidAixbZnDz/vieusp=drive_link

Updated Text:

List is numbered incorrectly. List numbering will be corrected.

Component: Kitten, Go Home (ISBN: 9781603436861)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/17j1F5RU6Kbj-7embhTW0YyZZeiuBwS-W/view?usp=share_link

Original Text:

N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial consonants g and k

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, kitten, kid, pig, goat, hen, dog, rat.

Component: Tip and Fin (ISBN: 9781603437066)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1okcZI3cO6W9zqPx7-A3sksWkuxvAHk77/view?usp=sharing

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nick, fish, swim, dish.

Component: The Choo Choo Train (ISBN: 9781603437226)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Theo, ride, choo choo train, chug, chimp, cheetah, thank.

Component: The Race (ISBN: 9781603437011)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1d0v5Z_fvYqhjiE7Yerd2xTFr8xSz2V4x/view?usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17esZi8feWdZtm0AwFcrrqFzs9JObBE2i/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fit, yip.

Component: Thump in the Night (ISBN: 9781603437196)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1-G__Yqd-QMv7z5EWKc02g6OiUGS3D9Nj/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1i-9nFBQKRDWiHIe6IMDF-25lDhkvznjr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thump, Thor, ghost, Oh no!, think, thief, go away! called, locked.

Component: We Can Go! (ISBN: 9781603436830)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1IEvgHPg8eUzlmObNAFUi_1nzcOrJ0KxG/view?usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1GoAcs-ApnI6xzT7rO3Ieju6XJIEOLgPU/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: astronaut, apple, ant, alligator, arrow, airplane.

Component: Jen's Hen and the Fox (ISBN: 9781603437165)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1GYBeh-s0NT1QyO24jH4CVUUile9urEvA/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1URuyH4DFo1Qi4EoL77F8ipBeh7Y-tZq-/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, hole, Oh no!.

Component: What Is Red? (ISBN: 9781603436809)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1doeD1F8a2HEiy2JOG6n_xX40g10FStf5/vie usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1GCHcun6rEHtyPkHy3bbXR5VmPFf1Sb2d/v usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: box, bag, rat, bed, rug, bat, rash.

Component: Sid the Big Pup (ISBN: 9781603436984)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1U4Hw-gE6wdnJOrzfNapzwbUZDHg0wTHb/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JP31UcMiFHwFCTN2-djbifuJMHXaL04t/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sip, lick, yuck.

Component: Rusty Wins (ISBN: 9781603437134)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1nxgIRCwkIgbLszIY-wjsvbnKm2MYNfP0/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Mz8tJjEeHOEOjNujamop0OWKN_elEuSz/v usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, ball, pit, yuck, gob, quit, tree.

Component: Nan the Bear Cub (ISBN: 9781603436779)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1yoCDgT-XMmE5eY7We_8myqo8footvuzt/view?usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1UwHOcmkMCU3uxG7HAks9lWqPMU9Wvusp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nan, run, climb, dig, lick, fish, nap, hop.

Component: The Bug (ISBN: 9781603436939)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1lDP8MxUB7jn_l_ZpZ2P5Dwk4DY3SUU7v/v
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Ez2auF9QSrp_GExWoeIOhrbKTx4FmP2W/
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, jug, mug.

Component: The Pond (ISBN: 9781603437264)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t-eOfN4LXAgPg2Kv0OLBN7oyVJON8e0W/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1dQDyz60eH8CZZEfjWZLhvcfMfTUuJmeJ/vi usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend fl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flew, hungry, something, eat, fly, flap, lily pad, goodbye.

Component: The Sock (ISBN: 9781603436908)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1JXCL0BeTOi_qEhf2-pw2baMDtG72h-jJ/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1hUgM4TCc8mEcaBuplUKZr04uEngp9voA/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, fox.

Component: Dot the Pug (ISBN: 9781603437103)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ApoUuoIW3hboRidODK7Z0b6MqoQDMpu
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1CoqsAaub-
2uw3ZMeJEBT31pgWU5oP5e5/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ride, hopped, hide, Oh, hugged, walk.

Component: I Like the Store (ISBN: 9781603436878)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uMaib3Ze591AanEStMuIJGgsGQwusOyW/usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17_6HE9tne6c0O7X0A7e5XosduCRy8mOx/usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants l and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: hat, Jim, van, log, wig, lamb, jar, love, jet.

Component: Big and Little Cats (ISBN: 9781603437073)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CgkOVp5Dn-uRbcQke_ZLAFQkA21Z5kTC/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xBUbTxeGbh9mQ76Vkvdl3GEB7SknrWts/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lick, Hiss, Grrr!.

Component: Such a Big Fish (ISBN: 9781603437233)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1bO-iqxwPS8hhjvVwrgTOjbOiy5MAF4TV/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bbrs-VbNi4VPHwBV7vCjErraRJQyeh-6/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hooks, water.

Component: At the Top (ISBN: 9781603437028)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1-2vjjH1u7051S4Usy1DoawykVnMrFUL9/view?usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1vfU-1j-2vncbVYkq6kM0ZNshZMvGkG8t/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, oh no!, plop.

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1eBiuZQUoJE1lBiZ2Lz2JDYRlzIgr1EW8/view? usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1CQAm- sc8xYVdEO45mqyYyLtwZpjbaEDK/view?usp=drive_link

Updated Text:

Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: Chip Likes to Chew (ISBN: 9781603437202)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1TWYxTslkZ_esWMf8CgAqDF6nRH- kAW8N/view?usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1hda8fkDAfZJTzzaLJhf6d1Pj498SNYRC/view? usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch and sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chew, shirt, chair, chewed, Nana, shoe, sheep.

Component: Wag in the Zoo (ISBN: 9781603436847)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1pUIVE-qRWhE7MeTb1i4aZxJlZSpGPMSQ/view?usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1u7QKC_KnWlU9SwHgyrBe0Wea_BsDI9WA usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants w and z

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, hen, zoo, bat, fish, cat, fox, wolf, woof.

Component: Shoo, Cat, Shoo! (ISBN: 9781603437172)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uQ-fzpdPM2iOT1vySLe4-JOOMzdDy4tJ/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19OSq4DuBGACCbqsY0GWmoBxU0ZiSMSj usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, shoo, away, door, shack.

Component: The Fox (ISBN: 9781603436816)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_gcfCDSXYXi_QXKfU1jzz_Kc3-9zKDQw/view?usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1R_yAa-vUssk77KgkukgrRnw74vKftYhO/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, pot, lid, map, net, hat, van, hen.

Component: The Hat (ISBN: 9781603436991)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RR0js-JZe-0WsINrmIljau80bHxgqGmk/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wHXE71BP39g_w70ttqM2z1dVwOpEP5So/usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, rat, pop.

Component: I Am a Bat (ISBN: 9781603437141)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1h1BUtTCdY2BK7-6bSHJNgTwd46UvThuf/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wbAW6Xkl3xMQFJDXL_qtacYuQviZYvY0/viusp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird, fly, wings, eat, dark, baby, gap, tree.

Component: What Can Pam See? (ISBN: 9781603436786)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12GZnmb1Xcgxkoti17WPZB6gpkRvKwHRc/usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11yjJP4TVjl1oTj2fg0gL4n-g0Y-eBTBn/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Pam, sub, jet, pig, bus, pot, sun, pup.

Component: Where Is the Hen? (ISBN: 9781603436946)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1b8HHtinEoZBY3D9dUWfow7ClXYK1wpgx/usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1FWzc_j9sxYPGkX9eE63tI_MEqvV_WLf6/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, pen, well.

Component: The Sloth (ISBN: 9781603437271)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1b00fS-XzBYcVmTod38ldO9GBJiMgSwpf/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1WxajPI-RwDspCl7eB2LNjztPkKXS0vtq/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sleep, slime, leaves, hungry, food, slow mover, slimy, safe.

Component: Who Can Hop? (ISBN: 9781603436915)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1AbncpxEg0hfb1HbPiTl2oKaiM71UlTQb/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LxDMyCAURuIgMXo_3BddvvBsTFgKord3/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final consonant x and short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, yes.

Component: Jen's Pet Hen (ISBN: 9781603437110)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1J5p0Y_sB3je4SdtJjt8mFntWGz8K4cHB/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1uckHNvZU16GCfU9GKWiCr9IRNcNB1nD6/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, corn, peck, eating, Oh no!.

Component: Who Can Sit? (ISBN: 9781603436885)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ir_MaPUKzdV6ldHjvrpPIxSWU4pv20eE/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-G57Cb2ztVivmq2t-jQAdJIGy_2S9V2f/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant y and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Rick, pig, fish, yak, bug, fox, dog, yip.

Component: Rox the Fox (ISBN: 9781603437080)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1swtUC-Mv3Fwg-vFAsXqlpR_zjANwHyn8/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1zf_RuaY225qpA7n3-j1Locgnrt_nhOcx/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, frog, eat, Look out, hopped.

Component: Fun in the Rain (ISBN: 9781603437240)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1pTjXLZ4r_Zhlre4jYzIwHCgFBxXw-GHw/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1l_jOaRX0Ja8OgSf2SX6o5MmQv528OGMb/usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend dr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Drew, baby, sleeping, outside, inside, drag, umbrella, boots.

Component: Wag Is a Yappy Dog (ISBN: 9781603437059)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rxYWGrYc_AdDlWB3-Yx-kAWo9aKVHLbB/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JBhYJNMM8ePijhNx8uliYEL7Ol_iV__L/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: door, yap, Shhh!, taking, was, ball, play.

Component: The Moth in the Woods (ISBN: 9781603437219)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10mtmhhdgdBgj2sjISUIYAeSV4cXFoiyc/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1f9Pz1XF_TaTZcWk_5-Jv5L-yHQI48KqT/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, Jack, woods, yelled, Dee, need.

Component: Be Quiet, Wag! (ISBN: 9781603436854)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1X2VpTc00ptPUVNxwehhMBhvqQ1eNxcJb/usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1aIdS1gOCkh9vMMhg3uXN7WhUR3lkCAY7usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant q and short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: quiet, Nat, Pat, Matt, rat, bat, cat, yap, Wag.

Component: Where Is Ben? (ISBN: 9781603437004)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VIaUR5CXiexcQVWOOGBVzLbFEe0Qifcx/v usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/107y4brCg9TGzmM8nRTdoZrCA0WXb96Zc usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pot, socks.

Component: Jen's Hen and the Chick (ISBN: 9781603437189)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/11X3KUOk6RLdD50VGJwmPFcm7TnIe9xzt/usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SU4QfiFdjJuekzDdfTYTcy_6R0za8AL2/view usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: chick, chair, chirp, cheep, bird, flew, tree.

Component: A Tiny Dog (ISBN: 9781603436823)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1iehFK1kx8BmCmPrafHD-tZr1t2Q96lH-/view?usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1XMXAMnYe-TB_u7DoS9f2i_L0l6EhpeON/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants d and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Daisy, tiny, tag, dish, toy, bed, dress, tongue, dog.

Component: Tig the Pig (ISBN: 9781603437158)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1zzUgU6MfZd2myLC3QL-ARnKOR5Fdu50Q/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1yLVesinasLXsaVjj-jvDxzHaJeyITZET/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Nell's, food, eat, sick, called, took, vet.

Component: Who Is in My Van? (ISBN: 9781603436793)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1se1spYcyFDEfjTKYVGyQbY7qWbS0Zmcn/v
usp=share_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/128pFPjlqj4g03NpBqWvu5mPDYT8G-3Uv/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants m and v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: mom, van, dad, dog, cat, hen, rat, vroom.

Component: A Little Hen (ISBN: 9781603436977)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1fGnQs1QtmwKmSa-2BO07SL343yTwx-v2/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gES576w676jLp31N7BTiOsmQojDi4pi2/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, jet, map.

Component: Hens (ISBN: 9781603437127)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Xp2g1zKPhVVbxFeRh-AVnWM5PoObqhFB/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YVGYMq9Pns5jYzjimLtxAGBVs5O2uCp0/v usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, sitting, eggs, Oh no!, chicks, peep.

Component: Quack and the Fox (ISBN: 9781603437288)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1A97wYX9IibROk6jALqyQFPGx0REThOhZ/v
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1EJ8zNykwMEd3yUmCGKP9odZrNkwpCSVI
usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: Mother, speedy, hide,
spider, inside.

Component: Fun in the Mud (ISBN: 9781603436922)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mt24gQqZxdwbECVbgS5yEmJ3j3AG1ITL/v
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1R11DZLGCcbLpBExt8pct1tA5FwFIXsDK/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: cub, pup, Bud.

Component: Don't Cry (ISBN: 9781603437257)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1-DpPjVuF0S0sf6ztzKoDsUdLkxck1JvU/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1d8F0WxcNgZgB90aGdXle9_oyBEe-15NM/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend br

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brother, tower, brown, broke, cried, cry, together.

Component: Tim and the Pig (ISBN: 9781603436892)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jW14abgyOaW2ry1DrecYuPdDSnMoBsEb/usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17CEbmPDlc-gq3iNDYlf4gPRH2nURRGsi/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, fish, lick.

Component: Bud and Mutt (ISBN: 9781603437097)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1n8HirIuEVWYX834aXK6g5SDr-xeeUDOA/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M9BzCU51LuGXrX6lMcj_jn9KZH-7rB_D/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mutt, tug, rope.

Program: Phonics Launch

Component: The Smallest Mouse (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
First line of 2nd paragraph

Original URL:

https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v
usp=drive_link

Original Text:

Ronnie

Updated URL:

https://drive.google.com/file/d/1H695WLnG0sLVvdcjWZ4nYY4gS35Vcv25/v
usp=drive_link

Updated Text:

Ronny

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1H695WLnG0sLVvdcjWZ4nYY4gS35Vcv25/v
usp=drive_link

Updated Text:

PHONICS SKILL: Suffix -est

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stumbled, realized, disappeared, flicker, shelter, puniest, eeriest.

Component: Joey and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jACsvnMWkNCNucZwj8s-uQA4qb4uvaWm/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_BNCvh4m6T2pMD-GgvPyVKswyvV0rvxA/view?usp=drive_link

Updated Text:
PHONICS SKILL: y as in i (cry) and e (baby)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kangaroo, pouch, tiny, berries, juicy, spying, sly.

Component: A Grand Plan (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CmyG6UfBnWM6jgEbmfaZkABSVN3Xt-4b/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xPEumPOxcvXA2jK7ER5gtXvot05x3zxR/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nd

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: yummy, fond, idea, island, Goodbye, around, bend.

Component: Wag in the Van (ISBN: 9781603439282)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1U0hM7qo_FzOJpAhkoUvOmZAfK2hAhv8i/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gUAImgQC4ACGikWjRNBzSZis3ycpw1AZ/\usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a and initial consonant v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dad, van, Pat, Nat, Matt, cat, Wag, vroom.

Component: Komodo Dragons (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MZL8VZbGsc8EuuJ79oXOBMDuNJaECA38
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JlggcbmWPxe_S3pIfMUUiaHJ2SQIp84r/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: scaly, claws, sturdy, shallow, burrow, natural prey, lurks, habitat, islands.

Component: The Toad (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PXqtULAA70FlZGUhYJcdVXCo2NxhxaMz/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1--wus_DOREQlzm3UsrqrIWja4RyR9rn0/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, croaked, cocoa, boasted.

Component: On the Log (ISBN: 9781603439442)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1u3uCIRYuwJ7yKI6wXJuH_h4fqcWge9C6/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kh_BUPDoXyflcWcOcmEO23Fiq7QTUD9D/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Oh no!.

Component: The City Yard Sale (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1UERwhkdNchLlsDEUzji6_PJoIMe0Uq1C/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/18EKDM2HjyGdF9jnQjDosRIsU3L1R-iDu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: recycle, fundraiser, senior citizen center, donates, treasure.

Component: Tip and Fin (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1awgTG0iVJFfXP3o0ShXFwokLNOsnd2h1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Pxr1Fpjhzu5YV7aq2rl6PzilFBrtM0ZW/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nick, fish, swim, dish.

Component: Thunder (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Rsacgmfo2CioElDuIBNCQSFeiBYfmAr8/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/12e6x0S3CmYxgawS9h9WfFBBv_wc1fB3d/\
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: tail, ears, Boom, hear,
under, Thora, outside, hide, kissed, thumped.

Component: Pip the Guinea Pig Does a Trick (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1HtALMRGWQKt05zDjbERdkKFsA2WnFKxD
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1cy_RHRxYrjz8DSxxc_zryGRiWAN1n6IW/vie
usp=drive_link

Updated Text:

PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: paw, wow, woof, busy.

**Component: Reindeer: Amazing Animals of the North (ISBN:
9.7816E+12)**

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1nARMyq1gzl7r8tytj2VAiT1MY7S8-72W/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Long a vowel teams ei and eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: herds, migrate, Arctic, tundra, resilient, rugged landscapes, herbivores, scarce, vegetation, blizzard, adapted, veins, regulate, frigid, keen, camouflage, predators, agile, harshest conditions.

Component: The Choo Choo Train (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1k541bSlg_uVGQB58CWZHBnBL4jq7PVKz/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15lmLYeyp8zD2CfZWIdA6n-
uNFKP0BPR3/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: Theo, ride, choo choo
train, chug, chimp, cheetah, thank.

Component: We Can Go! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13uhikkRD8RAIbKGygwTtDpXTUtCp8ikU/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17znlKoEYRIMVXyrSTfsZ-UOQFVGBDlmf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: astronaut, apple, ant, alligator, arrow, airplane.

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1OUv8axmgps0d3AfyzcTL1acSR-wp2isD/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1werA5jAoHagS7r2AoCaFhfTxFF1k7Y5q/view?usp=drive_link

Updated Text:

Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: A Friend at the Farm (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1PZ6lLahYIaiVdFD7SnOpBmE5CCSdAeAh/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1Z9BdO6BCFvAr3FmxzZtqpi6S_5dYPdK7/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: munching, pleased.

Component: Clarence Goes to School (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14Z1qyT3f7pnJZIS9qB54cpCdEuu5CObc/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lpZun9T0rnI8B2WRqWDa8Z1KpClE11-8/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Clarence, dragon, house, drooped, principal, greeting.

Component: Lots of Tails (ISBN: 9781603439411)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17CaN_BlRDiA7xXNsKxdhp47DtDJiNIDP/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1nPAcM8RUsgEQbvOSD7FTHhkGhFgoSE3N
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: tail, Look out!.

Component: The Sleigh Ride Rescue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1H8MHvgS6R4KO3hHKsJhAAVUxct0tsH0s/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PojJ9T1LGpdnoW1CvfW8g5GDzU09VqtB/\
usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Ma, perched, lightweight, wobbled, sleigh, tramped, harnessed.

Component: Roiella (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WcpfZ3UE3AVbUHwex4r1E4_M6njKfqeo/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1i4Dj8p5i8nwwWPhJNsJwUZhp4nOaf3dn/\
usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stepbrothers, snickered, kingdom, pointless, soiled, barefoot, fairy godfather, palace, fortune.

Component: The Big Egg (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1__ZXOH9Zr0eV8sF7kKdElAP5YCqGJFRn/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LmexaLPB2GySpoMsJ7a15KB8t5DX3RC1/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lay, pen, crack.

Component: Moles (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xrnNDPvaMnode43uhvbIQ0TlROegcGZF/\usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Og3P7xvB5yBllATQ-xzA1DO4tk88u4nM/view?usp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, worms, teeth, roots.

Component: Mother Zebra and Her Foal (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OUQWrQUeMjPlN6200zrmPeBVB45oxwO usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cl1AybOlbIvtb6IGLZOH76aRN8OHic-d/view?usp=drive_link

Updated Text:
PHONICS SKILL: Spelling pattern le

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: African savanna, herd, ambled, brittle, agile, snort, shuffle, forage, visible, huddle, fragile, stumbles, nuzzles, edible, grooming, straying.

Component: Thump in the Night (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1SSfJ6oz_9SMGRIMsLQ_0BuqzXiaf-7cd/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/106rJhjWsUZ38JoYpFcnqECEHatW6qTzl/vie usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thump, Thor, ghost, Oh no!, think, thief, go away! called, locked.

Component: What Is Red? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Y2AR2GXTuTyQ-uLYt1VydZIWyy_JHRJv/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1uyOCktmzadLwyX6BMjLwDSA4k-qPghJi/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: box, bag, rat, bed, rug, bat, rash.

Component: Petey the Pelican Soars (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V7v97LAW4aJOPaDjU7OdWkLUiMcDOMh
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ebTosiPU432p50SQ2iFYw6YeVrXeYtPA/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pelican, shore, implore, webbed feet, store, uproar, overturn.

Component: Corny Jokes (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dhthCrIMGyB72jAK7KgSA41q9LQZeEzi/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bzM_xhGN8j8zTcuUtORdVut5qVtYwcYd/v usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: corny, dinosaur, snore, Hee! Hee!, snorted, sense of humor.

Component: The Mess (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TothFWS3_Jn6jjJLfbHDVQi-mtHpS-uW/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jv7OEZXsGNgP5js9C8dUgu_CXGNGst-k/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: outside, Oh no!, pick.

Component: The Pest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WbM4DlI3RxQr8SgRoM-qHYJqVVUjToic/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cxC9bevftKM73D32cayAl8yDbXJllQcu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend st

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Billy, brother, shouted, cried, pizza, outside, climbed, cry.

Component: A Lion's Tail (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Zh30OkaX-23KJ0Hk1hIaj1ePoCdzAz8A/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Z3r0wTimzSIAOKz3B91btxhiGS8zjjQb/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Lenny, animals, trail, daisies, grain.

Component: Is My Hen in the Bed? (ISBN: 9781603439381)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16-XiW5UxwZlWiSgjFO3u-tf4yuiCCYKE/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wIM8Y2vNH6Rl4IyxfiTxG7WXjKmzZCe5/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, den, pen.

Component: The White Whale (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hLbUfk-WSmGm3W1HTxVe-HR463mWt6yN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1h1WkFahBcvTNsw13EbmzTplUFx-yt5LZ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial digraph wh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: wharf, feast, whiskers, whizzed, churning.

Component: Dawn's Note (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t2yM-Di_hTZ10Jfr5GEReGqjtA8-6JtD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1c758oSlBUzO3XTUghFub_27poMpSMoYS/usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: market, squawked, flaw, error, flare, frightened, perched.

Component: Hot Dogs for Tim (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13xCKjGaRqUgfMGW-96mkiKBXJlZ6eXgB/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1NB7l7bWUCB9vsGjy-1pafL98k6wMzgBY/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, cook, fire, too, Oh no!.

Component: Mike's New Bike (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HCzbltepR05qm_ekiFroOLoLHE79IU8j/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BbjngvUFwJ03A-BD48QO2lFl-19rF51g/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shortcut, forest.

Component: The Race (ISBN: 9781603437011)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rm2phlOaUnVIDLTpEPV4ykHyT5vAol8_/viusp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fit, yip.

Component: Blair's Soccer Save (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sidelines, footwork, gracefully, forfeit, goalie, despair, churned, dribbled, blushed.

Component: Jen's Hen and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/14XMSjMKuqMv_6bG9aR8q-n6PgtTcGfvw/view?usp=drive_link

Original Text:
N/A

Updated URL:
[https://drive.google.com/file/d/1cphSWNxjtPYFDGa44NXkHKm5cWWLxznl usp=drive_link](https://drive.google.com/file/d/1cphSWNxjtPYFDGa44NXkHKm5cWWLxznl)
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, hole, Oh no!.

Component: Nan the Bear Cub (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1DCTFFkxMZTgsrM4uYg3mgM-qjc2RhmrA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jDqE2MovZRTyBvjBnOxM6rFkFiENvbct/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nan, run, climb, dig, lick, fish, nap, hop.

Component: Living in the Rain Forest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1Yuh3iT5xHDfayrHoPKuyns96hRBVAZ6h/v usp=drive_link

Updated Text:

PHONICS SKILL: Vowel teams oa and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, Earth, sounds, predators, poison, constrictor, bright, prey, larvae.

Component: Intriguing Animals of the Prairie (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Prefix in-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unique, adapted, range of temperatures, social, intricate, burrows, hibernate, bison, intimidating, mammal, creature, massive, rituals, territory, migrate, herbivores, intriguing, abandoned, diverse, thrive.

Component: It Is Hot (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1cpZJ3Ji1HfpASldNgm2qMHGzBDmq0-7X/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/16CYYLu23AEbaA3Atv2__cDoEmb3igwOC/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, rock.

Component: The Bug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1enQ2fB4qvMnPti51uz_amtJ7rkl4TzjG/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1FC6wooPqajEZWwh8wsEAnNTgBOpj3JoL/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, jug, mug.

Component: The Plowboy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XgkVe2d6XRUZEu-0UR9ZP80_C4ySfRDw/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fields, prince, royal coach, annoyed, curious, fancy, voyage, showered, castle.

Component: The Wolf (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Final blends lf and lt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: salty, water, bottom, sorry, friends.

Component: Sid the Big Pup (ISBN: 9781603436984)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1oFYENwIw87gTGtiK3aMPwtYwZ3jFt6F1/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sip, lick, yuck.

Component: Danny and the Saxophone (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Suffix -ment

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: instrument, department
store, basement, stalactites, ceiling, cavern, concert, puzzlement,
assortment, solo.

Component: Rusty Wins (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1zk4nkCKEVHAF3haf2Cz9KFdEJCUekQ6f/vic
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, ball, pit, yuck, gob, quit, tree.

Component: The Class Trip (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PMrrVYETQ118ag7MQcNaVfUaUXMqSXlu
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial blend cl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: beach, game, cliff, clue, claw, bird, climbed.

Component: Princess Pig's Cookies (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15OdrKuEFoRDW7fCluk8Gyf0Zc-Ay-nDT/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel teams oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: turned, hurricane, storms, windows.

Component: Our Wonderful Ears (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HD_G04gjAhue7XsyYry3S6piEdkD_BlT/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: maintain, incredible, organs, vibrations, amplify, structure, cochlea, auditory nerve, vestibular system, positioned, coordinated.

Component: Tab the Cat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1coqnHODO_kWn5FuV6ouMmMY1ixRQZH usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Matt, jam, bath.

Component: The Sock (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1bBF48D00z_Ou9oejCc_9FOC6fhtEkhau/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Gh8mt1hu6isMXunZvEU7UndbmVku5ixT/ usp=drive_link

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, fox.

Component: The Mermaid Statue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1nnYBa0GXxS_gKyhBkqiMSC9gkLSIwGcE/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11fGsPJrvY6GlLlWcIdUHXHLwJnsBuUII/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Maria, cruel, gruesome, pedestal, fountain.

Component: The Green Jeep (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1emfw0eRHmMSHfXGORi7ycbp6CDO_p1Q usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1G3ZaG_3r5_f6GUAEZYzmOsXxZTNpM-zQ/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, jeep, anymore, weeding.

Component: What's in the Box? (ISBN: 9781603439350)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1zp90ZiFTrbXgVHHhRrSPQnMawMuM5tOs usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ufNO1xodQskfRVTaFynEfmqAmvka2tGo/ usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, frog.

Component: Trevor's Special Pet (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/128SmD-68PiWzatVyInmZWOa6iMuD2qHA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1en7rc18rOdMtPWPscNVZ4F1dgIJYjapn/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: survey, doubtful, recounted, Miguel, slouched, dairy cows, treatments, guinea pig.

Component: The Skunk (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YuSKw1kvE316umcrmSpkaFtpO_GKGyO7 usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1d7NvXXuUvvNnt0MRdKwCYrx971Lx3B6H/ usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: blue, sky, skirt, way, home.

Component: Blane's New Pet (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V5oNlSeJvGfVPK57fr6HoJtJRDw_ZSDa/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QFjIC9TuXSj1PYRyhLM0MNrDmdgBmgL6 usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel teams ai, ay, and a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, bird, lizard.

Component: George and the Bees (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ip2HRdYYN9pYWNSqCboCf59PLgQdPJms/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_8XKsJYKacfXBo60yi-1MRbTojQXHGv8/view?usp=drive_link

Updated Text:
PHONICS SKILL: Silent letter combinations mn and mb

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, town hall, swarm, solemn, columns, massive, honeycomb, overwhelmed, condemn, pang of sadness, lured.

Component: The Pond (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CtJwHjC0PzoKYND6nE9QvtsBu4aw_UxK/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1sr41GYkmcHfRgjGqHPn0ygyhCOumeQSY usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend fl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flew, hungry, something, eat, fly, flap, lily pad, goodbye.

Component: I Like the Store (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10B5KNWHCTV8awZGnUHK40PZbPxRCe6c usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MQ56ms3rG7TlukBQIR-gL6ALBt1bXyDK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants l and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hat, Jim, van, log, wig, lamb, jar, love, jet.

Component: The Barred Owl (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jUkG-udDdf9OiOnc-ILvXbYjIwS56Ryg/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19p252_vVrmI8IYXkXFd-mXtZhi_vrm8n/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: uncrowded, wooded swamps, hawks, roost, prowling, perches, prey, claws, owlets, downy.

Component: Smoke! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ye1qQdlVRYGgPKg-goFZ3ERuXnwG1BMP/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LG_rlwL4lj0kbvt6JbNjA1qVxVnLvCu3/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Micky, sleeping, head, breakfast, river, cried, sprayed, busy.

Component: Let's Win (ISBN: 9781603439329)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jFidccxf5LkpZOTWqYF7BE5djVHL-8vw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wpd3Rcxu1Zv-s_8h84uA7i6EQ8Cq55z4/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant k and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kitten, dig, Kim, too, pig, fish, kangaroo, win.

Component: Hairstreak Butterflies (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XdQp1S2SicO6a7_1Wr6j0ffYt99o0zwu/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tf-
zxoT4aAlfAwHPOCsRP8jdV_KPgKWf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend str and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flitting, threadlike, predators, perched, striking, habitats, threatened, destroyed, camouflaged, larva, pupa, emerges.

Component: The Elephant Tusks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XPMbxXZEBd-TNs6iX2vusZnoONKkXeSA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rJMxPsgHK7IW0ecCiwXIMsNIoQVHbpKh/v usp=drive_link

Updated Text:
PHONICS SKILL: Final blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: elephant, costume, trick-or-treating, window, corn, cook, dinner, street, broken.

Component: The Basket (ISBN: 9781603439244)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_pdPddTfdB4jdov0GSGuKyfpp8MlwEzA/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1vfy4GfHSJNH28My970W5NvAoWPv7Z2Gnusp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bear, basket, rabbit, bird, rooster, bat, rhino, rat.

Component: The Harriet Tubman Report (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/19rSLsGyaMCMUfS6QbsOkz8BbxvD08nqR/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ac3deen0Gmaiis3IcyZ9fIGKH9_lfa9y/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ly

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: famous, researching, slavery, oral presentation, nervous, cowardly, honestly, woodenly.

Component: Dot the Pug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DhCyZK4qORoWPtwk7PSkCplztpY-qUch/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ry-7TV-EsrBGTSM50Gjtzyzja7EwYQN1/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ride, hopped, hide, Oh, hugged, walk.

Component: Wag in the Zoo (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VBpspSrdyM-4t9F-27nDBo8XPds77BJK/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1IvcIoQmC_DxxUR4Ublu0R6S4j5CEqrsc/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants w and z

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, hen, zoo, bat, fish, cat, fox, wolf, woof.

Component: All about Sharks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1J9KXShS2yiffW4YblVZ5ohTcPgs8N0BI/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1y0cOj6nHV2P9RBd0i1BcD1AfbJKKfNJO/vie usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations ar, er, ir, or, and ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: ocean, torpedo, chew, coral reefs, people, species, endangered, threat.

Component: A Birthday Cake (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1iQmvoKtY9UXJmdFuxFeNerPGfThK2Qor/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rLIAJEWWl2fAjlv9qm3EqOqGYsn6hvH_/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: batter, scrape, shook.

Component: Quack Dresses Up (ISBN: 9781603439299)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OsQMUtLNFMgC_1Zrn3sBFXJl0R2iuEqi/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bDY1ZyvA8k7MhX2bwIaN9ZyNVGMs8veV
usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants q and w

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: watermelon, Quack,
wolf, witch, whale, worm, walrus, duck.

Component: Mouse and the Hermit (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1PCES2ZjHcY5fI9uNv9g9ypaLbCmf92xF/vie
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1qRk5Ema3HxeNoDwh2MS51dAJKYYH_yZr
usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hermit, cozy, leftovers, caught, mousetrap, mercy, company, sternly, preferred.

Component: Lessons from a Crow (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/12tAAvrHcDqz4wn_MXyxt5yAACpDYqWFm
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/11v9P_g3X67r5sr1u76yt7Z_HmTOai1kE/vie
usp=drive_link

Updated Text:

PHONICS SKILL: Long o vowel team ow (as in tow)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: bowling, bowler, alley,
gutter, vacation, cornfield, wrong, practice.

Component: Nat the Dog (ISBN: 9781603439213)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1QAxN_IrfdfGF4qfKvu_CV1YVk9uEEgJk/view
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xPeL8xmX_IQ9xAoga5G5ItcQcZ3CH3A0/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nat, crawl, clean, nibble, color, climb, nip, nap.

Component: Badger's Bridge (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ix_gbgnqPHFYPdBifEi29NGioU7wlREn/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wPwI8_FOt13INcj1bEUhuOx9JzLfWYUB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Trigraph dge

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: gully, clover, trudge, sludge, grudge, murky, lodge, pledge.

Component: Big and Little Cats (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1U0dABp1ddNwmekNOMY6wltOysUU6Q0
usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: lick, Hiss, Grrr!.

Component: Chimps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1iFGiPI3oDmrUXrMYpdc5GVrZepatyddF/vie
usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: shy, monkey, tails,
thumb, chew, mother, lies.

Component: Perry the Peacock (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KrtOfEVyi2RVeVRyUJ_REeBO5caIYGrW/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: berries, beautiful, turned, friends, sadly.

Component: The Thief and the Red Diesel Truck (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1zSYXMCZN5y6vK-eubWQ0MZ3Zs4VqVAMr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Lucia, auto mechanic, getaway vehicle, suspiciously, brief, leads, warehouse, nervously, fiend, scurried, swiftly.

Component: Such a Big Fish (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1WdOJ8mNae-uWpFys_Q9rCF9nt1QXRJgT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tbFjIsMnO12UUqDRWDm26fsoBcfzpiyv/vusp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hooks, water.

Component: Camping with Gramps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xJNyybtLDE-c5WTRqSV6Z-UCwu2xd_uZ/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Final blend mp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: plump, berries, gasped, shoo, sleep, morning, woke, cried.

Component: Look at the Animals (ISBN: 9781603439268)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Initial consonants d and l

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: duck, ladybug, dog, lizard, deer, lion, dolphin.

Component: Squirt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1x6okhSGaOAGObyyFG6B_4iSinNsU6drr/v
usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: soccer, trouble, birding, scares, firm, irksome, chocolate sauce, scolded.

Component: The Redwood Forest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1GHSGech9unDo2N1EBG_8g7y1jQ58vNI6/\
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: redwood, giant, shouted, pitched, bridge, flew, claws, heron, rookery.

Component: Tom's Pets (ISBN: 9781603439428)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pet, jet.

Component: Chief (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10yh7xnw9L7NJruIVDWgeSVmrQ4T1jJqz/vi usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1j_giKi-v_YWANBMPci6BuzQUGHs1PIJp/view?usp=drive_link

PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: agreement, wandered, hermit crab, boogie board, whimpered, rabies.

Component: The New President (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vEUO7iDAl3CBrGCxY15_T-LKMrhTlXMe/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1i4Dj8p5i8nwwWPhJNsJwUZhp4nOaf3dn/vusp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pa, speeches, drew, slaves, foolish, ma, parade, stumbled, carriage, Abraham Lincoln, autograph, flushing, scrawled.

Component: Shay's Pirate Ship (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DUe6EL2lTNzdgN6hQcHb6ICqjL5RDFFp/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rw0RaqPsL7lrXPxqD-8Un0bU3Hzrqu8n/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, door, pirates, shed, wheel, house, sheet, show.

Component: Tiger and the Mouse (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13WuVpcF5dA5pRleZBZNun4ZO1GRKRH5p usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1e9kiCA6en9xTZYh0EKN70R8edpe27zWm/ usp=drive_link

Updated Text:

PHONICS SKILL: Trigraph tch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, tail, twitch.

Component: Dolphins: Special Creatures of the Sea (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1KeDYypwqehvASjkxLBE5BduSYvK1uvV3/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Q0VmGTsb_X5RxHQUbjLxEXrJ2Aq-qr_q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Digraph ph

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mammals, blowhole, dorsal fins, population, variety, technique, symphony, unique, acrobatic, behaviors, adaptable, situation, orphaned.

Component: Chip Likes to Chew (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/18nSSwemFZbJqgWyetPI482tgwofC7o0G/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gQ-TGgM7rll6fIlevnbtH7cySE-B60Br/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch and sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chew, shirt, chair, chewed, Nana, shoe, sheep.

Component: The Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qWdZ3ENQH5w1pLeKy1bMUoM_7DWm2usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1oz8ofW_9C6I7jB3ItE4QFr_T-UQWadwu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, pot, lid, map, net, hat, van, hen.

Component: All about Pelicans (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1tiZYz6_VAzVdoXHkOiEtVOQpJjXlanzq/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YpChw4O4WbIuv93O-wNY31KYjTpQn4lt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend spl and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thrive, throat pouch, webbed feet, flock, prey, splotches, threats, threatens.

Component: Bunny and the Lion (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hUrwYLU7SYAX4zUk7h4f_1A9nxqHWdnt/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1aaxwDpK3bhUmq0KAOtYVG_u3u5J_RqKn usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lurk, nibbling, scurry, mouse, slurp, heard.

Component: A Pet for Sam (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Zu3GJR7QUvKLuJdl9ti22ZJ3Xu_LNTQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gUvh2Sp9O2iJ4uO-F9VF2c0l5yUj8PLd/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pet shop, dollars.

Component: The Boat Ride (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1JZW7mTXnTqoWefCkCURlOt0pQYFSBKrwusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BdD1JbSwrgvCb5qMvtAIbBfZ-SYxZ3-Q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, mouse, sword, slay, seasick, mayday, hooray, flew.

Component: Bedtime for Rex (ISBN: 9781603439398)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1BXYwyYrjuNcvOLClNoqMi0RxpDFeXyY2/vi
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M47BDALifmU0eiUSMgWRYxfZ3Y7oZpRT/
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bat, yak.

Component: A New School Year (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1scXcRvcLGayhwhnGrESezU_-esG4aTS9/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1EMm3zmnOPxzpnjv-2UAQma4Whd56SQSv/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel teams ea and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: butterflies, groaned, smeared, homeschool, sour.

Component: Maud (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1q6oWuGPdgDrzawK2bxQH70lLwZ48am0?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tED7j_g-O6pZg-N_XRVWMVfg-NbzLlAW/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fault, animal shelter, gaunt, matted, sighed, autopilot, faucet, pleading, sternly.

Component: Max and the Bug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dZZnz7sR-9OjbE48dEmvM5u1apFlYYlr/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-PrEE-XhkHEjwC2BmuwZ29R8Nez2eQU0/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, Buzz, taking.

Component: Another June Day (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1m8slMDQ7d-3tZdicVq2iXKB9qL2goiVk/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1nj3t_a4IAn0OARhNY2TCLTsiKHPeDOsh/viusp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: idea, water, hermit, hungry.

Component: At the Top (ISBN: 9781603437028)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1eFrzkvNGT3VwgpMoy4UySgLcfHVhpDxO/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1q7XIwuRd6sPhI_24_zPqkVuQH8zzZ5k_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, oh no!, plop.

Component: Clarence the Gourmet Chef (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uaWmxHf0nOuIck5m4c4wjgvI4aT1YYWe/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1okbr3m-PBPAj64foLN31A1cl3U6fWHyr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination our

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: gourd, clatter, mournfully, troll, herbs, recipes, village, glum, eager.

Component: Shoo, Cat, Shoo! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14nFNHq7yFiDU0OPBaz56HhEdnXoYbmqk usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JEtMZuhzMwjYVbNER_oqhQIBrYKJeCoa/vi usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: home, shoo, away, door, shack.

Component: What Can Pam See? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CGViC9uLcqXoHzWD_y7CSLaTi0RcdPin/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PkgyDaMQ70QVkWaMz21OCkcp5Np0U22
usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Pam, sub, jet, pig, bus, pot, sun, pup.

Component: The Hare and the Carrots (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jcGPXM2Mnz5g2R6mO-I8HWQefvLb9gPp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1hEbQDkgZrT7GQTmZhhHBcAt6Lo62gL0s/usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: pleased, bare, scarecrow, scurried, pesky, snare.

Component: The List (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17DbXMPBlfdsB6TYqqMxTA59kVK0RzUku/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19PTVuuZl89EDR560xSuK54En_0D71O4x/usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: porch, barked, Oliver

Otter, Peggy, Princess, pencil, ideas, snorted, Tina Turtle, worms, snickered, army guys.

Component: Nuts for Tuck (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1C6pd2DENiUvfZF_2PLhF0djgpObWcPUY/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1n1qL6DJrqLEVK1V4biGzKB-wiCy4-C6M/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hole, Oh no!, Yuck.

Component: A Trunk in the Road (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/179ElP1MeUGIEvjYCZVTgFREOtMMEh2kV/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wJYScWu48Sn5Y8-
hw7mqZgbgWkZWdPFw/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Father, Pinky, school, tree, car, home, junky, road, saw, moved, side, along.

Component: Where Is the Hen? (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1hdB4Efbc856r5dsgPZbXhLQ6s0lmU4yp/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1MtmzBhP3u-0yNSHdlMvR6O1Bsx0EfFH1/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, pen, well.

Component: Poison Ivy (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/13MBQLp1TLQHHFLC5kblDpEEW5b4tazDc usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1ZWENXfWo914hH56dqK-X_mQBO6eMkUpu/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: avoid, cause, notched, spoil, lukewarm, ointments, eyes.

Component: The Trolls (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1lQtH6Fg_BedxeXSPggNZOK13h3Y8YKps/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lB5VIZouuBHpuqdY2M7IjvJk8GPCyXl7/view?usp=drive_link

Updated Text:
PHONICS SKILL: Floss rule (f, l, and s doubling)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: two, clean, puddle, dry, over.

Component: The Hat (ISBN: 9781603436991)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jrsKOCbC5I8jQnyHaL5MZXsor0ifM-d0/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kAsvtfbFzEaA8-9by8RSKFmrDa1_355a/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, rat, pop.

Component: Miracle the Baby Bat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated Text:
PHONICS SKILL: Prefix dis-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mosquitoes, eagerly, dismally, unusual, disgrace, dismay.

Component: I Am a Bat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/12idoTGmEHcLRjykdf1wrd1NGGD4SVGbm usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird, fly, wings, eat, dark, baby, gap, tree.

Component: Quack and the Chicks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1K8hX6k_LgaPJMtUgSllnHyjG00Oqiaa6/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Final digraph ck

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother Hen, barn, hungry, hatch, Cluck!, Peck!.

Component: Jen's Hen Presentation (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1a-
ETCx4DZTYxXQc3Zf6cxe5ihhtm60K_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: hobby, presentation,
window.

Component: Tamba, Protector of the Savanna (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Prefix pre-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: African savanna, predict, lush, drought, anxiously, disaster, precautions, eager, preserve, parched, preoccupied, presided, barren.

Component: Kit and Jim Jim (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1aSaRR5dESn_EdF4veITqkA8vJaxfm7Oi/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fish, fig, dish.

Component: Who Can Hop? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1p3qdyNBihoq-pHs_7qzq2gwCgnH9b9ag/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Final consonant x and short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, yes.

Component: The Fawn and the Hawk (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qsKv3RwqT_5DPy-
1pQXsUSxoNBb4QCh2/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dawn, blades, flutter, tawny, breakfast, scarecrow, Hooray!.

Component: Peach Has an Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t7xrwc-lT4mY8bsFK4NEbjsBFolx78hF/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: farm, tail, whole, world, barnyard, fence, field, mouse, turn.

Component: Fun in the Bus (ISBN: 9781603439367)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HIvqXoUeTuKwkCBvBsQYc76GSmno868-/
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, cub, buck.

Component: Peanut Hare (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kkMzB8TaWU1vmp7sMUWlDByXxnu9_UT
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14nQ3AT7QL-A6M86H97R-
u1oodpG9OeSm/view?usp=drive_link

PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: arctic tundra, worried, dew, frost, rustling, scanned, horizon, camouflaged, harsh, huddle, shrewd.

Component: Jen's Pet Hen (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rD5AnpIXAs2vuaA0ahv-NlX6aa1HT89b/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1WaWLb9noNYbIofgxxLVvTO9UeNM2fIMi/usp=drive_link

PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, corn, peck, eating, Oh no!.

Component: Snip-Snap (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XksZpIKpUz0CPGlMbE-jgWCC9_BO09h-/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Jtm7s2XQFu_W189JL9C0hjR0pv1NN2Mx/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial blend sn

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lily pad, snack, hungry, ate, snail, snake.

Component: The House of Doom (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rvhbhtIIDz_3-dO5FF0ZBGGQ6NU_LZBl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Bzvx_6_4snWPBtOY7XdEjZh-nlWxRnM-/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: every, growing, mowed, together, wow.

Component: Maisie the Skittish Cat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15ukWiKqXseiCOGgH-gRax6pnWTm7YQ4A/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LxYQiw8wTRoLx4bDoZCmjuApQiPPNUekusp=drive_link

Updated Text:

PHONICS SKILL: Suffix -ish

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: household, ventured, lavish, relished, scurrying, curious, canopy bed, gut-wrenching sound, squeamish, anguish.

Component: The Sloth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1myaKtduelwlXkp8B1_iYFlACTSNIuQEw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1K15sShNM6oL5rqPPsRgro8pJYstArwYY/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial blend sl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sleep, slime, leaves, hungry, food, slow mover, slimy, safe.

Component: Who Can Sit? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V6l1TsM2fqpfnVSWIlMKrRW5j3fA8Pc-/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SYPAxgK6EuapRpATiDEnxgWw0iQxZOQgA/usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonant y and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Rick, pig, fish, yak, bug, fox, dog, yip.

Component: Who Is Super Sam? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rFIXiBQWOFwOsDcSeyiiE0zQrQ7_C92G/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wW8QSdlQXueRdCBnDvDCwsjYYo-56CzR/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: discover, slurped, doubtful, piece, rescue, fountain, Yikes!, bound, trouble.

Component: A Bike for Little Knight (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1yHc2Rd9x4hzVNTnpp2mb7H-OgokpY-px/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QrpiQ3sbBzfpTzxFHhCkMvKvSnCs8o9O/vusp=drive_link

Updated Text:

PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, birthday, present, horses, afraid, slope.

Component: Let's Hide (ISBN: 9781603439336)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XTSwypKJECRcc966xIszMKZkFaPlNI-W/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1sanSpmec8d7AiGzwADDDifBneQvd1MxL/usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ship, pit, Nick, Oh no!.

Component: Spring Fall (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jTOvt12K1IqiZhJ6v8mbMTf9JWm5hLeZ/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1V0e1kVFG8Xf0meATnM-mV6sQDzbEprCS/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blends scr and spr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fawn, sprucing, sprouting, munching, mulch, wheelbarrow, sprawled, flinched, crawl, ambulance.

Component: Spider Wasps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vOZa8QcySzRlL0pDqwl6tm7Q971evkBO/\usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-iu6CwTpIF8RbNHCI7Idhft3DGUWWGmj/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flower, spider, insect, lays, body.

Component: In the House (ISBN: 9781603439251)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XIvgcjIAXOeG8azQH_SV2GsGl3xY_pdk/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1OAabvRg2tzUvhw5R40rNHUvi0DQ47yI2/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, house, horse, flamingo, hippo, fox, hen, fly.

Component: A Visit from Pops (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ggBGB1NZkVry8Fn2-bIMDPhctR429aJa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1IqC_l3JesKXYFNBLHDDMOGmzVZhKVKuj/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cereal, escalator, awkwardly, bashful, wistfully, outline, research, polar bears, dreadful, habitat, expression.

Component: Fun in the Rain (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1iQhT2xRot_X4zFssJ25eTDdRjoS2yxZe/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19WJ4t_rT7dZCiXWx-81sRCJG5zPsa6bJ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend dr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Drew, baby, sleeping, outside, inside, drag, umbrella, boots.

Component: Be Quiet, Wag! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1cNDeoj_cnerMsDlkjTrkvx8NE0xQufhh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gmUqVUA-B3K7u5GlqZ6ohEQWYeBmc0Hs/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant q and short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: quiet, Nat, Pat, Matt, rat, bat, cat, yap, Wag.

Component: The Pig Rescue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xejO1bFn8o4lcvvpsdQk3y6T5AY_hkwf/vieusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1im6UUAkrhf_hM6xaoGrgPoU0gjD6n9er/vusp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blends str and squ

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: straw, waddled, strange, sound, squealing, squatted, climbed, breath, squinting, straightened, squashed.

Component: A Fine Place to Hide (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/154wxnvfTWLin7QB-1uHsdF91Dny1dwsQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19n0LnKuf-jod_9aAL09xCVmQXo-z3aia/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, hide-and-seek, brown, idea, leaves, climbed.

Component: Yummy Grapes (ISBN: 9781603439305)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16O5b5y6yZ1gHwc5_9x05cttx-gPalY7t/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11IoyC65gB_VKl10oOdmEfarIkkuqI_9E/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants g and y

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: garage, yard, grass, gate, garden, grapes, yum.

Component: Henry's Room (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1KoGpwiSRrDHAifW79UIke2SSxDBTzFp5/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1GiqWPPqSW1lOJN6_0RiqwpOM0GeorhKx
usp=drive_link

Updated Text:
PHONICS SKILL: y as in short i, long i, and long e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: glumly, tidy, myth, system, shipshape, guess, shoeboxes, label, dinosaurs, proudly.

Component: Frogs and Toads (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mHD-MrI79NFanET1gJb9sSl8Mm5jg_HN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1D6TYCsuXIEhUtyvjgtUeSLkFdDq0gB-A/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel teams oa, oe, and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bubble, air sac, sound, croak.

Component: Wag Goes to the Park (ISBN: 9781603439220)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1IGluZE6_I2b79sEIGmpNxh_Ggqpo1p69/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Hxa3lDQFtIJf1TuugK-
AxKAnq9DQSAVg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, park, swing, plane, seesaw, plant, sandbox, pizza.

Component: Rox the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jk0xN94NfrqRFicTqCjKA0GgQXDWxf86/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1USN72AjlkvTndssy0JAIDia0JOLpfrDn/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, frog, eat, Look out, hopped.

Component: A Moth for Seth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vvyhSzRY3fbiaBQcd3lTZ9qGDpWpmgGw/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17D634UrCu4lP6YVdAIWW5Smdbg01ORMusp=drive_link

Updated Text:
PHONICS SKILL: Final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: inchworm, jar, butterfly, leaves, mesh, ate, upside down.

Component: A Rainy Day (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1f5idQjupoBPGfmxPKcnr__qPhrtvQK5L/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/10Ipqg4BYREr5vwR2LRIUcLClAf6Vxr1m/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Saturday, window, park, beautiful, pillows, friends.

Component: Heather and the Feather Necklace (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Til9xcUz8trAzxRyNLcILV7Dd2d3IAmQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_fyX7neLKj5TzNZkRjBCcnWxSk2X66FD/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: deafening, gloomy, meadow, anxiously, metal detector, wilted.

Component: A Rafting Trip (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WSWmBogP6mH-4SkrUwSDNst23mSD7m8R/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-bosj6cTkbUFCEiJrVtRcaGhtQbA6o2O/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend ft

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Tiger, idea, river, along, Baby Turtle, swift, maybe, drift, water.

Component: We Are Fast (ISBN: 9781603439275)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/18pJ8SFcVGMBHJ8cxVxoDB9MLOAjAlxnc/vi
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jKaL7QVCjGsm2OkGJxh3j2byPNdctmXp/v
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: ran, map, cat, hat, bag, bat, cab, dad.

Component: The Big Storm (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1E5pG8pO5SqudFNJ4HUUEvOFrWJ2Ydv1D usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wag9v-zek0WqnK0kKeb3dBI7XqD698pt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: buggy, ma and pa, worn out, borrow, escorted, shiver, scary, ghost, terror.

Component: Mylo Moose's Loose Tooth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16CXNFQdn51SfV5ioDSnfMklVDH0D3KL7/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14xFKHQXPVgMtjZpC9I9a_bqVsD64vyMY/v
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Mylo, wiggled, gloomy, drooped, hurt.

Component: Wag and the Fun Ride (ISBN: 9781603439435)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jRfOeEXzFS51g1_zeWgxP0B51c6PUXXe/vi
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1XQ3SDUsWnTWUYEW9ffDEz0ewV84KmT/
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cab, Matt, fish.

Component: Bear's Sweater (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kwQ6FOL7_7qRyoYBuxTNTG66JRqMKuay_usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PFgeYJ__Jks08j_DUkuOkVEvbKuCVXC_/view_usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unsteady, clustered, blackberry patch, dreadful, displeasure, jealous.

Component: Wag Is a Yappy Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1MxcEVcuxexiq0aq9shAhp6bRwZoGvxHB/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/126g62cAPBuqAUDYgkWGVrKcy79UuUMb0/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: door, yap, Shhh!, taking, was, ball, play.

Component: The Penguin Chicks (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1tRKX0jvNcP_WRV3MnZVFJeAh8wFmFiMj/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1fp1uwGg-LnF9pwTlzBmBL9RyQ5x645RP/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, Father, eggshells, Cheep, hungry, chew, chilly.

Component: A Place to Sleep (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1FAGMPZN-FVZyiZKZ4bBZBCZtNqp5-e0Q/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1eDhD1PwVbinvttFM1xqaqwAT__kZ_803/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: raining, teeny, dry, mouse, castle, hooray.

Component: Petey the Pelican and the Kite (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1quGYGZmeTixiyQgF9iehaNVwAZG49OJW/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14xWboPQDfmvnAUjgpr61RFLd0F8wZ28x/usp=drive_link

Updated Text:
PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shore, twilight, evening, waddled, panting, slightly, gloomily, wobbly.

Component: The Moth in the Woods (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Final digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, Jack, woods, yelled, Dee, need.

Component: A Tiny Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1O3PYZ6cBYExKmvTqO-KbWvKK-TnLZiL9/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Initial consonants d and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, tiny, tag, dish, toy, bed, dress, tongue, dog.

Component: Homer Goes to Summer Camp (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1aki4yTwv5Rn1Ap5Vq4SUI1eVxNR0eQwd/v
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: video games, fresh air,
sternly, nervous, bear, owl, perked up, muttered, mountain.

Component: Ozoy and the Asteroid (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1CTevJwA3UC_i133SCta1GlK7X5QXpABA/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gKITJfELfw-Zd059YuBGOCy1xFy-q-mF/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: authorized, spaceship, launchpad, voyage, cargo, Whaul, autopilot, damage, asteroid, mishap.

Component: Brave and Brainy Daisy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/16su8Jw-IyoT5nv62TtVLwhDuLvWx_RP7/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ct_ZfIuATLT2BOyid0Z0B93x4pghGdjg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e and long a vowel teams ai and ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brainy, Daisy, swayed, trail, plank, sprain.

Component: Gus and Sid (ISBN: 9781603439404)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/17DviU5no-Idon2fElgFiGAhCxiVSwNhd/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1f75nnkXz23ZW6yWuSBSFYYMYBSKwbFO5
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, tub.

Component: A Night Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VZfUWZj0EmaCmry_pUmxiRjz9eQSUxjJ/vi
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qUo2BDqi3Z6ePG2RvsTct5xZhfbAkXGX/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: knight, headlight,
fading.

Component: Cowboy Joe and Star (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TPybYz2XVvOi1WPdA2zFeuuD_VfSCjTh/vi
usp=drive_link

Original Text:

N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: loyal, employed, cattle, ranch, daughter, wandering, whinny, overjoyed.

Component: The Wolf and the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HHWmItDO-m6jmNUDWAM5M86ekODzK_Rg/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: den, hungry, pigpen.

Component: The Great Big Bone (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1wIuPhGjJJ-4nXklaVATmhxULbbGsUfow/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: hungry, chew, sky.

Component: The Lion with No Roar (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WPZVQPW8fAT3DLLyjYUwvTAr5_Do0kbx/
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qDNs0X9_KjCLWqZCumN6N96ie55DG_BC
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: creature, hoarse, adventure, hoarded, dense, oar-like, glistening, treasures, unique, scorecard, hyena, gazelle, savanna, pride, fiercest.

Component: Jen's Hen and the Chick (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1LdoJ6clWw0o_mSIVtIt38uPH9w2dJ9CM/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/12YpNhk6n2HVGFohWZXzFfKzl1Q9ZPVs9/\ usp=drive_link

PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chick, chair, chirp, cheep, bird, flew, tree.

Component: Who Is in My Van? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RcTvb_JzabdrpcPwlVASvG_VLmhWdQCW/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M-TGdrlK2qPaCJWgQfBSwTiHOdcVIqC5/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants m and v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mom, van, dad, dog, cat, hen, rat, vroom.

Component: The Chocolate Eclairs (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1llP3t6sHoR14S_JszMqLC7fAtwNzK1jN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KZOlJQ80RfHYaZ7pnr7ldtVCxu2NgiNz/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flair, blotted, despair, chocolate eclairs.

Component: The Bluebird (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Mwh-WCURIVnOqj4gCAmiAZ2pZbdWhSwK/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KZjdZUIIQp8b3Gb-aeSnBoe6042XCL3k/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird feeder, idea, vet, birdbath.

Component: Wake Up, Tom (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kyIBwhd9Adx7NbfCg8Y07VeiEqIp99gD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1CFd8s-rz8dpNYVwY8rOQtCdMrOJS-ElN/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: napping, wake, Tom's.

Component: A Yummy Plant (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YPrfKWPEFdZ6xu_1KVxQoT4WHnz4TpXQ/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bsGkzjAV_jWo0CX-PlbcrAvj0CXPz_Vk/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hole, behind, grass, find, wind, blow, blew.

Component: A Home for Blue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1l22SezZTUoeArzmqegITxdbB9syJNVMD/vi usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1coGl294CGjNVZ23uHIqESjhznH2hPuAf/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: city, Isabel, value, sob, unglued, gruel, stall, bear, remotely.

Component: Dave's New Skates (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DY5Ut-TkYSjpTuKjMG1LfPSXX4OPKyfa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rJC58xQllEHjPohN18VlpAd-RoweLA5I/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: birthday, happy, together.

Component: Where Is Ben? (ISBN: 9781603437004)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Pkdx3zJf_0aeS72xrApL85iKYkIPsdQm/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fEHz_2u0uqpq9yOLzParnOlKOhN0ZdCD/ usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pot, socks.

Component: The Ware Forest Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ra6yHSXGFBGNcTX-4Mo931_XAOwyJFX1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Az4toW30WQ8akdi1fEi0sgzE9ka1QuCr/vie usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: snug, perched, rare sight, glared, clearing, snare, hobbled.

Component: Tig the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1QKY0xU4ZlT3J3CJDM095rkDac8GnAImS/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MFx-TNrAl25lbXLUa4Dp1tdDrZ4bT0VS/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nell's, food, eat, sick, called, took, vet.

Component: Rusty Plays Ping-Pong (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Gh7sHZUbpIYLt5V-K4HGhwih5PMnpC-s/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11z2GUDwFZREJChUcOWS_sA-rhrlGv3ZU/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph ng

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, doorbell, time, please, three, idea, team, Bang!.

Component: Winslow the Lost Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HruQY19_-pMpBLRFsj_7F0IuvpJ8sKOp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1HV2MVhD4UEChpf6P00zxyajQzxveOdq0/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: caw, shivering, collar, worried.

Component: Lizards: Remarkable Creatures and Wonderful Pets (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/125lct_rZcuncvtmrOXmKkYbGZLL_CuvT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15ks3UqA9TSiBlDfmLZAJ-4suJwwFheZB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -able

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chameleon, dramatically, vertical, unique, aquarium, sociable, companions, Leopard gecko, native, regenerate, agreeable nature, startling, docile, skittish, temperatures.

Component: Wag Digs (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1L8QJ7mZ6r3chx8yk5I1m2N0o30t3eI2Q/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1azsj7iCl_j-TQMks0842_mmz1QA-n_Hn/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pit, bin.

Component: Fun in the Mud (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1n63cGX44GZP0JOmAbvvWywWOlZBsFJrO usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1byiAAq2iU-QAn1wE_H5rHE1BjqMqBQJe/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, pup, Bud.

Component: Uncle Saul (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dstFykEODR034gmp2tcbW9oJetNRNmb6/
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19eEKIssJ7w_gv1vfzi6w8XPJq4VfOwZm/view
usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, paunch, uncle, magician, magic, haul, faucet, china saucer, overheard, fraud, bauble.

Component: Sunny the Seal (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15cbzrHq0DWNfxicFrovolccRtr3hVfap/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19qpefkQ6A51WEBFXSX4I1jvX_13puSN2/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, pleaded, scraps, spotted, heap, seaweed.

Component: Run to Me! (ISBN: 9781603439374)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ENJtqsYUpDU16jvJTm0MPmJ2S1towMsh/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qzq_suwEoN81xqMe7-UdwPmY3eaGvqD_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: duck, buck.

Component: A Little Hen (ISBN: 9781603436977)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kIRtVEIM-sjAoc19YaEOp-wXyOFiZKPl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1L1z-VHgTzaZyekvaUuIHK2Uf4ahcA_Md/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, jet, map.

Component: Pearl the Polar Bear (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Gqd9SiGQhDhkv7WUnyYrzmRMtmyFSCg
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BCZjMuj6DwEdyqcbXnwQHZotB5O48rnf/
usp=drive_link

Updated Text:
PHONICS SKILL: Prefix un-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: predators, unsuccessful, unusual, crouches, springs up, ice floe.

Component: Hens (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12WunKh4iMpxAEBhRCDqYBIBbrDEAw5Si/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1e1v4o6YG_lK83hDD4YPm0veZmBlpG5QM/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, sitting, eggs, Oh no!, chicks, peep.

Component: A Home for a Crab (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1yEM_n9lXSDa1eWkqRDOwrgl-IT3uUcAU/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/15QHeyBw0RKWzXDARwV7h5u7NYrn_IWih usp=drive_link

Updated Text:

PHONICS SKILL: Initial blend cr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: crow, Ahhh!, crane, Boo-hoo!, cried, cry.

Component: Cookie the Seahorse (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Gd52xlCpLsk2PErDcw0r2MqJGU1-OZLR/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/13sxffE_x8mOZJ7K2JRPGNSPbgmBTVoaK/vusp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: once, slowly, beautiful, laughed.

Component: Reduce, Reuse, Recycle (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VC52pYjvNk5Kt5I5uDf15DqbJceja9DH/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mtIcW_uUEi8RKWUlRV8cbG-Xn_063qLK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix re-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: roughly, toxic chemicals, excessive, landfills, composting, nutrient, environment, convert, facilities, generate, disposable, resources, eco-friendly, Styrofoam, solutions, positive impact.

Component: Quack and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MNHU-gDrK5yoY9qp6pXc8zt9DU9BSAvD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QNXCVMCw9zylSmUbtVP1OIs7f7iry3pf/viusp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, speedy, hide, spider, inside.

Component: Tim and the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MfFAcFycLFl7C9X96rweDKnNMBNwQYnZ/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1yrQ7yHqq2H6EimyeyYy4HX0yTPRLTgZX/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, fish, lick.

Component: My Nephew Drew (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1yMuhjLIjAhY1a2zqhoMw1BKIN6ZzIUap/viusp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: nephew, suitcase, brewed, firmly, blotches, Phew!.

Component: Izzy the Inchworm (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1XuAQb9NwI4ARO5lhRFcsph_Yw7GnUIs_/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1uYpx0gf9WY3G-kMyPFFoq4TpRr2gePbG/view?usp=drive_link

Updated Text:
PHONICS SKILL: Digraph blend nch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, tree, buds, finch.

Component: On Top of the Rock (ISBN: 9781603439343)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1JcaXG-GPP9S9rIAsXXHYPaL-6MhuaiDb/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YF22kI8T0bhkNY3or9ugGwUX7j8j0tQX/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o and final consonant x

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: rock, Oh no!.

Component: Howie Visits (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OqmIIU6K_IPQlnz1lQvjsur__kw_pAzF/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nanosaurus, stegosaurus, chowder, gulped, downpour, prowling, glowered, gobbled, rowdy.

Component: A Cat to Adopt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:

PHONICS SKILL: Final blend pt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, lives, sleep, lady.

Component: Giraffes: Gentle Giants (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1b5ATsLsWOaCFzHHgF-Vpx9d4_v6k5Qec/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animal kingdom, creatures, elongated, predators, savanna, sparse, herbivores, charm, bulge out, fragile, cultures.

Component: Don't Cry (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mwsSJxgU0SgcwIiowqnklRDkzZGhy-tl/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Initial blend br

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brother, tower, brown, broke, cried, cry, together.

Component: Kitten, Go Home (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1c--EBAZKcp57pn2ex3CgFcRZvkOtwTl2/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial consonants g and k

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, kitten, kid, pig, goat, hen, dog, rat.

Component: All about Shrimp (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/19YwTdsDaq1H3_dKvNg0GCYJkuisAfre3/vie usp=drive_link

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Three-letter blend scr and digraph blend shr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: casing, oceans, barely, shed, habitat, perches, leftovers, loudest, prey, creatures, shrivel.

Component: Some Fun (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/11M394-bEifFcWIsMYChipXZzssvsAvDM/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: afternoon, park, Milly Mule, bathing suit, lazy, chute, climbed, afraid.

Component: Zebra Snacks (ISBN: 9781603439312)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CcmZk04dz37riV_jFjRuqSil6PcNJL4I/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial consonants z and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: jam, zebra, too, jelly beans, zucchini, juice, Jell-O, eat.

Component: Nora Skateboards (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1OHxnKtburxx1WdUMDbYUavxtd_MdRt3w
usp=drive_link

Updated Text:
PHONICS SKILL: Silent kn and wr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: apartment, break,
dangerous, equipment, knitted, dorky, knack, giant, wrenched.

Component: The Wild Child (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/144hR3vnpuBOn94kuxBLi7emHCNhOeIRu
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Final blend ld

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Buffy, park, yay, listen, build, read, pirate.

Component: Meet My Mom (ISBN: 9781603439237)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hHqW3eiFnQYFbdQOR8C3CDUwyYLE10iZ usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial consonants m and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: teach, mop, talk, march, text, mix, tiptoe.

Component: Bud and Mutt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mutt, tug, rope.

Component: Baby Lamb Is Lost (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TwECohy9T8PJ6gXcIVIqCNySIYrjYDqa/viewusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Djgg72EAR1vShNgSSJ7hFC_070SV-6oE/view?usp=drive_link

PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chewed, peach, cheep, Baaa!, Mother Sheep, hush.

Component: Lizards (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1roL0qEnZWbLyR4Ue6rum_UaSSFRZ-33I/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1t4-1quOnQtClm0Ht9PKcYt8RK_DKb7mv/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: reptile, warm, tongue, dead, prey, predators, color.

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: Editorial Change
Current Page Number(s):
Location:
Table in the middle of the page

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15TNu_2XEcu6TMO2EfzPzq5bvndctmrac/vi usp=drive_link

Updated Text:

This chart will be adjusted to show grade 3 by adding a column:

Third Grade*
Moving On: Set 2

Lifting Off: Set 1 and Set 2
*Use overlap lessons for review as necessary.

Program: Stepping Together

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1yv2eamKVBBtLcLKMpEMg9lXQ138VyjbG/\
usp=drive_link

Original Text:
N/A

Updated URL:
N/A

Updated Text:
Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: Stepping Together Teaching Guide for Kindergarten (2nd Edition) (ISBN: 9798888290415)

Change Type: Editorial Change
Current Page Number(s):
Location:

Last entry in the "Consumable Items" column of Table 1-3

Original URL:

https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:

One-Year Subscription to Digital Reader

Updated URL:

https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmv2oSjDtHg/vusp=drive_link

Updated Text:

Delete text. See revision on PDF page 17 of new PDF. Instead insert at bottom of table: *We recommend purchasing a one-year subscription to the Digital Reader as a optional add-on.

Change Type: Editorial Change

Current Page Number(s):

Location:

End of first paragraph

Original URL:

https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1X-i-166qfqd_X1TPnxDR4xwx6VKPHw6g/view?usp=drive_link

Updated Text:

ADD TEXT: To further support students in blending the word parts or phonemes consider incorporating a multi-modal activity. For example, if students are attempting to blend a three-phoneme word such as cat, instruct them to tap their left hand on their right arm in three different places (shoulder, elbow, wrist) saying each individual sound. Then have

students run their left hand down their right arm from shoulder to wrist without stopping as they say the word cat as a complete unit. [NOTE: this change was requested by reviewers in Stepping Together Grade 1; we are pulling the change through to Kindergarten.]

Publisher: Scholastic Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Ready4Reading

Component: Short Reads Decodables (ISBN: 9781339010731)

Change Type: Editorial Change
Current Page Number(s):
Location:
The state board reviewer pointed out this about this lesson: This activity is listed with short O, the text does not include short o vc words. -- We agreed that the activity needed to add a short o word and will add the word "on." The link above in "updated content" shows you where we accepted the change.

Original URL:
https://teacher-hub.ready4reading.scholastic.com/lesson/14/tab/2

Original Text:
Text did not include a short o vc word, so we're going to add one.

Updated URL:
https://texasresourcereview.org/teks/admin/srp/program/6930451/feedback
feedback

Updated Text:
We will add the word "on" as a word to practice in this lesson.

Change Type: Editorial Change

Current Page Number(s):

Location:

https://teacher-hub.ready4reading.scholastic.com/lesson/16/tab/2 -- you can see the reviewer feedback at the link provided for "udpated content" as that is where we gave our response stating we would accept the change.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/lesson/16/tab/2

Original Text:

The state board reviewers pointed this out - "For practice, write the following words for children to read: jam jot jab Jim Jon Jan job" but it should say write the words for the children to decode. -- We agree and will make this change on this card and all other SRD cards.

Updated URL:

https://texasresourcereview.org/teks/admin/srp/program/6930451/feedback feedback

Updated Text:

The state board reviewers pointed this out - "For practice, write the following words for children to read: jam jot jab Jim Jon Jan job" but it should say write the words for the children to decode. -- We agree and will make this change on this card and all other SRD cards.

Component: Wiley Blevins Teaching Phonics (ISBN: 9781338856965)

Change Type: Editorial Change

Current Page Number(s):

Location:

The state board reviewer pointed out that in step 1 of the WBTP alphabet lesson on "Hh," Step 1, Develop Phonemic Awareness and Oral Segmenting, we should consider this -- "Rather than using the synonym "sound," be sure to use the vocabulary from the KSS "phoneme." - We agree and will incorporate this change.

Original URL:

Original Text:

The state board reviewer pointed out that in step 1 of the WBTP alphabet lesson on "Hh," Step 1, Develop Phonemic Awareness and Oral Segmenting, we should consider this -- "Rather than using the synonym "sound," be sure to use the vocabulary from the KSS "phoneme." - We agree and will incorporate this change.

Updated URL:

https://texasresourcereview.org/teks/admin/srp/program/6930451/feedback feedback

Updated Text:

The state board reviewer pointed out that in step 1 of the WBTP alphabet lesson on "Hh," Step 1, Develop Phonemic Awareness and Oral Segmenting, we should consider this -- "Rather than using the synonym "sound," be sure to use the vocabulary from the KSS "phoneme." - We agree and will incorporate this change.

English Language Arts and Reading - Phonics

Publisher: Amplify

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

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

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

Original Text:

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

Updated URL:

N/A

Updated Text:

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

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

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

Original URL:

Original Text:

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

Updated URL:

N/A

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

Change Type: Editorial Change

Current Page Number(s):

Location:

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

Original URL:

Original Text:

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

Updated URL:
N/A

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to

be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

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

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

Original URL:

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

Updated URL:
N/A

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

ELAR, Phonics, Grade 2 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 2

Component: G2, Skills Unit 3 Teacher Guide (ISBN: 9798894 040417)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 3 Teacher Guide, Lesson 10, p. 130 (PDF p. 137) 1 mention Lesson 16, p. 196 (PDF p. 203) 1 mention Pausing Point, p. 305 (PDF p. 312) 1 mention Appendix: Using Chunking to Decode Multisyllable Words, p. 458 (PDF p. 465) 2 mentions, p. 462 (PDF p 469) 2 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:

N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Component: G2, Skills Unit 2 Teacher Guide (ISBN: 9798894040400)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 2 Teacher Guide Lesson 1, p. 22-23 (PDF p. 29-30) 4 mentions Lesson 5, p. 76 (PDF p. 83) 1 mention Lesson 6, p. 86 (PDF p. 93) 1 mention Lesson 6, p. 92-93 (PDF p. 99-100) 5 mentions Appendix B, p. 346 (PDF p. 353) 2 mentions; p. 350 (PDF p. 357)

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:

N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Component: G2, Skills Unit 4 Teacher Guide (ISBN: 9798894040424)

Change Type: Editorial Change
Current Page Number(s):
Location:
Skill Unit 4 Teacher Guide, Lesson 6, p. 83 (PDF p. 90) 1 mention
Appendix: Using Chunking to Decode Multisyllable Words, p. 387 (PDF p. 349) 2 mentions, p. 391 (PDF p. 398) 2 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:

N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Component: G2, Skills Unit 2 Lesson Slides (ISBN: 9798894 046150)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 2 Lesson Slides (PDF p. 40-43) 4 mentions, (PDF p. 180) 1 mention, (PDF p. 195-198) 4 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program

Updated URL:
N/A

Updated Text:
"root" will be replaced with "base" throughout program where applicable.

Component: G2, Skills Unit 5 Teacher Guide (ISBN: 9798894040431)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 5 Teacher Guide, Pausing Point, p. 315 (PDF p. 324) 1 mention Appendix B: Using Chunking to Decode Multisyllable Words, p. 405 (PDF p. 414) 2 mentions; p. 409 (PDF p. 418) 2 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:
N/A

Updated Text:
"root" will be replaced with "base" throughout program where applicable.

Component: G2, Skills Unit 2 Activity Book (ISBN: 9798894 040462)

Change Type: Editorial Change
Current Page Number(s):
Location:
Skills Unit 2 Activity Book, p. 5 (PDF p. 10) 1 mention, p. 33 (PDF p. 38) 1 mention

Original URL:

Original Text:
Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:
N/A

Updated Text:
"root" will be replaced with "base" throughout program where applicable.

Component: G2, Skills Unit 1 Teacher Guide (ISBN: 9798894040394)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 1 Teacher Guide Introduction, p. 12 (PDF p. 210) 2 mentions Lesson 13, p. 161 (PDF p. 170) 3 mentions Lesson 19, p. 225 (PDF p. 234) 2 mentions Appendix C, p. 406 (PDF p. 415) 2 mentions; p. 410 (PDF p. 419) 2 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:
N/A

Updated Text:
"root" will be replaced with "base" throughout program where applicable.

Component: G2, Skills Unit 6 Teacher Guide (ISBN: 9798894040448)

Change Type: Editorial Change
Current Page Number(s):
Location:
Skills Unit 6 Teacher Guide, Lesson 1, p. 11 (PDF p. 20) 1 mention Appendix: Using Chunking to Decode Multisyllable Words, p. 497 (PDF p. 506) 2 mentions; p. 501 (PDF p. 510) 2 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the

program.

Updated URL:

N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

ELAR, Phonics, Grade 3 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 3

Component: G3, Skills Unit 3 Teacher Guide (ISBN: 9798891808638)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 3 Teacher Guide

Contents, (PDF p. 4) 4 mentions; (PDF p. 5) 3 mentions; (PDF p. 6) 3 mentions; (PDF p. 7) 1 mention; (PDF p. 8) 1 mention; (PDF p. 9) 1 mention

Introduction, p. 3 (PDF p. 14) 1 mention

Lesson 1, p. 6 (PDF p. 17) 1 mention; p. 10 (PDF p. 21) 4 mentions

Lesson 2, p. 19 (PDF p. 30) 1 mention; p. 23 (PDF p. 34) 2 mentions

Lesson 3, p. 29 (PDF p. 40) 1 mention; p. 30 (PDF p. 41) 1 mention; p. 33 (PDF p. 43) 4 mentions; p. 34 (PDF p. 45) 1 mention

Lesson 4, p. 42 (PDF p. 52) 1 mention; p. 45 (PDF p. 56) 2 mentions; p. 46 (PDF p. 57) 1 mention

Lesson 5, p. 57 (PDF p. 68) 1 mention

Lesson 6, p. 66 (PDF p. 77) 1 mention; p. 70 (PDF p. 81) 5 mentions

Lesson 7, p. 78 (PDF p. 89) 1 mention; p. 83 (PDF p. 94) 2 mentions; p. 84 (PDF p. 95) 1 mention

Lesson 8, p. 90 (PDF p. 101) 1 mention; p. 91 (PDF p. 102) 1 mention; p. 96 (PDF p. 107) 7 mentions; p. 97 (PDF p. 108) 4 mentions

Lesson 9, p. 103 (PDF p. 114) 1 mention; p. 108 (PDF p. 119) 3 mentions; p. 109 (PDF p. 120) 2 mention

Lesson 10, p. 120 (PDF p. 131) 1 mention; p. 130 (PDF p. 141) 1 mention

Lesson 11, p. 136 (PDF p. 147) 2 mention; p. 143 (PDF p. 154) 1 mention

Lesson 12, p. 148 (PDF p. 159) 8 mentions

Lesson 13, p. 161 (PDF p. 172) 3 mentions

Lesson 14, p. 169 (PDF p. 180) 1 mention; p. 173 (PDF p. 184) 1 mention
Lesson 16, p. 198 (PDF p. 209) 3 mentions
Lesson 17, p. 206 (PDF p. 217) 2 mentions; p. 211 (PDF p. 222) 2 mentions\
Lesson 19, p. 229 (PDF p. 240) 1 mention; p. 233 (PDF p. 244) 2 mentions
Lesson 21, p. 258 (PDF p. 269) 1 mention
Lesson 22, p. 266 (PDF p. 277) 1 mention; p. 270 (PDF p. 281) 2 mentions
Lesson 23, p. 281 (PDF p. 292) 4 mentions
Activity Book Answer Key

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:

N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Component: G3, Skills Unit 1 Teacher Guide (ISBN: 9798891808614)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 1 Teacher Guide Contents (PDF p. 4), 4 mentions; (PDF p. 5), 3 mentions; (PDF p. 6), 1 mention; (PDF p. 7), 3 mentions; (PDF p. 8), 4 mentions Introduction, p. 3 (PDF p. 12), 1 mention; p. 11 (PDF p. 20), 1 mention Lesson 1, p. 13 (PDF p. 22), 1 mention; p. 14 (PDF p. 23), 1 mention; p. 18 (PDF p. 27), 2 mentions Lesson 2, p. 26 (PDF p. 35), 1 mention; p. 27 (PDF p. 36), 1 mention; p. 31 (PDF p. 40), 2 mentions Lesson 3, p. 39 (PDF p. 48), 2 mentions; p. 40 (PDF p. 49), 1 mention; p. 44 (PDF p. 53), 4 mentions Lesson 4, p. 52 (PDF p. 61), 1 mention; p. 55 (PDF

p. 64), 2 mentions; p. 56 (PDF p. 65), 2 mentions; p. 60 (PDF p. 69), 1 mention Lesson 5, p. 65 (PDF p. 74), 1 mention Lesson 6, p. 70 (PDF p. 79), 1 mention; p. 77 (PDF p. 86), 1 mention; p. 78 (PDF p. 87), 1 mention, p. 82 (PDF p. 91), 2 mentions, p. 82 (PDF p. 91), 1 mention Lesson 7, p. 90 (PDF p. 99), 1 mention; p. 91 (PDF p. 100), 1 mention; p. 96 (PDF p. 105), 3 mentions; p. 97 (PDF p. 106), 2 mentions Lesson 8, p. 104 (PDF p. 113), 1 mention; p. 105 (PDF p. 114), 1 mention; p. 110 (PDF p. 119), 2 mentions; p. 111 (PDF p. 120), 1 mention Lesson 9, p. 116 (PDF p. 125), 1 mention; p. 117 (PDF p. 126), 1 mention; p. 121 (PDF p. 130), 1 mention; p. 122 (PDF p. 131), 2 mentions Lesson 10, p. 129 (PDF p. 138), 1 mention; p. 134 (PDF p. 143), 2 mentions Lesson 13, p. 168 (PDF p. 177), 1 mention; p. 169 (PDF p. 178), 1 mention, p. 173 (PDF p. 182), 2 mentions Lesson 14, p. 182 (PDF p. 191), 1 mention; p. 187 (PDF p. 196), 1 mention Lesson 16, p. 209 (PDF p. 218), 1 mention; p. 214 (PDF p. 223), 3 mentions; p. 215 (PDF p. 224), 1 mention Lesson 17, p. 223 (PDF p. 232), 1 mention; p. 228 (PDF p. 237), 1 mention; p. 229 (PDF p. 238), 1 mention Lesson 18, p. 237 (PDF p. 246), 1 mention; p. 241 (PDF p. 250), 4 mentions; p. 242 (PDF p. 251), 3 mentions Lesson 19, p. 249 (PDF p. 258), 1 mention; p. 253 (PDF p. 262), 1 mention Lesson 20, p. 262 (PDF p. 271), 1 mention; p. 266 (PDF p. 275), 3 mentions TR 4.1, p. 283 (PDF p. 292), 1 mention Activity Book Answer Key TR 4.1 answer key, p. 325 (PDF p. 334), 1 mention ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3, p. 339 (PDF p. 348), 1 mention

Original URL:

Original Text:
Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:
N/A

Updated Text:
"root" will be replaced with "base" throughout program where applicable.

Component: G3, Skills Unit 3-4 Activity Book (ISBN: 9798894046235)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 3 Activity Book

Activity Page 2.2, p. 11 (PDF p. 18) 9 mentions; p. 12 (PDF p. 19) 6 mentions

Activity Page 3.2, p. 15 (PDF p. 22) 2 mentions, p. 16 (PDF p. 23) 1 mention

Activity Page 4.2, p. 23 (PDF p. 30) 2 mentions

Activity Page 5.2, p. 27 (PDF p. 34) 3 mentions

Activity Page 6.2, p. 35 (PDF p. 42) 3 mentions

Activity Page 7.2, p. 41 (PDF p. 48) 1 mention

Activity Page 8.2, p. 45 (PDF p. 52) 3 mentions

Activity Page 9.2, p. 53 (PDF p. 60) 1 mention

Activity Page 11.2, p. 65 (PDF p. 72) 1 mention

Activity Page 12.3, p. 75 (PDF p. 82) 1 mention

Activity Page 14.2, p. 87 (PDF p. 94) 1 mention

Activity Page 17.2, p. 107 (PDF p. 114) 1 mention

Activity Page 20.2, p. 123 (PDF p. 130) 2 mentions

Activity Page 23.3, p. 145 (PDF p. 152) 1 mention

Activity Page 24.1, p. 153 (PDF p. 160) 3 mentions

Skills Unit 4 Activity Book

Activity Page 1.2, p. 175 (PDF p. 182) 2 mentions

Activity Page 3.2, p. 187 (PDF p. 194) 1 mention

Activity Page 4.2, p. 197 (PDF p. 204) 1 mentionActivity Page 8.2, p. 223 (PDF p. 230) 1 mention

Activity Page 9.2, p. 231 (PDF p. 238) 2 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Component: G3, Skills Unit 1-2 Activity Book (ISBN: 9798894046235)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 1 Activity Book

Activity Page 3.2, p. 15 (PDF p. 22), 1 mention

Activity Page 4.1, p. 21 (PDF p. 28), 1 mention

Activity Page 4.2, p. 23 (PDF p. 30), 1 mention

Activity Page 6.2, p. 39 (PDF p. 46), 3 mentions

Activity Page 7.2, p. 45 (PDF p. 52), 1 mention

Activity Page 8.2, p. 50 (PDF p. 57), 3 mentions

Activity Page 9.2, p. 57 (PDF p. 64), 1 mention

Activity Page 10.2, p. 61 (PDF p. 68), 1 mention

Activity Page 16.2, p. 99 (PDF p. 106), 2 mentions

Activity Page 17.2, p. 105 (PDF p. 112), 1 mention

Activity Page 18.2, p. 109 (PDF p. 116), 1 mention

Skills Unit 2 Activity Book

Activity Page 2.2, p. 143 (PDF p. 150) 1 mention

Activity Page 3.2, p. 147 (PDF p.154) 2 mentions

Activity Page 6.2, p. 167 (PDF p. 174) 4 mentions

Activity Page 7.2, p. 173 (PDF p. 180) 3 mentions

Activity Page 8.2, p. 177 (PDF p. 184) 1 mention

Activity Page 9.2, p. 185 (PDF p. 192) 3 mentions

Activity Page 10.1, p. 187 (PDF p. 194) 1 mention

Activity Page 11.2, p. 195 (PDF p. 202) 1 mention

Activity Page 12.2, p. 201 (PDF p. 208) 1 mention

Activity Page 13.2, p. 205 (PDF p. 212) 1 mention

Activity Page 14.2, p. 213 (PDF p. 220) 2 mentions

Activity Page 16.2, p. 225 (PDF p. 232) 3 mentions

Activity Page 17.2, p. 231 (PDF p. 238) 1 mention

Activity Page 18.2, p. 235 (PDF p. 242) 2 mentions
Activity Page 19.3, p. 245 (PDF p. 252) 1 mention
Activity Page 20.3, p. 251 (PDF p. 258) 3 mentions

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:

N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Component: G3, Skills Unit 4 Teacher Guide (ISBN: 9798891808645)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 4 Teacher Guide

Contents, (PDF p. 4) 4 mentions; (PDF p. 5) 2 mentions; (PDF p. 6) 2 mentions; (PDF p. 7) 1 mention

Lesson 1, p. 6 (PDF p. 15) 1 mention; p. 11 (PDF p. 20) 3 mentions

Lesson 2, p. 19 (PDF p. 20) 1 mention; p. 23 (PDF p. 32) 4 mentions; p. 24 (PDF p. 33) 2 mentions

Lesson 3, p. 31 (PDF p. 40) 1 mention; p. 36 (PDF p. 45) 6 mentions; p. 37 (PDF p. 46) 1 mention

Lesson 4, p. 44 (PDF p. 53) 1 mention; p. 48 (PDF p. 57) 3 mentions

Lesson 5, p. 56 (PDF p. 65) 1 mention; p. 60 (PDF p. 69) 1 mention

Lesson 8, p. 95 (PDF p. 104) 1 mention; p. 96 (PDF p. 105) 1 mention; p. 101 (PDF p. 110) 2 mentions

Lesson 9, p. 108 (PDF p. 117) 1 mention; p. 109 (PDF p. 118) 1 mention; p.

111 (PDF p. 120) 1 mention; p. 113 (PDF p. 122) 8 mentions

Lesson 19, p. 248 (PDF p. 257) 4 mentions; p. 249 (PDF p. 258) 2 mentions

Activity Book Answer Key

Original URL:

Original Text:

Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:

N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Component: G3, Skills Unit 2 Teacher Guide (ISBN: 9798891808621)

Change Type: Editorial Change

Current Page Number(s):

Location:

Skills Unit 2 Teacher Guide

Contents, (PDF p. 4) 4 mentions; (PDF p. 5) 3 mentions; (PDF p. 6) 3 mentions; (PDF p. 7) 3 mentions; (PDF p. 8) 1 mention

Introduction, p. 3 (PDF p. 14) 1 mention

Lesson 1, p. 8 (PDF p. 19) 1 mention; p. 12 (PDF p. 23) 4 mentions; p. 13 (PDF p. 24) 1 mention

Lesson 2, p. 21 (PDF p. 32) 1 mention; p. 12 (PDF p. 36) 4 mentions; p. 26 (PDF p. 37) 1 mention

Lesson 3, p. 33 (PDF p. 44) 1 mention; p. 37 (PDF p. 48) 2 mentions; p. 38 (PDF p. 49) 1 mention

Lesson 4, p. 45 (PDF p. 56) 1 mention; p. 49 (PDF p. 60) 2 mentions

Lesson 6, p. 69 (PDF p. 80) 1 mention; p. 74 (PDF p. 85) 5 mentions; p. 26 (PDF p. 37) 1 mention

Lesson 7, p. 81 (PDF p. 92) 1 mention; p. 86 (PDF p. 97) 5 mentions

Lesson 8, p. 92 (PDF p. 103) 1 mention; p. 93 (PDF p. 104) 1 mention; p. 98 (PDF p. 36) 4 mentions

Lesson 9, p. 105 (PDF p. 116) 1 mention; p. 109 (PDF p. 120) 2 mentions; p. 110 (PDF p. 121) 5 mentions

Lesson 10, p. 121 (PDF p. 132) 5 mentions

Lesson 11, p. 130 (PDF p. 141) 1 mention; p. 134 (PDF p. 145) 2 mentions; p. 135 (PDF p. 146) 1 mention

Lesson 12, p. 141 (PDF p. 152) 1 mention; p. 145 (PDF p. 156) 1 mention; p. 146 (PDF p. 157) 2 mentions

Lesson 13, p. 151 (PDF p. 162) 1 mention; p. 152 (PDF p. 163) 1 mention; p. 156 (PDF p. 167) 1 mention

Lesson 14, p. 162 (PDF p. 173) 1 mention; p. 166 (PDF p. 177) 1 mention; p. 167 (PDF p. 178) 4 mentions

Lesson 15, p. 178 (PDF p. 189) 2 mentions

Lesson 16, p. 187 (PDF p. 198) 1 mention; p. 192 (PDF p. 203) 7 mentions

Lesson 17, p. 200 (PDF p. 211) 1 mention; p. 204 (PDF p. 215) 2 mentions; p. 205 (PDF p. 216) 2 mentions

Lesson 18, p. 204 (PDF p. 215) 2 mentions; p. 217 (PDF p. 228) 6 mentions; p. 218 (PDF p. 229) 5 mentions

Lesson 19, p. 229 (PDF p. 240)1 mention; p. 230 (PDF p. 241)1 mention

Lesson 20, p. 241 (PDF p. 252)1 mention; p. 242 (PDF p. 253) 2 mentions

Lesson 21, p. 254 (PDF p. 265) 2 mentions; p. 267 (PDF p. 278) 1 mention; p. 278 (PDF p. 289) 3 mentions

Activity Book Answer Key

Original URL:

Original Text:
Full response details here. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program.

Updated URL:
N/A

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Publisher: Pioneer Valley Educational Press, Inc

ELAR, Phonics, Grade 1 (IMRA)

Program: In Tandem

Component: In Tandem Handbook (ISBN: 9798888290019)

Change Type: Editorial Change
Current Page Number(s):
Location:
Appendix A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1NvFZctdoHi2ovQ14mGaMLhjjNQhK0BxD/usp=drive_link

Updated Text:
In response to a reviewer suggestion, for all of Appendix A (Scopes and Sequences), we will add a column called "Teaching Points" and list the Teaching Points in each lesson. Due to time limitations we have prepared a sample; it will be pulled through all of the appendix.

Change Type: Editorial Change
Current Page Number(s):
Location:
Table header in the middle of the page

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

Kindergarten, Lessons 13–24 to Second Grade

Updated URL:

https://drive.google.com/file/d/1sigtUo9mQoyhFV_edIz0QHidAixbZnDz/view?usp=drive_link

Updated Text:

Kindergarten, Lessons 13–48 to Second Grade

Change Type: Editorial Change

Current Page Number(s):

Location:

First numbered list

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1sigtUo9mQoyhFV_edIz0QHidAixbZnDz/view?usp=drive_link

Updated Text:

List is numbered incorrectly. List numbering will be corrected.

Component: Sunny the Seal (ISBN: 9781603437431)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Yw3e5f_JzJbuX4HLIvr9aiMGqAzKQ0VK/vie
usp=sharing

Original Text:
N/A

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, pleaded, scraps, spotted, heap, seaweed.

Component: Max and the Bug (ISBN: 9781603437868)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1d0-i2aViHev89JnjtPNw0Cq0sjcnjjli/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Wn2Dwsfu4itiLcmqgypMY7wvqSyQznZz/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, Buzz, taking.

Component: All about Sharks (ISBN: 9781603437653)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1XbH9KlO8PyL83eICh0W9Mvf_8HoSy2UE/\usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/13U-j2Nv_Zc_n9XHtuY2VL_RPd0C3pLJI/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combinations ar, er, ir, or, and ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ocean, torpedo, chew, coral reefs, people, species, endangered, threat.

Component: Izzy the Inchworm (ISBN: 9781603437400)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Digraph blend nch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, tree, buds, finch.

Component: The Mess (ISBN: 9781603437837)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1i9ClW_XuazKF8xFLG9D9z8a91ipGedpl/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1uqMb8fdHojjbNg9dMf9ogcQs_hhtLZeL/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: outside, Oh no!, pick.

Component: Bunny and the Lion (ISBN: 9781603437561)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1O0xLjyN-2Lti43S_nYHUtORDx4rhy6Jm/view?usp=sharing

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lurk, nibbling, scurry, mouse, slurp, heard.

Component: Quack and the Chicks (ISBN: 9781603437998)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ET3yuOtRIKRS0JpU3O2Gv19OQgiOQgQt/\
usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/12HOsy4pDYreJMmF3w7wRx536sx4zKL-M/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph ck

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother Hen, barn, hungry, hatch, Cluck!, Peck!.

Component: Kit and Jim Jim (ISBN: 9781603437783)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uNPd-MpfopNbo9uLd869eg7nmDbUvscC/view?usp=sharing

Original Text:
N/A

https://drive.google.com/file/d/1_UiZA3jfgSwkHiXfaJ_vPeQpUrhJ-R5b/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fish, fig, dish.

Component: Some Fun (ISBN: 9781603437370)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1cZe9LYzlIOmK4CF2Al5PLD0OSbTHaHwH/usp=sharing

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: afternoon, park, Milly Mule, bathing suit, lazy, chute, climbed, afraid.

Component: It Is Hot (ISBN: 9781603437806)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/18VNiRx6hQkI1MNmn46zSLu6dyb20ZZ0D/usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1moGIUn8H-xrpL89pbl62NpOYPDHclo0-/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, rock.

Component: The List (ISBN: 9781603437530)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HaFm8Qwllc7-iYI6GuxQcqqd9WW_ofZW/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14994lQ7CG73CIOwMSzfYOOwYmmYhAKu usp=drive_link

PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: porch, barked, Oliver Otter, Peggy, Princess, pencil, ideas, snorted, Tina Turtle, worms, snickered, army guys.

Component: Snip-Snap (ISBN: 9781603437967)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12nj64JQchIVZPsKwhsfTCKLsc9OTZ9ri/view usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1pJapAqub-s8KdWC_UkP7pXdP_LINY-2T/view?usp=drive_link

PHONICS SKILL: Initial blend sn

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lily pad, snack, hungry, ate, snail, snake.

Component: Poison Ivy (ISBN: 9781603437752)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13RqXlw_HvVXybpUCkvYgUo5eqD0UPyrg/\
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1s6vJqdQC3q_SRgD_YUY4ATOmfuhIK3tp/vi\
usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: avoid, cause, notched, spoil, lukewarm, ointments, eyes.

Component: The Toad (ISBN: 9781603437509)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1wizm5QHq2WTFwqY_1CT6dE5nOLEPOQX usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-T6nG_8VmbZhHUByU8DOYGnqVPqwzZac/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, croaked, cocoa, boasted.

Component: A Moth for Seth (ISBN: 9781603437936)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12AqfODC7T9jwf2uFmATd1zd2Ep9e77tu/v usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/180XED5SlvmpMfR4shhwvxdki8MK8R9V4/v usp=drive_link

Updated Text:

PHONICS SKILL: Final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: inchworm, jar, butterfly, leaves, mesh, ate, upside down.

Component: The Fawn and the Hawk (ISBN: 9781603437721)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1AKOSlcIxZpNtee4SFAKvY6YQCmHWf_CC/\usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/18zvJEZO8zd11KW5nWOvgYsbaTWKYkDyD\usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dawn, blades, flutter, tawny, breakfast, scarecrow, Hooray!.

Component: A Grand Plan (ISBN: 9781603437349)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1q9vEpxbH4-RZu7xDdKHMj2QxnymkpaFo/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QCapLsbA0TGGPgxH6e1GwyDukWFGgjx5usp=drive_link

Updated Text:

PHONICS SKILL: Final blend nd

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: yummy, fond, idea, island, Goodbye, around, bend.

Component: The Penguin Chicks (ISBN: 9781603437905)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1v1PXG3Z7u8J2ABRxJ_re24HmSj1UDp7T/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17Yz2q1U7FBQyR-ieziAUUoiSTZ-ryh9h/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, Father, eggshells, Cheep, hungry, chew, chilly.

Component: Who Is Super Sam? (ISBN: 9781603437691)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VCkzkhba2c6un6cOPLzlIvy8pjyTlQTm/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lbmg0-Ri4AicVdYqDKtjv-z72XVa96QW/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: discover, slurped, doubtful, piece, rescue, fountain, Yikes!, bound, trouble.

Component: The Pest (ISBN: 9781603437318)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1R68XRH2-HzSmdT3FzWyatbmeSLfeuZIX/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ogpzmLDdMeUVjOKdJ_aDFDo9oHpu5yON
usp=drive_link

Updated Text:

PHONICS SKILL: Final blend st

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Billy, brother, shouted, cried, pizza, outside, climbed, cry.

Component: Clarence Goes to School (ISBN: 9781603437479)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1b7i5ZYD06DRUiP2-FT2C4csAZbwzKb7X/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SgGEZmeT17QrJd2AuYfSxtZri8GZGqys/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Clarence, dragon, house, drooped, principal, greeting.

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1eBiuZQUoJE1lBiZ2Lz2JDYRlzIgr1EW8/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1CQAm-sc8xYVdEO45mqyYyLtwZpjbaEDK/view?usp=drive_link

Updated Text:

Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: A Lion's Tail (ISBN: 9781603437448)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17fxysrSXfE1Wl21kj7GHFe9-_e4cgEI9/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1UkaF-o-Tf1JtdNgr9WafkootlK68ovpy/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Lenny, animals, trail, daisies, grain.

Component: The Wolf and the Pig (ISBN: 9781603437875)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mVFW2WalJfdkGJzgCPnxVbEzidecA9Cc/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1D3HjVuVxR6ro2XS9k9-whZKSx_eZf89X/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: den, hungry, pigpen.

Component: The Pig Rescue (ISBN: 9781603437660)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Jbh4lolxvHGn2SZaVd265M3tmaAWoayv/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19f-t10Qnv9IaCPQfMiA8DgNGSHFgvxDX/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blends str and squ

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: straw, waddled, strange, sound, squealing, squatted, climbed, breath, squinting, straightened, squashed.

Component: The Green Jeep (ISBN: 9781603437417)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YBgB-GXq-evh0hSriTUjaGlySPTs2yQu/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1s5lYoFka2_NaKTPRI71JADfDXH7bVhAF/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, jeep, anymore, weeding.

Component: A Pet for Sam (ISBN: 9781603437844)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1prqw1_yALD5b6BNnblCSIY4e4V46lkb0/vie
usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1d2dR0Dr1y6flt5cxyEfVwsWCU2m_m-
Ru/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: pet shop, dollars.

Component: Homer Goes to Summer Camp (ISBN: 9781603437578)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1ZBVFmWLPu0pSax5siRnq1rCBBiKMSnqK/usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1FY0vBZSxbJGwLE7XsSopcd-xeFzwWr0W/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: video games, fresh air, sternly, nervous, bear, owl, perked up, muttered, mountain.

Component: Rusty Plays Ping-Pong (ISBN: 9781603438001)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1FmvF8ItWr8InsJEwbV7G1KyACQ8F7KC6/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19MirbSYNKAsybWOqVO14M3MfDqJAs9e7/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph ng

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, doorbell, time, please, three, idea, team, Bang!.

Component: Wag Digs (ISBN: 9781603437790)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1FN-iXpB_ezD3sVGywN66zGPtPP9U8V8o/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1nZyOwXr_wp2G5ARm7ds6Jgw1vHfNy-gf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pit, bin.

Component: Smoke! (ISBN: 9781603437387)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Micky, sleeping, head, breakfast, river, cried, sprayed, busy.

Component: Nuts for Tuck (ISBN: 9781603437813)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1hBwe_QQd_VI36hDWSBOrG1SZLJi49Qyv/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1HDqTaiHV-DxhWPbQNhw51r1q387k_sxB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hole, Oh no!, Yuck.

Component: The Bluebird (ISBN: 9781603437547)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Yw0ZiAbL4SyFphziqh5snUASEy1Eq43F/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1iHYaWfbIcTVPXRJ3h4iwIubF-peVxuEi/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird feeder, idea, vet, birdbath.

Component: A Home for a Crab (ISBN: 9781603437974)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TU7ClWNVarmu3mL1NHAybHF9LttRSwkJ/usp=sharing

Original Text:

N/A

Updated Text:
PHONICS SKILL: Initial blend cr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: crow, Ahhh!, crane, Boo-hoo!, cried, cry.

Component: Ozoy and the Asteroid (ISBN: 9781603437769)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Tylo6Yqd4CabdbXAr4Krgu84h-v3gGGo/view?usp=sharing

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: authorized, spaceship, launchpad, voyage, cargo, Whaul, autopilot, damage, asteroid, mishap.

Component: Lessons from a Crow (ISBN: 9781603437516)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1wA8fRs_r8cZWomIcI-qlWUuqj4MXBwyK/view?usp=sharing

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long o vowel team ow (as in tow)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bowling, bowler, alley, gutter, vacation, cornfield, wrong, practice.

Component: Baby Lamb Is Lost (ISBN: 9781603437943)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1fXwmvbpKeIG_q29uFMQm1ZrZtBQUrTFC/usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chewed, peach, cheep, Baaa!, Mother Sheep, hush.

Component: Uncle Saul (ISBN: 9781603437738)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ejfHcI_JHOy8TWlXh5so-VSXqie4e-RH/view?usp=sharing

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, paunch, uncle, magician, magic, haul, faucet, china saucer, overheard, fraud, bauble.

Component: A Birthday Cake (ISBN: 9781603437356)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/11heMsRvzjs52ZKXhjEaJdw_Y-4qEMYfA/view?usp=sharing

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: batter, scrape, shook.

Component: The Redwood Forest (ISBN: 9781603437486)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1wovPgmqFMh7XUht-D_4BOGCF_ZMl2Wf5/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_mUIH2aMQcil-2b0v8_y-wHqNsqFRpEn/view?usp=drive_link

PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: redwood, giant, shouted, pitched, bridge, flew, claws, heron, rookery.

Component: Thunder (ISBN: 9781603437912)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1e4RvR_N_P__HGaAAM6cTQJGTIqq3d8-k/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/13So7LQTUeio3k84UqNV4CSr_5c-xOXgM/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: tail, ears, Boom, hear, under, Thora, outside, hide, kissed, thumped.

Component: My Nephew Drew (ISBN: 9781603437707)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dch36oRBKar2yTppAx70y4l5t5frr8I7/view usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SL9UG3P0eTJ_PqzNCdCRY1ah2CrqIasY/vi usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: nephew, suitcase, brewed, firmly, blotches, Phew!.

Component: Camping with Gramps (ISBN: 9781603437325)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1c770Ka60W33Ov7jm-ecltow40_ryinan/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rq00k0SCRTLRQazz-kPMgr5efLd-d7Ko/view?usp=drive_link

Updated Text:

PHONICS SKILL: Final blend mp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: plump, berries, gasped, shoo, sleep, morning, woke, cried.

Component: The Big Egg (ISBN: 9781603437882)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1FCJlHVN74eHVBnDwXl8iN46kmREYml4T/\
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1P5yBY6QtwwPzQzwCIq05UIbs9EoqhKGu/
usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lay, pen, crack.

Component: All about Shrimp (ISBN: 9781603437677)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1QZhiZoiXIoD32IDGDMI2jU-04CV3vTwm/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1B567E2m0A9ocPR2jfeO7fu0ypu9fLQ9B/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend scr and digraph blend shr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: casing, oceans, barely, shed, habitat, perches, leftovers, loudest, prey, creatures, shrivel.

Component: A Trunk in the Road (ISBN: 9781603437295)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1fnLg6jabCDnIpUky-7p3Liil_QcWN1Wb/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wyDJOjCnrf093RBxu-9hTUdM140wpULO/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Father, Pinky, school, tree, car, home, junky, road, saw, moved, side, along.

Component: The Boat Ride (ISBN: 9781603437455)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RaORFbmefMuaNJiDkX47k6RH3CFUbK2q/usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1O7TXKXaBDzv5gAX_ujob_SukKVrvVl-6/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, mouse, sword, slay, seasick, mayday, hooray, flew.

Component: Peach Has an Adventure (ISBN: 9781603437424)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1-tar356nQDBEG5iMxGBJ-sTiGW2PFa8V/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1b6mar0y-1TlTB68s1wA1l-3uXzlTije5/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: farm, tail, whole, world, barnyard, fence, field, mouse, turn.

Component: Hot Dogs for Tim (ISBN: 9781603437851)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/101EYnukCD8uJtFJDyfekAJ2SDz_t9OFC/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Nj6PuQBmaI7iE-f6UiKC2w0LIYmWJbtH/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, cook, fire, too, Oh no!.

Component: Joey and the Fox (ISBN: 9781603437585)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1i0LiGozG7B-M4vIdp3s_FmTwLhWwHYrr/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-DE6yiLtp6uhUPy2HPjHBlxVmZrOW4Aa/view?usp=drive_link

Updated Text:
PHONICS SKILL: y as in i (cry) and e (baby)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kangaroo, pouch, tiny, berries, juicy, spying, sly.

Component: A Bike for Little Knight (ISBN: 9781603437394)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1UyX1mI_ozk6Wzp4WMUFD5IZEPPlWKQaB usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1f_zY6Q_NiN3keqTZHA3paSAyE7qzhzJo/vie usp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, birthday, present, horses, afraid, slope.

Component: Wake Up, Tom (ISBN: 9781603437820)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1euBuvRfEtSXY3WUEUXPP3N2stu2dUnTY/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1GzDbFNZrrst004mDMRK9WSrADMOtHCN?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: napping, wake, Tom's.

Component: Corny Jokes (ISBN: 9781603437554)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1c3eA5MwZ5PHikoEwXMFiVz8xLxUuriDN/\
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YLaQGvjiniS5O3yu0KkSeytAnfby_dt5/view\
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: corny, dinosaur, snore, Hee! Hee!, snorted, sense of humor.

Component: The Class Trip (ISBN: 9781603437981)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17FhLADYWWixDzX1Pa-rl4VtrDy1XgMvm/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/10LvYDa8ZFnLaQxaKfSCDWUt8pPxk10an/\
usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend cl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: beach, game, cliff, clue, claw, bird, climbed.

Component: Tab the Cat (ISBN: 9781603437776)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1okJvrQZaAfA_A04x1fLSmuNhIzgdLVJk/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rBqPAQmn_--DOfyu5nbn3o8SOP-mXYLo/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Matt, jam, bath.

Component: A Fine Place to Hide (ISBN: 9781603437363)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1-RAP3SEFdZoTqCvhcXLf74GSwySuadCk/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qISJ4A3tC0EE7mFWwGrXOJEQOowDO3Id/usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, hide-and-seek, brown, idea, leaves, climbed.

Component: Frogs and Toads (ISBN: 9781603437523)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17ZJTafJOAxhhdgwP71YeQVR6pH0P7pqq/v
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1zzYrNHA0srHG5ntRD_hARkCD9ZOv2_dR/v
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel teams oa, oe, and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: bubble, air sac, sound, croak.

Component: The Skunk (ISBN: 9781603437950)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1j8-wiMzgPLaY7WQoax5LfL9a1q76Dxds/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15B8aiPjPsKT7h1mgme2FUiHfTtfdVaAV/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: blue, sky, skirt, way, home.

Component: The Plowboy (ISBN: 9781603437745)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TsU8_8LkYa2xFhdC0AC0Ha7BkfGdpErJ/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1oJE29SXDIJHrRVsC45im3WgxzRv-GoAU/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: fields, prince, royal coach, annoyed, curious, fancy, voyage, showered, castle.

Component: Mylo Moose's Loose Tooth (ISBN: 9781603437493)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1--Q94ETdgTEn9xhRdCYeUnOxgS0w9re1/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14yrSlm3jaAWIMtQUM_Wmr0W2zgDZCUII/usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Mylo, wiggled, gloomy, drooped, hurt.

Component: Chimps (ISBN: 9781603437929)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/11tZt7VDd3-VNsSf-dDzOHg6QjpNQqQdD/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bSA_xxOszu9xpAw1cDgFjOsWKBLmOwjJ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: shy, monkey, tails, thumb, chew, mother, lies.

Component: The Mermaid Statue (ISBN: 9781603437714)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1j9Lnlt6GZRzTll6Q6UAXvbE8AkRBUQb2/vie
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1CQ840gXd_jFh3LrKSpJ4i3SKu7vrOYHS/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Maria, cruel, gruesome, pedestal, fountain.

Component: A Rafting Trip (ISBN: 9781603437332)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1EW9LIX1tWDAlorkhHDJK0uupcZRmG_ez/\
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1t_gYHGCeQ3migVXxc7gPI_iWUbquGhn0/\
usp=drive_link

Updated Text:
PHONICS SKILL: Final blend ft

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Tiger, idea, river, along, Baby Turtle, swift, maybe, drift, water.

Component: Shay's Pirate Ship (ISBN: 9781603437899)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RCeVyOXEXyT0w2syvjSMkq-Er6IgXXe1/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1HwNaa1Wq0OF0eq6eVDJJsblhsYxLYOhw/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: hut, door, pirates, shed, wheel, house, sheet, show.

Component: The Barred Owl (ISBN: 9781603437684)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MoDMQNRC26b2E3y8CmCbhKlj9fy2HXgA
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bcxaF76cG829XQNHHX-
EtOSdh2lFV19q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: uncrowded, wooded swamps, hawks, roost, prowling, perches, prey, claws, owlets, downy.

Component: A Yummy Plant (ISBN: 9781603437301)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XEKEqLLacK6xHMUeWiGEkxWM4DKcReK usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wUohPxfAwNCyl5sU3_j49R5KvG9UQGWN usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: eat, hole, behind, grass, find, wind, blow, blew.

Component: Brave and Brainy Daisy (ISBN: 9781603437462)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
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usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1c5wT69cSX6ijRKxKvuw06KKrTum6ZJeH/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e and long a vowel teams ai and ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: brainy, Daisy, swayed, trail, plank, sprain.

Program: Phonics Launch

Component: The Smallest Mouse (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

First line of 2nd paragraph

Original URL:

https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v usp=drive_link

Original Text:

Ronnie

Updated URL:

https://drive.google.com/file/d/1H695WLnG0sLVvdcjWZ4nYY4gS35Vcv25/v usp=drive_link

Updated Text:

Ronny

Change Type: Editorial Change

Current Page Number(s):

Location:

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Original URL:

https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v usp=drive_link

Original Text:

N/A

Updated Text:
PHONICS SKILL: Suffix -est

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stumbled, realized, disappeared, flicker, shelter, puniest, eeriest.

Component: A Night Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VZfUWZj0EmaCmry_pUmxiRjz9eQSUxjJ/vi
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: knight, headlight, fading.

Component: Big and Little Cats (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lick, Hiss, Grrr!.

Component: A Birthday Cake (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: batter, scrape, shook.

Component: The Thief and the Red Diesel Truck (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1pdVhnWLc0VJRnGBUuT2iVSCPncDTrnZC/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1zSYXMCZN5y6vK-eubWQ0MZ3Zs4VqVAMr/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Lucia, auto mechanic, getaway vehicle, suspiciously, brief, leads, warehouse, nervously, fiend, scurried, swiftly.

Component: Wag in the Zoo (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VBpspSrdyM-4t9F-27nDBo8XPds77BJK/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1IvcIoQmC_DxxUR4Ublu0R6S4j5CEqrsc/vie usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants w and z

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, hen, zoo, bat, fish, cat, fox, wolf, woof.

Component: Such a Big Fish (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WdOJ8mNae-uWpFys_Q9rCF9nt1QXRJgT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tbFjIsMnO12UUqDRWDm26fsoBcfzpiyv/vusp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hooks, water.

Component: Lessons from a Crow (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12tAAvrHcDqz4wn_MXyxt5yAACpDYqWFm usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11v9P_g3X67r5sr1u76yt7Z_HmTOai1kE/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team ow (as in tow)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bowling, bowler, alley, gutter, vacation, cornfield, wrong, practice.

Component: All about Sharks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1J9KXShS2yiffW4YblVZ5ohTcPgs8N0BI/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1y0cOj6nHV2P9RBd0i1BcD1AfbJKKfNJO/vie usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations ar, er, ir, or, and ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ocean, torpedo, chew, coral reefs, people, species, endangered, threat.

Component: Quack Dresses Up (ISBN: 9781603439299)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OsQMUtLNFMgC_1Zrn3sBFXJl0R2iuEqi/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bDY1ZyvA8k7MhX2bwIaN9ZyNVGMs8veW
usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants q and w

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: watermelon, Quack, wolf, witch, whale, worm, walrus, duck.

Component: The Wolf and the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HHWmItDO-m6jmNUDWAM5M86ekODzK_Rg/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1RM8LO4OetzhDTPwZQuRrreejp-PFGege/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: den, hungry, pigpen.

Component: Perry the Peacock (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1NEaY3W3Soc97ioVHRJ3R8lpyYCaFqvyf/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KrtOfEVyi2RVeVRyUJ_REeBO5caIYGrW/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: berries, beautiful, turned, friends, sadly.

Component: Mouse and the Hermit (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PCES2ZjHcY5fI9uNv9g9ypaLbCmf92xF/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qRk5Ema3HxeNoDwh2MS51dAJKYYH_yZp?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hermit, cozy, leftovers, caught, mousetrap, mercy, company, sternly, preferred.

Component: Nat the Dog (ISBN: 9781603439213)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1QAxN_IrfdfGF4qfKvu_CV1YVk9uEEgJk/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xPeL8xmX_IQ9xAoga5G5ItcQcZ3CH3A0/vi usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nat, crawl, clean, nibble, color, climb, nip, nap.

Component: Camping with Gramps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
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Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/13ZFpPXARlP15wmw7GJm_ZOPR5KkXR6lY/usp=drive_link

Updated Text:
PHONICS SKILL: Final blend mp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: plump, berries, gasped, shoo, sleep, morning, woke, cried.

Component: The Ware Forest Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

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Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Az4toW30WQ8akdi1fEi0sgzE9ka1QuCr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: snug, perched, rare sight, glared, clearing, snare, hobbled.

Component: Dolphins: Special Creatures of the Sea (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1KeDYypwqehvASjkxLBE5BduSYvK1uvV3/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Q0VmGTsb_X5RxHQUbjLxEXrJ2Aq-qr_q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Digraph ph

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mammals, blowhole, dorsal fins, population, variety, technique, symphony, unique, acrobatic, behaviors, adaptable, situation, orphaned.

Component: The Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qWdZ3ENQH5w1pLeKy1bMUoM_7DWm2usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1oz8ofW_9C6I7jB3ItE4QFr_T-UQWadwu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, pot, lid, map, net, hat, van, hen.

Component: Chip Likes to Chew (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/18nSSwemFZbJqgWyetPI482tgwofC7o0G/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gQ-TGgM7rll6fIlevnbtH7cySE-B60Br/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch and sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chew, shirt, chair, chewed, Nana, shoe, sheep.

Component: The Redwood Forest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1GHSGech9unDo2N1EBG_8g7y1jQ58vNI6/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1XS1tBpghYoD6LsJWAbTozYM43E73ETqz/usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: redwood, giant, shouted, pitched, bridge, flew, claws, heron, rookery.

Component: Bunny and the Lion (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hUrwYLU7SYAX4zUk7h4f_1A9nxqHWdnt/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1aaxwDpK3bhUmq0KAOtYVG_u3u5J_RqKn/usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lurk, nibbling, scurry, mouse, slurp, heard.

Component: Look at the Animals (ISBN: 9781603439268)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1EHw2azIUQZCWzCDCHfrZSrVjgbUcDply/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17oN4PBHeSi2GwXxKG_EZ0vyvrwRcphKh/vusp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants d and l

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: duck, ladybug, dog, lizard, deer, lion, dolphin.

Component: A Pet for Sam (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Zu3GJR7QUvKLuJdl9ti22ZJ3Xu_LNTQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gUvh2Sp9O2iJ4uO-F9VF2c0l5yUj8PLd/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pet shop, dollars.

Component: Tiger and the Mouse (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13WuVpcF5dA5pRleZBZNun4ZO1GRKRH5p
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1e9kiCA6en9xTZYh0EKN70R8edpe27zWm/
usp=drive_link

Updated Text:
PHONICS SKILL: Trigraph tch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: mouse, tail, twitch.

Component: Squirt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1x6okhSGaOAGObyyFG6B_4iSinNsU6drr/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/173KH1HEs1TeOD5j7VkebVEtPH3k1pOku/v
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: soccer, trouble, birding, scares, firm, irksome, chocolate sauce, scolded.

Component: Tom's Pets (ISBN: 9781603439428)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1qzQ8GACJKreGLHDc2Sqmut30kvw3lF8a/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1x1CQV6jrU2QWkrFUu6SLKYzNeUN3MuuL/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pet, jet.

Component: Rusty Plays Ping-Pong (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1Gh7sHZUbpIYLt5V-K4HGhwih5PMnpC-s/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/11z2GUDwFZREJChUcOWS_sA-rhrlGv3ZU/view?usp=drive_link

Updated Text:

PHONICS SKILL: Final digraph ng

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, doorbell, time, please, three, idea, team, Bang!.

Component: All about Pelicans (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1tiZYz6_VAzVdoXHkOiEtVOQpJjXlanzq/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Three-letter blend spl and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thrive, throat pouch, webbed feet, flock, prey, splotches, threats, threatens.

Component: The New President (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pa, speeches, drew, slaves, foolish, ma, parade, stumbled, carriage, Abraham Lincoln, autograph, flushing, scrawled.

Component: The Boat Ride (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1JZW7mTXnTqoWefCkCURlOt0pQYFSBKrw usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1BdD1JbSwrgvCb5qMvtAIbBfZ-SYxZ3-Q/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, mouse, sword, slay, seasick, mayday, hooray, flew.

Component: The List (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/17DbXMPBlfdsB6TYqqMxTA59kVK0RzUku/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19PTVuuZl89EDR560xSuK54En_0D71O4x/vusp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: porch, barked, Oliver Otter, Peggy, Princess, pencil, ideas, snorted, Tina Turtle, worms, snickered, army guys.

Component: Where Is the Hen? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1hdB4Efbc856r5dsgPZbXhLQ6s0lmU4yp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MtmzBhP3u-0yNSHdlMvR6O1Bsx0EfFH1/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, pen, well.

Component: Nuts for Tuck (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1C6pd2DENiUvfZF_2PLhF0djgpObWcPUY/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1n1qL6DJrqLEVK1V4biGzKB-wiCy4-C6M/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hole, Oh no!, Yuck.

Component: Another June Day (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1m8slMDQ7d-3tZdicVq2iXKB9qL2goiVk/view?usp=drive_link

Original Text:

N/A

Updated Text:
PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: idea, water, hermit, hungry.

Component: Poison Ivy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13MBQLp1TLQHHFLC5kblDpEEW5b4tazDouusp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: avoid, cause, notched, spoil, lukewarm, ointments, eyes.

Component: Bedtime for Rex (ISBN: 9781603439398)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1BXYwyYrjuNcvOLClNoqMi0RxpDFeXyY2/vi usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bat, yak.

Component: A Home for a Crab (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1yEM_n9lXSDa1eWkqRDOwrgl-IT3uUcAU/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15QHeyBw0RKWzXDARwV7h5u7NYrn_IWil/usp=drive_link

PHONICS SKILL: Initial blend cr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: crow, Ahhh!, crane, Boo-hoo!, cried, cry.

Component: The Hare and the Carrots (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jcGPXM2Mnz5g2R6mO-I8HWQefvLb9gPp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1hEbQDkgZrT7GQTmZhhHBcAt6Lo62gL0s/usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pleased, bare, scarecrow, scurried, pesky, snare.

Component: Maud (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1q6oWuGPdgDrzawK2bxQH70lLwZ48am0͏usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tED7j_g-O6pZg-N_XRVWMVfg-NbzLlAW/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fault, animal shelter, gaunt, matted, sighed, autopilot, faucet, pleading, sternly.

Component: At the Top (ISBN: 9781603437028)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1eFrzkvNGT3VwgpMoy4UySgLcfHVhpDxO/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1q7XIwuRd6sPhI_24_zPqkVuQH8zzZ5k_/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, oh no!, plop.

Component: A Trunk in the Road (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/179ElP1MeUGIEvjYCZVTgFREOtMMEh2kV/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wJYScWu48Sn5Y8-hw7mqZgbgWkZWdPFw/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Father, Pinky, school, tree, car, home, junky, road, saw, moved, side, along.

Component: Pearl the Polar Bear (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Gqd9SiGQhDhkv7WUnyYrzmRMtmyFSCg usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BCZjMuj6DwEdyqcbXnwQHZotB5O48rnf/ usp=drive_link

Updated Text:
PHONICS SKILL: Prefix un-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: predators, unsuccessful, unusual, crouches, springs up, ice floe.

Component: Clarence the Gourmet Chef (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uaWmxHf0nOuIck5m4c4wjgvI4aT1YYWe/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1okbr3m-PBPAj64foLN31A1cl3U6fWHyr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination our

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: gourd, clatter, mournfully, troll, herbs, recipes, village, glum, eager.

Component: What Can Pam See? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CGViC9uLcqXoHzWD_y7CSLaTi0RcdPin/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PkgyDaMQ70QVkWaMz21OCkcp5Np0U2?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Pam, sub, jet, pig, bus, pot, sun, pup.

Component: Shoo, Cat, Shoo! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14nFNHq7yFiDU0OPBaz56HhEdnXoYbmqk usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JEtMZuhzMwjYVbNER_oqhQIBrYKJeCoa/vi usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, shoo, away, door, shack.

Component: The Trolls (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1lQtH6Fg_BedxeXSPggNZOK13h3Y8YKps/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lB5VIZouuBHpuqdY2M7IjvJk8GPCyXI7/vie usp=drive_link

Updated Text:
PHONICS SKILL: Floss rule (f, l, and s doubling)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: two, clean, puddle, dry, over.

Component: The Fawn and the Hawk (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qsKv3RwqT_5DPy-1pQXsUSxoNBb4QCh2/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1WM9lZtzJSQ19NjwyxsW4PE5E63BlH564/v usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dawn, blades, flutter, tawny, breakfast, scarecrow, Hooray!.

Component: Fun in the Bus (ISBN: 9781603439367)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HIvqXoUeTuKwkCBvBsQYc76GSmno868-/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fqBEXib94yMfjYL_2fTZR9rTXCKg5ut_/view usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, cub, buck.

Component: Baby Lamb Is Lost (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TwECohy9T8PJ6gXcIVIqCNySIYrjYDqa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Djgg72EAR1vShNgSSJ7hFC_070SV-6oE/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chewed, peach, cheep, Baaa!, Mother Sheep, hush.

Component: Jen's Hen Presentation (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/122N_KP35q4IdbMtCxwTCcaoliWo_gv7z/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1a-ETCx4DZTYxXQc3Zf6cxe5ihhtm60K_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hobby, presentation, window.

Component: Peanut Hare (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kkMzB8TaWU1vmp7sMUWlDByXxnu9_UT usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14nQ3AT7QL-A6M86H97R-u1oodpG9OeSm/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: arctic tundra, worried, dew, frost, rustling, scanned, horizon, camouflaged, harsh, huddle, shrewd.

Component: The Hat (ISBN: 9781603436991)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jrsKOCbC5I8jQnyHaL5MZXsor0ifM-d0/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kAsvtfbFzEaA8-9by8RSKFmrDa1_355a/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, rat, pop.

Component: I Am a Bat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12idoTGmEHcLRjykdf1wrd1NGGD4SVGbm usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/16IY8hlPQuPiRvECSYo8Y25qazGia5LrF/viev usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird, fly, wings, eat, dark, baby, gap, tree.

Component: Peach Has an Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t7xrwc-lT4mY8bsFK4NEbjsBFolx78hF/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/123erHN2tKh0XZIsNt8qMusi25EMc6E3Y/viusp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: farm, tail, whole, world, barnyard, fence, field, mouse, turn.

Component: Tamba, Protector of the Savanna (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CQJju-eFGT2jrFLwg8snTLgU5mxCx5Xb/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/10Ya0yIJg63j5PWqHKdzOQI6V6-4zKhTC/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix pre-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: African savanna,

predict, lush, drought, anxiously, disaster, precautions, eager, preserve, parched, preoccupied, presided, barren.

Component: Who Can Hop? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1p3qdyNBihoq-pHs_7qzq2gwCgnH9b9ag/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1x8GaLlcGOH3BufCICNo_bZPikFzU1U52/viusp=drive_link

Updated Text:
PHONICS SKILL: Final consonant x and short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, yes.

Component: Kit and Jim Jim (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1aSaRR5dESn_EdF4veITqkA8vJaxfm7Oi/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/154k6Jk5ovH-2MQgwQ2Q--D8oe85KUfzr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fish, fig, dish.

Component: Let's Hide (ISBN: 9781603439336)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XTSwypKJECRcc966xIszMKZkFaPlNI-W/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1sanSpmec8d7AiGzwADDDifBneQvd1MxL/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ship, pit, Nick, Oh no!.

Component: Thunder (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1Rsacgmfo2CioElDuIBNCQSFeiBYfmAr8/vie
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/12e6x0S3CmYxgawS9h9WfFBBv_wc1fB3d/
usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: tail, ears, Boom, hear,
under, Thora, outside, hide, kissed, thumped.

Component: The House of Doom (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rvhbhtIIDz_3-dO5FF0ZBGGQ6NU_LZBl/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: every, growing, mowed, together, wow.

Component: Spring Fall (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jTOvt12K1IqiZhJ6v8mbMTf9JWm5hLeZ/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Three-letter blends scr and spr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fawn, sprucing, sprouting, munching, mulch, wheelbarrow, sprawled, flinched, crawl, ambulance.

Component: In the House (ISBN: 9781603439251)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XIvgcjIAXOeG8azQH_SV2GsGl3xY_pdk/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1OAabvRg2tzUvhw5R40rNHUvi0DQ47yI2/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, house, horse, flamingo, hippo, fox, hen, fly.

Component: The City Yard Sale (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1UERwhkdNchLlsDEUzji6_PJoIMe0Uq1C/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: recycle, fundraiser, senior citizen center, donates, treasure.

Component: Jen's Pet Hen (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1rD5AnpIXAs2vuaA0ahv-NlX6aa1HT89b/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, corn, peck, eating, Oh no!.

Component: A Bike for Little Knight (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1yHc2Rd9x4hzVNTnpp2mb7H-OgokpY-px/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QrpiQ3sbBzfpTzxFHhCkMvKvSnCs8o9O/vusp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, birthday, present, horses, afraid, slope.

Component: Maisie the Skittish Cat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Suffix -ish

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: household, ventured, lavish, relished, scurrying, curious, canopy bed, gut-wrenching sound, squeamish, anguish.

Component: Who Can Sit? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1V6l1TsM2fqpfnVSWIlMKrRW5j3fA8Pc-/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Initial consonant y and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Rick, pig, fish, yak, bug, fox, dog, yip.

Component: The Sloth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial blend sl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sleep, slime, leaves, hungry, food, slow mover, slimy, safe.

Component: Spider Wasps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1vOZa8QcySzRlL0pDqwl6tm7Q971evkBO/\
usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Final blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: flower, spider, insect,
lays, body.

Component: Who Is Super Sam? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1rFlXiBQWOFwOsDcSeyiiE0zQrQ7_C92G/viusp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: discover, slurped, doubtful, piece, rescue, fountain, Yikes!, bound, trouble.

Component: Wag Goes to the Park (ISBN: 9781603439220)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, park, swing, plane, seesaw, plant, sandbox, pizza.

Component: The Sleigh Ride Rescue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1H8MHvgS6R4KO3hHKsJhAAVUxct0tsH0s/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PojJ9T1LGpdnoW1CvfW8g5GDzU09VqtB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Ma, perched, lightweight, wobbled, sleigh, tramped, harnessed.

Component: Rox the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, frog, eat, Look out, hopped.

Component: A Fine Place to Hide (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, hide-and-seek, brown, idea, leaves, climbed.

Component: Heather and the Feather Necklace (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1Til9xcUz8trAzxRyNLcILV7Dd2d3IAmQ/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: deafening, gloomy, meadow, anxiously, metal detector, wilted.

Component: Be Quiet, Wag! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1cNDeoj_cnerMsDlkjTrkvx8NE0xQufhh/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Initial consonant q and short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: quiet, Nat, Pat, Matt, rat, bat, cat, yap, Wag.

Component: Fun in the Rain (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1iQhT2xRot_X4zFssJ25eTDdRjoS2yxZe/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19WJ4t_rT7dZCiXWx-81sRCJG5zPsa6bJ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend dr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Drew, baby, sleeping, outside, inside, drag, umbrella, boots.

Component: Frogs and Toads (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1mHD-Mrl79NFanET1gJb9sSl8Mm5jg_HN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1D6TYCsuXIEhUtyvjgtUeSLkFdDq0gB-A/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel teams oa, oe, and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bubble, air sac, sound, croak.

Component: The Pig Rescue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Three-letter blends str and squ

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: straw, waddled, strange,
sound, squealing, squatted, climbed, breath, squinting, straightened,
squashed.

Component: Yummy Grapes (ISBN: 9781603439305)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11IoyC65gB_VKl10oOdmEfarIkkuqI_9E/view usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants g and y

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: garage, yard, grass, gate, garden, grapes, yum.

Component: The Big Egg (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lay, pen, crack.

Component: A Rainy Day (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/10Ipqg4BYREr5vwR2LRIUcLClAf6Vxr1m/vie
usp=drive_link

Updated Text:

PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: Saturday, window, park,
beautiful, pillows, friends.

Component: Henry's Room (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1KoGpwiSRrDHAifW79UIke2SSxDBTzFp5/v
usp=drive_link

Original Text:

N/A

https://drive.google.com/file/d/1GiqWPPqSW1lOJN6_0RiqwpOM0GeorhKx
usp=drive_link

Updated Text:
PHONICS SKILL: y as in short i, long i, and long e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: glumly, tidy, myth,
system, shipshape, guess, shoeboxes, label, dinosaurs, proudly.

Component: Wag Is a Yappy Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MxcEVcuxexiq0aq9shAhp6bRwZoGvxHB/
usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: door, yap, Shhh!, taking, was, ball, play.

Component: A Rafting Trip (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WSWmBogP6mH-4SkrUwSDNst23mSD7m8R/view?usp=drive_link

Original Text:
N/A

Updated Text:

PHONICS SKILL: Final blend ft

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Tiger, idea, river, along, Baby Turtle, swift, maybe, drift, water.

Component: Blair's Soccer Save (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YuWFl_QEQc0p3kgA3lGIYuM1XgOhdiuI/viusp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sidelines, footwork, gracefully, forfeit, goalie, despair, churned, dribbled, blushed.

Component: Petey the Pelican and the Kite (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1quGYGZmeTixiyQgF9iehaNVwAZG49OJW/usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shore, twilight, evening, waddled, panting, slightly, gloomily, wobbly.

Component: A Tiny Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial consonants d and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, tiny, tag, dish, toy, bed, dress, tongue, dog.

Component: The Moth in the Woods (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MF2kbgZybkWCeqabRp76IYBgYkBPp8MZ/usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/11a47uIR_k5KWRd-u8fTKjl-8q-P0Ateg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, Jack, woods, yelled, Dee, need.

Component: Mylo Moose's Loose Tooth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16CXNFQdn51SfV5ioDSnfMklVDH0D3KL7/\usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel team oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mylo, wiggled, gloomy, drooped, hurt.

Component: Homer Goes to Summer Camp (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RJVUkwaLa9053ET8ZVxL7AlSKZbbcOSA/vi
usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1aki4yTwv5Rn1Ap5Vq4SUI1eVxNR0eQwd/v
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: video games, fresh air,
sternly, nervous, bear, owl, perked up, muttered, mountain.

Component: We Are Fast (ISBN: 9781603439275)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/18pJ8SFcVGMBHJ8cxVxoDB9MLOAjAlxnc/vi
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ran, map, cat, hat, bag, bat, cab, dad.

Component: Hot Dogs for Tim (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13xCKjGaRqUgfMGW-96mkiKBXJIZ6eXgB/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, cook, fire, too, Oh no!.

Component: A Place to Sleep (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1FAGMPZN-FVZyiZKZ4bBZBCZtNqp5-e0Q/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: raining, teeny, dry, mouse, castle, hooray.

Component: The Big Storm (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1E5pG8pO5SqudFNJ4HUUEvOFrWJ2Ydv1D
usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1wag9v-zek0WqnK0kKeb3dBI7XqD698pt/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: buggy, ma and pa, worn out, borrow, escorted, shiver, scary, ghost, terror.

Component: Wag and the Fun Ride (ISBN: 9781603439435)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jRfOeEXzFS51g1_zeWgxP0B51c6PUXXe/view?usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1XQ3SDUsWnTWUYEW9ffDEz0ewV84KmT/
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cab, Matt, fish.

Component: Nan the Bear Cub (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DCTFFkxMZTgsrM4uYg3mgM-qjc2RhmrA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jDqE2MovZRTyBvjBnOxM6rFkFiENvbct/vie
usp=drive_link

PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nan, run, climb, dig, lick, fish, nap, hop.

Component: The White Whale (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hLbUfk-WSmGm3W1HTxVe-HR463mWt6yN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1h1WkFahBcvTNsw13EbmzTplUFx-yt5LZ/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial digraph wh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: wharf, feast, whiskers, whizzed, churning.

Component: Who Is in My Van? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RcTvb_JzabdrpcPwlVASvG_VLmhWdQCW/ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M- TGdrlK2qPaCJWgQfBSwTiHOdcVIqC5/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants m and v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mom, van, dad, dog, cat, hen, rat, vroom.

Component: Jen's Hen and the Chick (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1LdoJ6clWw0o_mSIVtIt38uPH9w2dJ9CM/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/12YpNhk6n2HVGFohWZXzFfKzl1Q9ZPVs9/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chick, chair, chirp, cheep, bird, flew, tree.

Component: Brave and Brainy Daisy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16su8Jw-IyoT5nv62TtVLwhDuLvWx_RP7/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ct_ZfluATLT2BOyid0Z0B93x4pghGdjg/view usp=drive_link

Updated Text:

PHONICS SKILL: Long vowel pattern a_e and long a vowel teams ai and ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brainy, Daisy, swayed, trail, plank, sprain.

Component: The Bluebird (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Mwh-WCURIVnOqj4gCAmiAZ2pZbdWhSwK/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KZjdZUIIQp8b3Gb-aeSnBoe6042XCL3k/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird feeder, idea, vet, birdbath.

Component: Wake Up, Tom (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kyIBwhd9Adx7NbfCg8Y07VeiEqIp99gD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1CFd8s-rz8dpNYVwY8rOQtCdMrOJS-ElN/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: napping, wake, Tom's.

Component: The Great Big Bone (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1wIuPhGjJJ-4nXklaVATmhxULbbGsUfow/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1HBfcIxdpc7SweGMJ1jC8ihy1vPp71vg0/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chew, sky.

Component: Ozoy and the Asteroid (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CTevJwA3UC_i133SCta1GlK7X5QXpABA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gKITJfELfw-Zd059YuBGOCy1xFy-q-mF/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: authorized, spaceship, launchpad, voyage, cargo, Whaul, autopilot, damage, asteroid, mishap.

Component: Gus and Sid (ISBN: 9781603439404)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17DviU5no-Idon2fElgFiGAhCxiVSwNhd/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1f75nnkXz23ZW6yWuSBSFYYMYBSKwbFO5usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, tub.

Component: The Class Trip (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
[https://drive.google.com/file/d/1PMrrVYETQ118ag7MQcNaVfUaUXMqSXlu usp=drive_link](https://drive.google.com/file/d/1PMrrVYETQ118ag7MQcNaVfUaUXMqSXlu)

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M1qmwluGJ-IcVoq_nONXoTOSlaaZ0KDH/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend cl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: beach, game, cliff, clue, claw, bird, climbed.

Component: The Chocolate Eclairs (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1llP3t6sHoR14S_JszMqLC7fAtwNzK1jN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KZOlJQ80RfHYaZ7pnr7ldtVCxu2NgiNz/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flair, blotted, despair, chocolate eclairs.

Component: Cowboy Joe and Star (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TPybYz2XVvOi1WPdA2zFeuuD_VfSCjTh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mqqPKVmAzEECh1K_bTqUeZcditjGPC4T/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: loyal, employed, cattle, ranch, daughter, wandering, whinny, overjoyed.

Component: A Yummy Plant (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YPrfKWPEFdZ6xu_1KVxQoT4WHnz4TpXQ/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bsGkzjAV_jWo0CX-PlbcrAvj0CXPz_Vk/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hole, behind, grass, find, wind, blow, blew.

Component: Danny and the Saxophone (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uzdzTJ27eSZiDbiXz7ZBGNb3QcXFvnN1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ATfaLts3ey_uoeAx37RV78dvWVkjQhnB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ment

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: instrument, department store, basement, stalactites, ceiling, cavern, concert, puzzlement, assortment, solo.

Component: The Lion with No Roar (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WPZVQPW8fAT3DLLyjYUwvTAr5_Do0kbx/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qDNs0X9_KjCLWqZCumN6N96ie55DG_BC usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: creature, hoarse, adventure, hoarded, dense, oar-like, glistening, treasures, unique, scorecard, hyena, gazelle, savanna, pride, fiercest.

Component: Fun in the Mud (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1n63cGX44GZP0JOmAbvvWywWOlZBsFJrO
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1byiAAq2iU-
QAn1wE_H5rHE1BjqMqBQJe/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, pup, Bud.

Component: Wag Digs (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1L8QJ7mZ6r3chx8yk5I1m2N0o30t3eI2Q/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1azsj7iCl_j-TQMks0842_mmz1QA-n_Hn/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pit, bin.

Component: Dave's New Skates (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DY5Ut-TkYSjpTuKjMG1LfPSXX4OPKyfa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rJC58xQllEHjPohN18VlpAd-RoweLA5I/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: birthday, happy, together.

Component: Uncle Saul (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dstFykEODR034gmp2tcbW9oJetNRNmb6/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19eEKIssJ7w_gv1vfzi6w8XPJq4VfOwZm/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: autumn, paunch, uncle, magician, magic, haul, faucet, china saucer, overheard, fraud, bauble.

Component: Run to Me! (ISBN: 9781603439374)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ENJtqsYUpDU16jvJTm0MPmJ2S1towMsh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qzq_suwEoN81xqMe7-UdwPmY3eaGvqD_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: duck, buck.

Component: The Skunk (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YuSKw1kvE316umcrmSpkaFtpO_GKGyO7
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1d7NvXXuUvvNnt0MRdKwCYrx971Lx3B6H
usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: blue, sky, skirt, way,
home.

Component: Winslow the Lost Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1HruQY19_-pMpBLRFsj_7F0IuvpJ8sKOp/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1HV2MVhD4UEChpf6P00zxyajQzxveOdq0/ usp=drive_link

Updated Text:

PHONICS SKILL: Long o vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: caw, shivering, collar, worried.

Component: A Home for Blue (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1l22SezZTUoeArzmqegITxdbB9syJNVMD/vi
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1coGl294CGjNVZ23uHIqESjhznH2hPuAf/vie
usp=drive_link

Updated Text:

PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: city, Isabel, value, sob,
unglued, gruel, stall, bear, remotely.

Component: Where Is Ben? (ISBN: 9781603437004)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Pkdx3zJf_0aeS72xrApL85iKYkIPsdQm/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pot, socks.

Component: The Harriet Tubman Report (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Suffix -ly

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: famous, researching, slavery, oral presentation, nervous, cowardly, honestly, woodenly.

Component: Tig the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nell's, food, eat, sick, called, took, vet.

Component: Sunny the Seal (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, pleaded, scraps, spotted, heap, seaweed.

Component: Lizards: Remarkable Creatures and Wonderful Pets (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Suffix -able

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chameleon, dramatically, vertical, unique, aquarium, sociable, companions, Leopard gecko, native, regenerate, agreeable nature, startling, docile, skittish, temperatures.

Component: My Nephew Drew (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1yMuhjLIjAhY1a2zqhoMw1BKIN6ZzIUap/viusp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: nephew, suitcase, brewed, firmly, blotches, Phew!.

Component: On Top of the Rock (ISBN: 9781603439343)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1JcaXG-GPP9S9rIAsXXHYPaL-6MhuaiDb/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YF22kI8T0bhkNY3or9ugGwUX7j8j0tQX/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o and final consonant x

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: rock, Oh no!.

Component: Chimps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1iFGiPI3oDmrUXrMYpdc5GVrZepatyddF/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1srb9QWuBuRM5EfEMdinsQNpEkUQCUI7<u>usp=drive_link</u>

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shy, monkey, tails, thumb, chew, mother, lies.

Component: Cookie the Seahorse (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Gd52xlCpLsk2PErDcw0r2MqJGU1-OZLR/view?usp=drive_link

Original Text:

N/A

https://drive.google.com/file/d/13sxffE_x8mOZJ7K2JRPGNSPbgmBTVoaK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: once, slowly, beautiful, laughed.

Component: Howie Visits (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OqmIIU6K_IPQlnz1lQvjsur__kw_pAzF/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nanosaurus, stegosaurus, chowder, gulped, downpour, prowling, glowered, gobbled, rowdy.

Component: A Little Hen (ISBN: 9781603436977)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1kIRtVEIM-sjAoc19YaEOp-wXyOFiZKPI/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels e and a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, jet, map.

Component: Badger's Bridge (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ix_gbgnqPHFYPdBifEi29NGioU7wlREn/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Trigraph dge

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: gully, clover, trudge, sludge, grudge, murky, lodge, pledge.

Component: Hens (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12WunKh4iMpxAEBhRCDqYBIBbrDEAw5Si/usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, sitting, eggs, Oh no!, chicks, peep.

Component: Izzy the Inchworm (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XuAQb9NwI4ARO5lhRFcsph_Yw7GnUIs_/v
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Digraph blend nch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, tree, buds, finch.

Component: Reduce, Reuse, Recycle (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1VC52pYjvNk5Kt5I5uDf15DqbJceja9DH/view?usp=drive_link

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Prefix re-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: roughly, toxic chemicals, excessive, landfills, composting, nutrient, environment, convert, facilities, generate, disposable, resources, eco-friendly, Styrofoam, solutions, positive impact.

Component: Tim and the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MfFAcFycLFl7C9X96rweDKnNMBNwQYnZ usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, fish, lick.

Component: Quack and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MNHU-gDrK5yoY9qp6pXc8zt9DU9BSAvD/view?usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1QNXCVMCw9zylSmUbtVP1OIs7f7iry3pf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, speedy, hide, spider, inside.

Component: A Cat to Adopt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uu8-3SKVPMb1QxW0cSOFcoMumCzzYqxM/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Final blend pt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, lives, sleep, lady.

Component: Nora Skateboards (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1aBVk5RLuGcTc_lU-Aww2hZ0GH8fPaD_p/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1OHxnKtburxx1WdUMDbYUavxtd_MdRt3w usp=drive_link

PHONICS SKILL: Silent kn and wr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: apartment, break, dangerous, equipment, knitted, dorky, knack, giant, wrenched.

Component: Meet My Mom (ISBN: 9781603439237)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hHqW3eiFnQYFbdQOR8C3CDUwyYLE10iZ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1FgdLkJ04zWrK6YC89hISdKvqkvtHvZbW/vie usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants m and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: teach, mop, talk, march, text, mix, tiptoe.

Component: Chief (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10yh7xnw9L7NJruIVDWgeSVmrQ4T1jJqz/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1j_giKi-v_YWANBMPci6BuzQUGHs1PIJp/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: agreement, wandered, hermit crab, boogie board, whimpered, rabies.

Component: Bud and Mutt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dwxl_GL1ho4ZbXknlLevVGPgr1-unAmZ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cdHuPZUp6JYAbNUctF_3M6IwSxWPdlv_/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mutt, tug, rope.

Component: Some Fun (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/11M394-bEifFcWIsMYChipXZzssvsAvDM/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_7qA772tBXtFA_TkxzEd1GsQ5K-7Q9R7/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: afternoon, park, Milly Mule, bathing suit, lazy, chute, climbed, afraid.

Component: Giraffes: Gentle Giants (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1b5ATsLsWOaCFzHHgF-Vpx9d4_v6k5Qec/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1k0ammjWeK0wsy1pDj4dq79lYZ5CbXZSf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animal kingdom, creatures, elongated, predators, savanna, sparse, herbivores, charm, bulge out, fragile, cultures.

Component: Kitten, Go Home (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1c--EBAZKcp57pn2ex3CgFcRZvkOtwTl2/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BhO_R5PoNhuDTPNi9wWV0-r4MfcckDEg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants g and k

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, kitten, kid, pig, goat, hen, dog, rat.

Component: Don't Cry (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mwsSJxgU0SgcwIiowqnklRDkzZGhy-tl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15aansZW4j8-3eo1ROO1n9wQva4Xv3Gfc/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend br

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brother, tower, brown, broke, cried, cry, together.

Component: The Wild Child (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/144hR3vnpuBOn94kuxBLi7emHCNhOeIRu usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1eT_vr2EbZiJXXjWIOHo6GxwTpmbR3f9H/vi usp=drive_link

Updated Text:
PHONICS SKILL: Final blend ld

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Buffy, park, yay, listen, build, read, pirate.

Component: All about Shrimp (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/19YwTdsDaq1H3_dKvNg0GCYJkuisAfre3/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1N1Ju_VTRYDSkGTYVj_5zy8w49s8T2VrY/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend scr and digraph blend shr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: casing, oceans, barely, shed, habitat, perches, leftovers, loudest, prey, creatures, shrivel.

Component: Zebra Snacks (ISBN: 9781603439312)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CcmZk04dz37riV_jFjRuqSil6PcNJL4I/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Cm62rHmM4T1Xqr-EmZfnlnYxA8AAOBJN/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants z and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: jam, zebra, too, jelly beans, zucchini, juice, Jell-O, eat.

Component: Shay's Pirate Ship (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DUe6EL2lTNzdgN6hQcHb6ICqjL5RDFFp/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rw0RaqPsL7lrXPxqD-8Un0bU3Hzrqu8n/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, door, pirates, shed, wheel, house, sheet, show.

Component: Lizards (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1roL0qEnZWbLyR4Ue6rum_UaSSFRZ-33I/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1t4-1quOnQtClm0Ht9PKcYt8RK_DKb7mv/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: reptile, warm, tongue, dead, prey, predators, color.

Component: Tip and Fin (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1awgTG0iVJFfXP3o0ShXFwokLNOsnd2h1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Pxr1Fpjhzu5YV7aq2rl6PzilFBrtM0ZW/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nick, fish, swim, dish.

Component: A Grand Plan (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CmyG6UfBnWM6jgEbmfaZkABSVN3Xt-4b/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xPEumPOxcvXA2jK7ER5gtXvot05x3zxR/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nd

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: yummy, fond, idea, island, Goodbye, around, bend.

Component: Reindeer: Amazing Animals of the North (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1nARMyq1gzl7r8tytj2VAiT1MY7S8-72W/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Ubb9qsarut642tesEq9SroJDaENp4m6-/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel teams ei and eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: herds, migrate, Arctic, tundra, resilient, rugged landscapes, herbivores, scarce, vegetation, blizzard, adapted, veins, regulate, frigid, keen, camouflage, predators, agile, harshest conditions.

Component: We Can Go! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13uhikkRD8RAIbKGygwTtDpXTUtCp8ikU/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17znlKoEYRIMVXyrSTfsZ-UOQFVGBDlmf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: astronaut, apple, ant, alligator, arrow, airplane.

Component: The Choo Choo Train (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1k541bSlg_uVGQB58CWZHBnBL4jq7PVKz/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15lmLYeyp8zD2CfZWIdA6n-uNFKP0BPR3/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Theo, ride, choo choo train, chug, chimp, cheetah, thank.

Component: The Toad (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PXqtULAA70FlZGUhYJcdVXCo2NxhxaMz/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1--wus_DOREQlzm3UsrqrIWja4RyR9rn0/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, croaked, cocoa, boasted.

Component: Joey and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jACsvnMWkNCNucZwj8s-uQA4qb4uvaWm/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_BNCvh4m6T2pMD-GgvPyVKswyvV0rvxA/view?usp=drive_link

Updated Text:
PHONICS SKILL: y as in i (cry) and e (baby)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kangaroo, pouch, tiny, berries, juicy, spying, sly.

Component: Wag in the Van (ISBN: 9781603439282)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1U0hM7qo_FzOJpAhkoUvOmZAfK2hAhv8i/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gUAImgQC4ACGikWjRNBzSZis3ycpw1AZ/\usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a and initial consonant v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dad, van, Pat, Nat, Matt, cat, Wag, vroom.

Component: Max and the Bug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dZZnz7sR-9OjbE48dEmvM5u1apFlYYlr/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-PrEE-XhkHEjwC2BmuwZ29R8Nez2eQU0/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, Buzz, taking.

Component: Pip the Guinea Pig Does a Trick (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HtALMRGWQKt05zDjbERdkKFsA2WnFKxD usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cy_RHRxYrjz8DSxxc_zryGRiWAN1n6IW/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: paw, wow, woof, busy.

Component: Komodo Dragons (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MZL8VZbGsc8EuuJ79oXOBMDuNJaECA38/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JlggcbmWPxe_S3pIfMUUiaHJ2SQIp84r/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: scaly, claws, sturdy, shallow, burrow, natural prey, lurks, habitat, islands.

Component: On the Log (ISBN: 9781603439442)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1u3uCIRYuwJ7yKI6wXJuH_h4fqcWge9C6/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kh_BUPDoXyflcWcOcmEO23Fiq7QTUD9D/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Oh no!.

Component: A New School Year (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1scXcRvcLGayhwhnGrESezU_-esG4aTS9/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1EMm3zmnOPxzpnjv-2UAQma4Whd56SQSv/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel teams ea and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: butterflies, groaned, smeared, homeschool, sour.

Component: Miracle the Baby Bat (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1gBQPBqPpGUJ2SW93qZE15vHkk8wuDMC
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1V2QdyDdxdi4b5lbU66QmsW2Df92w-
6DR/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix dis-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: mosquitoes, eagerly,
dismally, unusual, disgrace, dismay.

Component: Mother Zebra and Her Foal (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OUQWrQUeMjPlN6200zrmPeBVB45oxwC
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cl1AybOlbIvtb6IGLZOH76aRN8OHic-
d/view?usp=drive_link

Updated Text:
PHONICS SKILL: Spelling pattern le

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: African savanna, herd,
ambled, brittle, agile, snort, shuffle, forage, visible, huddle, fragile,
stumbles, nuzzles, edible, grooming, straying.

Component: What Is Red? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: box, bag, rat, bed, rug, bat, rash.

Component: Thump in the Night (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thump, Thor, ghost, Oh no!, think, thief, go away! called, locked.

Component: Clarence Goes to School (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: Clarence, dragon,
house, drooped, principal, greeting.

Component: Corny Jokes (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1dhthCrIMGyB72jAK7KgSA41q9LQZeEzi/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bzM_xhGN8j8zTcuUtORdVut5qVtYwcYd/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: corny, dinosaur, snore, Hee! Hee!, snorted, sense of humor.

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1OUv8axmgps0d3AfyzcTL1acSR-wp2isD/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1werA5jAoHagS7r2AoCaFhfTxFF1k7Y5q/view?usp=drive_link

Updated Text:

Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: The Mess (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1TothFWS3_Jn6jjJLfbHDVQi-mtHpS-uW/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1jv7OEZXsGNgP5js9C8dUgu_CXGNGst-k/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: outside, Oh no!, pick.

Component: Moles (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xrnNDPvaMnode43uhvbIQ0TlROegcGZF/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Og3P7xvB5yBllATQ-xzA1DO4tk88u4nM/view?usp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, worms, teeth, roots.

Component: A Friend at the Farm (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PZ6lLahYIaiVdFD7SnOpBmE5CCSdAeAh/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Z9BdO6BCFvAr3FmxzZtqpi6S_5dYPdK7/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: munching, pleased.

Component: Lots of Tails (ISBN: 9781603439411)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17CaN_BlRDiA7xXNsKxdhp47DtDJiNIDP/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1nPAcM8RUsgEQbvOSD7FTHhkGhFgoSE3N
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: tail, Look out!.

Component: Quack and the Chicks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1K8hX6k_LgaPJMtUgSllnHyjG00Oqiaa6/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15wdZLiOpLV7O6w2r2CW2MLxAGe9WDXv usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph ck

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother Hen, barn, hungry, hatch, Cluck!, Peck!.

Component: Petey the Pelican Soars (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V7v97LAW4aJOPaDjU7OdWkLUiMcDOMh usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ebTosiPU432p50SQ2iFYw6YeVrXeYtPA/vie usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pelican, shore, implore, webbed feet, store, uproar, overturn.

Component: Roiella (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WcpfZ3UE3AVbUHwex4r1E4_M6njKfqeo/\ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1i4Dj8p5i8nwwWPhJNsJwUZhp4nOaf3dn/v usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stepbrothers, snickered, kingdom, pointless, soiled, barefoot, fairy godfather, palace, fortune.

Component: The Pest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WbM4DlI3RxQr8SgRoM-qHYJqVVUjToic/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cxC9bevftKM73D32cayAl8yDbXJllQcu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend st

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Billy, brother, shouted, cried, pizza, outside, climbed, cry.

Component: Intriguing Animals of the Prairie (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qUx4bA3qImuihqlqqZnEymYP-pO9gLJD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SafIsynbKLx1ZoGM3DOm2OEr0zP_BLNQ/usp=drive_link

Updated Text:
PHONICS SKILL: Prefix in-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unique, adapted, range

of temperatures, social, intricate, burrows, hibernate, bison, intimidating, mammal, creature, massive, rituals, territory, migrate, herbivores, intriguing, abandoned, diverse, thrive.

Component: The Bug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1enQ2fB4qvMnPti51uz_amtJ7rkl4TzjG/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1FC6wooPqajEZWwh8wsEAnNTgBOpj3JoL/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, jug, mug.

Component: It Is Hot (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1cpZJ3Ji1HfpASldNgm2qMHGzBDmq0-7X/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/16CYYLu23AEbaA3Atv2__cDoEmb3igwOC/\
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, rock.

Component: Mike's New Bike (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HCzbltepR05qm_ekiFroOLoLHE79IU8j/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BbjngvUFwJ03A-BD48QO2lFl-19rF51g/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shortcut, forest.

Component: The Plowboy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XgkVe2d6XRUZEu-0UR9ZP80_C4ySfRDw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1uooosxI68cpqLGKm6Alqs5nI1rWn-OFt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fields, prince, royal coach, annoyed, curious, fancy, voyage, showered, castle.

Component: Is My Hen in the Bed? (ISBN: 9781603439381)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16-XiW5UxwZlWiSgjFO3u-tf4yuiCCYKE/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wIM8Y2vNH6Rl4IyxfiTxG7WXjKmzZCe5/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, den, pen.

Component: Snip-Snap (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XksZpIKpUz0CPGlMbE-jgWCC9_BO09h-/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Jtm7s2XQFu_W189JL9C0hjR0pv1NN2Mx/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sn

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lily pad, snack, hungry, ate, snail, snake.

Component: Living in the Rain Forest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel teams oa and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, Earth, sounds, predators, poison, constrictor, bright, prey, larvae.

Component: Dawn's Note (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t2yM-Di_hTZ10Jfr5GEReGqjtA8-6JtD/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: market, squawked, flaw, error, flare, frightened, perched.

Component: The Race (ISBN: 9781603437011)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1rm2phlOaUnVIDLTpEPV4ykHyT5vAoI8_/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Cir1ru2foQgJmKBAp8EspJe25in_HjVp/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fit, yip.

Component: A Visit from Pops (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ggBGB1NZkVry8Fn2-bIMDPhctR429aJa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1IqC_l3JesKXYFNBLHDDMOGmzVZhKVKuj/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cereal, escalator, awkwardly, bashful, wistfully, outline, research, polar bears, dreadful, habitat, expression.

Component: Jen's Hen and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14XMSjMKuqMv_6bG9aR8q-n6PgtTcGfvw/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, hole, Oh no!.

Component: A Lion's Tail (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

https://drive.google.com/file/d/1Z3r0wTimzSIAOKz3B91btxhiGS8zjjQb/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Lenny, animals, trail, daisies, grain.

Component: The Wolf (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dY4cGHAAQPSy8fQM1hi3_UI8ooUnz9jU/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Final blends lf and lt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: salty, water, bottom, sorry, friends.

Component: The Mermaid Statue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1nnYBa0GXxS_gKyhBkqiMSC9gkLSIwGcE/vusp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Maria, cruel, gruesome, pedestal, fountain.

Component: What's in the Box? (ISBN: 9781603439350)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1zp90ZiFTrbXgVHHhRrSPQnMawMuM5tOs?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, frog.

Component: A Moth for Seth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vvyhSzRY3fbiaBQcd3lTZ9qGDpWpmgGw/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17D634UrCu4lP6YVdAIWW5Smdbg01ORM/usp=drive_link

PHONICS SKILL: Final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: inchworm, jar, butterfly, leaves, mesh, ate, upside down.

Component: Princess Pig's Cookies (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15OdrKuEFoRDW7fCluk8Gyf0Zc-Ay-nDT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1WDMN4E9LKtZRWN-0YzMjYbs3127rC_Tx/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel teams oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: turned, hurricane, storms, windows.

Component: Trevor's Special Pet (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/128SmD-68PiWzatVyInmZWOa6iMuD2qHA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1en7rc18rOdMtPWPscNVZ4F1dgIJYjapn/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: survey, doubtful, recounted, Miguel, slouched, dairy cows, treatments, guinea pig.

Component: Sid the Big Pup (ISBN: 9781603436984)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1oFYENwIw87gTGtiK3aMPwtYwZ3jFt6F1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ZhKkCA85fsYnwVpa1VjO1WVjFKXtHRjb/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sip, lick, yuck.

Component: Rusty Wins (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1zk4nkCKEVHAF3haf2Cz9KFdEJCUekQ6f/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ChZngxqjlFnb6lAz7oy0l3Ft06AdqWrK/view usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, ball, pit, yuck, gob, quit, tree.

Component: The Green Jeep (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1emfw0eRHmMSHfXGORi7ycbp6CDO_p1Q usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1G3ZaG_3r5_f6GUAEZYzmOsXxZTNpM-zQ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, jeep, anymore, weeding.

Component: Our Wonderful Ears (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HD_G04gjAhue7XsyYry3S6piEdkD_BlT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mpuJyXxz4zYsLMyGteLIaJU2PAujxhjp/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: maintain, incredible, organs, vibrations, amplify, structure, cochlea, auditory nerve, vestibular system, positioned, coordinated.

Component: The Sock (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1bBF48D00z_Ou9oejCc_9FOC6fhtEkhau/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Gh8mt1hu6isMXunZvEU7UndbmVku5ixT/ usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, fox.

Component: Tab the Cat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1coqnHODO_kWn5FuV6ouMmMY1ixRQZH usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QmojWZTVMgkHT421NMCB0-WK-gby89un/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Matt, jam, bath.

Component: Blane's New Pet (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V5oNlSeJvGfVPK57fr6HoJtJRDw_ZSDa/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QFjIC9TuXSj1PYRyhLM0MNrDmdgBmgL6 usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel teams ai, ay, and a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, bird, lizard.

Component: Hairstreak Butterflies (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XdQp1S2SicO6a7_1Wr6j0ffYt99o0zwu/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tf-zxoT4aAlfAwHPOCsRP8jdV_KPgKWf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend str and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flitting, threadlike, predators, perched, striking, habitats, threatened, destroyed, camouflaged, larva, pupa, emerges.

Component: The Basket (ISBN: 9781603439244)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_pdPddTfdB4jdov0GSGuKyfpp8MlwEzA/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1vfy4GfHSJNH28My970W5NvAoWPv7Z2Gnusp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bear, basket, rabbit, bird, rooster, bat, rhino, rat.

Component: Bear's Sweater (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kwQ6FOL7_7qRyoYBuxTNTG66JRqMKuay/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PFgeYJ__Jks08j_DUkuOkVEvbKuCVXC_/view usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unsteady, clustered, blackberry patch, dreadful, displeasure, jealous.

Component: Dot the Pug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DhCyZK4qORoWPtwk7PSkCplztpY-qUch/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ry-7TV-EsrBGTSM50Gjtzyzja7EwYQN1/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ride, hopped, hide, Oh, hugged, walk.

Component: Smoke! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ye1qQdlVRYGgPKg-goFZ3ERuXnwG1BMP/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LG_rlwL4lj0kbvt6JbNjA1qVxVnLvCu3/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Micky, sleeping, head, breakfast, river, cried, sprayed, busy.

Component: George and the Bees (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ip2HRdYYN9pYWNSqCboCf59PLgQdPJms/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_8XKsJYKacfXBo60yi-1MRbTojQXHGv8/view?usp=drive_link

Updated Text:
PHONICS SKILL: Silent letter combinations mn and mb

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, town hall, swarm, solemn, columns, massive, honeycomb, overwhelmed, condemn, pang of sadness, lured.

Component: I Like the Store (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10B5KNWHCTV8awZGnUHK40PZbPxRCe6c usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MQ56ms3rG7TlukBQlR-gL6ALBt1bXyDK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants l and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hat, Jim, van, log, wig, lamb, jar, love, jet.

Component: The Pond (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CtJwHjC0PzoKYND6nE9QvtsBu4aw_UxK/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1sr41GYkmcHfRgjGqHPn0ygyhCOumeQSY usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend fl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flew, hungry, something, eat, fly, flap, lily pad, goodbye.

Component: The Elephant Tusks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XPMbxXZEBd-TNs6iX2vusZnoONKkXeSA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rJMxPsgHK7IW0ecCiwXIMsNIoQVHbpKh/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: elephant, costume, trick-or-treating, window, corn, cook, dinner, street, broken.

Component: The Barred Owl (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jUkG-udDdf9OiOnc-ILvXbYjlwS56Ryg/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19p252_vVrmI8IYXkXFd-mXtZhi_vrm8n/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: uncrowded, wooded swamps, hawks, roost, prowling, perches, prey, claws, owlets, downy.

Component: Let's Win (ISBN: 9781603439329)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jFidccxf5LkpZOTWqYF7BE5djVHL-8vw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wpd3Rcxu1Zv-s_8h84uA7i6EQ8Cq55z4/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant k and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: kitten, dig, Kim, too, pig, fish, kangaroo, win.

Component: The Penguin Chicks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1tRKX0jvNcP_WRV3MnZVFJeAh8wFmFiMj/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fp1uwGg-LnF9pwTlzBmBL9RyQ5x645RP/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Mother, Father, eggshells, Cheep, hungry, chew, chilly.

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: Editorial Change
Current Page Number(s):
Location:
Table in the middle of the page

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15TNu_2XEcu6TMO2EfzPzq5bvndctmrac/vi usp=drive_link

Updated Text:
This chart will be adjusted to show grade 3 by adding a column:

Third Grade*
Moving On: Set 2

Lifting Off: Set 1 and Set 2
*Use overlap lessons for review as necessary.

Program: Stepping Together

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1_NNtcW2Ew8omwJqyLoFvowBT-Ncm_z7Z/view?usp=drive_link

Original Text:

N/A

Updated URL:

N/A

Updated Text:

Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: Stepping Together Teaching Guide for First Grade (2nd Edition) (ISBN: 9798888290439)

Change Type: Editorial Change

Current Page Number(s):

Location:

Last entry in the "Consumable Items" column of Table 1-3

Original URL:

https://drive.google.com/file/d/13cVCCtJdfFPiXIrTP5Bwqj9BFbEVV6yP/view usp=drive_link

Original Text:

One-Year Subscription to Digital Reader

Updated URL:

https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Delete text. See revision on PDF page 16 of new PDF. Instead insert at bottom of table: *We recommend purchasing a one-year subscription to the Digital Reader as a optional add-on.

ELAR, Phonics, Grade 2 (IMRA)

Program: In Tandem

Component: The Smallest Mouse (ISBN: 9781603438742)

Change Type: Editorial Change
Current Page Number(s):
Location:
First line of 2nd paragraph

Original URL:

https://drive.google.com/file/d/17KAHvC2jQw8cMFtzMvBeFRS-QHhZp8E8/view?usp=sharing

Original Text:
Ronnie

Updated URL:

https://drive.google.com/file/d/19jdcZGjLoiG3SPsvELaAcpUka-CJzLGX/view?usp=drive_link

Updated Text:
Ronny

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/17KAHvC2jQw8cMFtzMvBeFRS-QHhZp8E8/view?usp=sharing

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/19jdcZGjLoiG3SPsvELaAcpUka-CJzLGX/view?usp=drive_link

PHONICS SKILL: Suffix -est

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stumbled, realized, disappeared, flicker, shelter, puniest, eeriest.

Component: In Tandem Handbook (ISBN: 9798888290019)

Change Type: Editorial Change
Current Page Number(s):
Location:
Appendix A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1NvFZctdoHi2ovQ14mGaMLhjjNQhK0BxD/usp=drive_link

Updated Text:

In response to a reviewer suggestion, for all of Appendix A (Scopes and Sequences), we will add a column called "Teaching Points" and list the Teaching Points in each lesson. Due to time limitations we have prepared a sample; it will be pulled through all of the appendix.

Change Type: Editorial Change

Current Page Number(s):

Location:

Table header in the middle of the page

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

Kindergarten, Lessons 13–24 to Second Grade

Updated URL:

https://drive.google.com/file/d/1sigtUo9mQoyhFV_edIz0QHidAixbZnDz/vie usp=drive_link

Updated Text:

Kindergarten, Lessons 13–48 to Second Grade

Change Type: Editorial Change

Current Page Number(s):

Location:

First numbered list

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

N/A

Updated URL:

Updated Text:

List is numbered incorrectly. List numbering will be corrected.

Component: Perry the Peacock (ISBN: 9781603438315)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: berries, beautiful, turned, friends, sadly.

Component: A Night Adventure (ISBN: 9781603438681)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ywcOMcauUVJ0CUZpC8mWW2BmxDiujoJj usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kRHrtk1hVsOR0uJikrzo8NZhzCWJJhED/view usp=drive_link

Updated Text:
PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: knight, headlight, fading.

Component: Komodo Dragons (ISBN: 9781603438490)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DvL974M-i3-Am8GQnJIrTzy0LfDixewA/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bCdaiVmClNqqvv4r1B12ozFODZTqSh7k/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: scaly, claws, sturdy, shallow, burrow, natural prey, lurks, habitat, islands.

Component: Tiger and the Mouse (ISBN: 9781603438285)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qvbggBwTIYVyL1WgAX5SefL-a-cBt67u/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Ml1h-VyKfQUUVy6GvI4aoBg6UeYIB7Ou/view?usp=drive_link

Updated Text:
PHONICS SKILL: Trigraph tch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, tail, twitch.

Component: All about Pelicans (ISBN: 9781603437639)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ztrs_il483xLtv4ha3T-4KublMqng1C6/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/18qsR0opnTy_3nXAdsZkP7LL4O5O1XsZg/vusp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend spl and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thrive, throat pouch, webbed feet, flock, prey, splotches, threats, threatens.

Component: A Friend at the Farm (ISBN: 9781603438469)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14dh_WrV7QcuGmWnE4Lu8F9eT7EUMkI_A
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Cs0qigKybklhvnzcSTIOkWOhme804qp5/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: munching, pleased.

Component: Roiella (ISBN: 9781603438629)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1gbfPETVDvUm-ydmojhkmJUBsZAIDmFJa/view?usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1-YaLLzgvSvd7P08LzzpHcOGQsYhYrsQf/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stepbrothers, snickered, kingdom, pointless, soiled, barefoot, fairy godfather, palace, fortune.

Component: The Hare and the Carrots (ISBN: 9781603437592)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xmExKw0CvETgGrVwXA7dwKaDdmnH9Xp usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1svCGaN6yu-q-3CL-DDyy4cXwJ1QHO3bA/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pleased, bare, scarecrow, scurried, pesky, snare.

Component: Pearl the Polar Bear (ISBN: 9781603438773)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Z3-hWgwg50smWlIkHINEp8JEc3VCYWkg/view?usp=sharing

Original Text:
N/A

Updated Text:
PHONICS SKILL: Prefix un-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: predators, unsuccessful, unusual, crouches, springs up, ice floe.

Component: Dawn's Note (ISBN: 9781603438599)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rxpRFCtz_qiYioxqIxHPDvk-HKdZCMIU/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ZDdmoojDLshPXBXq919qF9lsMCEfh0lL/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: market, squawked, flaw, error, flare, frightened, perched.

Component: Another June Day (ISBN: 9781603438254)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: idea, water, hermit, hungry.

Component: Trevor's Special Pet (ISBN: 9781603438568)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1VtpvMNpitgTqelzkKhhFaKT3zughGcml/vie
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ZwDfmxNv0ZbYRNSlwFdReXMz_lojTszH/v
usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: survey, doubtful,
recounted, Miguel, slouched, dairy cows, treatments, guinea pig.

Component: The Trolls (ISBN: 9781603438223)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1mupo48BqdzbU5hAxUVbpbowmA5sOM9 usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1eCjoDoBMW0RmkIK6UZS0xHtaV3jc4YZ-/v usp=drive_link

Updated Text:
PHONICS SKILL: Floss rule (f, l, and s doubling)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: two, clean, puddle, dry, over.

Component: Jen's Hen Presentation (ISBN: 9781603438384)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hobby, presentation, window.

Component: Hairstreak Butterflies (ISBN: 9781603438537)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Three-letter blend str and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flitting, threadlike, predators, perched, striking, habitats, threatened, destroyed, camouflaged, larva, pupa, emerges.

Component: Spider Wasps (ISBN: 9781603438193)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1baT1zhbRJcCnj0lap8UbiG3Q8c9XLt3X/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ot2wStmlWSGS3qlZRrqluO3Hzb6RvJ81/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flower, spider, insect, lays, body.

Component: The House of Doom (ISBN: 9781603438353)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/11V0pJAVozwljpnKUIsboAk2hb5n9TWOF/vi
usp=sharing

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: every, growing, mowed,
together, wow.

Component: The City Yard Sale (ISBN: 9781603438728)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1m5v1POVvzTHyIOBBYD-l8RtzkrhUblRT/view?usp=drive_link

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: recycle, fundraiser, senior citizen center, donates, treasure.

Component: Mouse and the Hermit (ISBN: 9781603438506)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1qStEch4I8wCFddf3Q3V-2iZzQLmX8Wph/view?usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1eg6zashXj73elEwynkTHZdxJeQttandu/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hermit, cozy, leftovers, caught, mousetrap, mercy, company, sternly, preferred.

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1eBiuZQUoJE1lBiZ2Lz2JDYRlzIgr1EW8/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1CQAm-sc8xYVdEO45mqyYyLtwZpjbaEDK/view?usp=drive_link

Updated Text:
Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: A Rainy Day (ISBN: 9781603438322)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OY1QSOFRdxGac7oKCTYdloNhcOfTlfGv/v?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BdSabPXkSXabEW7QlGTdrQdWRFFrZSOD?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Saturday, window, park, beautiful, pillows, friends.

Component: The Sleigh Ride Rescue (ISBN: 9781603438698)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rwOYV-tYlWzSsl4XmPt_nFjy06m0t9I9/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1iR3AYiBHpzYbDqyXlEGBBL3TsGn5Zdqr/vic
usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Ma, perched, lightweight, wobbled, sleigh, tramped, harnessed.

Component: The New President (ISBN: 9781603438636)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14hxjow5TbOApbR67NLRxLHp85G176jjp/v usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1pgbNUdJciXofCjB5jq70M0Y9WaZyp96B/vi usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pa, speeches, drew, slaves, foolish, ma, parade, stumbled, carriage, Abraham Lincoln, autograph, flushing, scrawled.

Component: A Place to Sleep (ISBN: 9781603438292)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1x1hOAPGyZpSm2juM1GEm7yR9hQstTSm usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15gpL8OO1HRiiz0lRyUZxtdPNfqidQgqA/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: raining, teeny, dry, mouse, castle, hooray.

Component: The White Whale (ISBN: 9781603437646)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ymRWrSWAc7--iQGbbsbG1aRTGEYH4o6x/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jvxev39nVPG-wL88Yt9DSgM_d25FOCXw/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial digraph wh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: wharf, feast, whiskers, whizzed, churning.

Component: Squirt (ISBN: 9781603438476)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ltU6fN14LOzTQbnkmYwyya9k02HuXD6U/
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14SBfEbmLuMLzGOJmOvGRrd47l0T7MzZz/
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: soccer, trouble, birding, scares, firm, irksome, chocolate sauce, scolded.

Component: The Chocolate Eclairs (ISBN: 9781603437608)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dgAJm5wYQtnJ_E8lTg1J97xAEg8bsayS/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qKs8nWpOcieXp-oZm9VRnR03UscM5_cH/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flair, blotted, despair, chocolate eclairs.

Component: Danny and the Saxophone (ISBN: 9781603438780)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vJ57gcnPx0igNQ4lcC-wiSgE-5G76yri/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14GlgCWSVbnvs1Vmo8m3rZ7KMNe1rE9Os usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ment

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: instrument, department store, basement, stalactites, ceiling, cavern, concert, puzzlement, assortment, solo.

Component: Maud (ISBN: 9781603438605)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1T2waU3bevcLhsGn5enOUikMI3fw3nzaZ/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/13VTOzJoRvhfmW-SiNkWraBRhVrj1us81/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fault, animal shelter, gaunt, matted, sighed, autopilot, faucet, pleading, sternly.

Component: The Great Big Bone (ISBN: 9781603438261)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WTSVkrHJ7ibL5m0KiC6beBA_rVHDS47S/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1z2ikuX84WgcfdGlvAfMRN-y5Khj_rVIf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chew, sky.

Component: Winslow the Lost Dog (ISBN: 9781603438391)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qDHOicseuBjQXQFtMhVAg1xyOMsmM7jj/usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ssN7oY2kkAdoWZJV0gsu4G7p7syeKNpr/v usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: caw, shivering, collar, worried.

Component: The Harriet Tubman Report (ISBN: 9781603438759)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16sIFveuE0NsgQ0ntxa4HQ_eGH-4_N459/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1blttDEG2_ysPugOL0tA7eA055860uasx/vie usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ly

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: famous, researching, slavery, oral presentation, nervous, cowardly, honestly, woodenly.

Component: Peanut Hare (ISBN: 9781603438575)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1W4nxhCrI7DnKTEa33cyYJZU6-Ov2zZy2/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MT9jyCfjwZtujtcAn7erQWcCAdZFvfFd/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: arctic tundra, worried,

dew, frost, rustling, scanned, horizon, camouflaged, harsh, huddle, shrewd.

Component: Dave's New Skates (ISBN: 9781603438230)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10TnZP9lBpdje7vyQUWFGdbU5vo8na75q/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19c7K7G2XZlHxj0-tqsKUMUi3mR-hvyFS/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: birthday, happy, together.

Component: Badger's Bridge (ISBN: 9781603438735)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YJ89TfVNamspfI2N2VszvTLbTf0JdVln/view usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ntoDLb7BfIR27XUzGy8xMMSyrvwwcaJI/vie usp=drive_link

Updated Text:
PHONICS SKILL: Trigraph dge

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: gully, clover, trudge, sludge, grudge, murky, lodge, pledge.

Component: Spring Fall (ISBN: 9781603438544)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12IleLXM--LpJgZ96zpG1Ns3YVnqPB3sP/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1oiWt0zmET5Ij9-oWsY0OLXPz7HA6JWnT/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blends scr and spr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fawn, sprucing,

sprouting, munching, mulch, wheelbarrow, sprawled, flinched, crawl, ambulance.

Component: A Cat to Adopt (ISBN: 9781603438209)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1257ZgRB1fi_KcfZmlY5DJUpRxyiIXtS0/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1iMmbtLN0UuPxqbfFf-FutRYY1VU6hLSB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend pt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, lives, sleep, lady.

Component: Cookie the Seahorse (ISBN: 9781603438360)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1s6ueZaiM_mV_enZlFRuFz1R0cFahnw_l/vie
usp=sharing

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: once, slowly, beautiful, laughed.

Component: Henry's Room (ISBN: 9781603438513)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uXLESkV2lIRRBmEf2NXK6SuBp_nDHRP2/v
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1GqKD1uXpyjH9veE8PvUaGzxsYiwPL8GI/vi
usp=drive_link

Updated Text:
PHONICS SKILL: y as in short i, long i, and long e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: glumly, tidy, myth,
system, shipshape, guess, shoeboxes, label, dinosaurs, proudly.

Component: The Wild Child (ISBN: 9781603438179)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1f7kOs33OdTqsOV1m1c-i5tjGj9Stn61p/view?usp=sharing

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1H_5hOsYh9wvqFPfrYi-ihOu9wdC6o8QH/view?usp=drive_link

Updated Text:

PHONICS SKILL: Final blend ld

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Buffy, park, yay, listen, build, read, pirate.

Component: Lizards (ISBN: 9781603438339)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1L0VmarzjfyBvVPlDZbtjnzYxWzneLUMK/view?usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1v8sn17ipxlpRmBoq-cEYwZCn_10DfEvV/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: reptile, warm, tongue, dead, prey, predators, color.

Component: Chief (ISBN: 9781603438704)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: agreement, wandered, hermit crab, boogie board, whimpered, rabies.

Component: Pip the Guinea Pig Does a Trick (ISBN: 9781603438308)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TU9e5ViESQMAUKRDE8GnAxPGOtwWm9
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1x2gO3daONzyX4wAqW2o47DIPoLWocCb
usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: paw, wow, woof, busy.

Component: A New School Year (ISBN: 9781603437615)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel teams ea and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: butterflies, groaned, smeared, homeschool, sour.

Component: The Big Storm (ISBN: 9781603438483)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1c8EOJo_RTartkweiW_5d-golv0fUtI0q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: buggy, ma and pa, worn out, borrow, escorted, shiver, scary, ghost, terror.

Component: Moles (ISBN: 9781603438278)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1yWg4vy-gEgDw1KG3jHLIDDgIMTF-eLV9/view?usp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, worms, teeth, roots.

Component: Petey the Pelican Soars (ISBN: 9781603437622)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pelican, shore, implore, webbed feet, store, uproar, overturn.

Component: Miracle the Baby Bat (ISBN: 9781603438797)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1elyJQTpozIKmaUdMAehvBD4K6KFh755A/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix dis-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mosquitoes, eagerly, dismally, unusual, disgrace, dismay.

Component: Cowboy Joe and Star (ISBN: 9781603438612)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: loyal, employed, cattle, ranch, daughter, wandering, whinny, overjoyed.

Component: Living in the Rain Forest (ISBN: 9781603438407)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel teams oa and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, Earth, sounds, predators, poison, constrictor, bright, prey, larvae.

Component: A Visit from Pops (ISBN: 9781603438766)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cereal, escalator, awkwardly, bashful, wistfully, outline, research, polar bears, dreadful, habitat, expression.

Component: A Home for Blue (ISBN: 9781603438582)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rKzx93yqYVMbzZ7z8Ut1kTy1N6_QJILt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: city, Isabel, value, sob, unglued, gruel, stall, bear, remotely.

Component: Mike's New Bike (ISBN: 9781603438247)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1OzrQz_mrjBlCqQBM2tq4QEoXTmxWFB2j/usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Ts3P15ubG-t3VD9IcJ8ALfsVlIoawk87/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shortcut, forest.

Component: Howie Visits (ISBN: 9781603438551)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1AkGKjnzUCy6wCQO_oaS--OfHAEVBK_QP/view?usp=sharing

Original Text:

N/A

Updated Text:

PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nanosaurus, stegosaurus, chowder, gulped, downpour, prowling, glowered, gobbled, rowdy.

Component: The Wolf (ISBN: 9781603438216)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:

PHONICS SKILL: Final blends lf and lt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: salty, water, bottom, sorry, friends.

Component: Princess Pig's Cookies (ISBN: 9781603438377)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Vowel teams oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: turned, hurricane, storms, windows.

Component: Nora Skateboards (ISBN: 9781603438520)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/11g9UPJeZmr8cEMLalaebV16zC2J1E2r3/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Silent kn and wr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: apartment, break, dangerous, equipment, knitted, dorky, knack, giant, wrenched.

Component: The Elephant Tusks (ISBN: 9781603438186)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dxMlESyAHWg3dq5tMgctf_uaYrROdwQn/
usp=sharing

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Final blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: elephant, costume, trick-or-treating, window, corn, cook, dinner, street, broken.

Component: Blane's New Pet (ISBN: 9781603438346)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1pehdaE5Fp0kyMnM7TxOeBnT1ZtdNBPdg
usp=sharing

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/12lrHGEGVtu58Jn39uhUW5yHP8T33d2Zn/\
usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel teams ai, ay, and a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: window, bird, lizard.

Component: Bear's Sweater (ISBN: 9781603438711)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14lAkSKIGre1tFMw3uuq6a1XiHkd5HQAO/\
usp=sharing

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1RdIIb8BjCkVdi_D7arhbPnYKWSG7rp9p/vie\
usp=drive_link

PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unsteady, clustered, blackberry patch, dreadful, displeasure, jealous.

Program: Phonics Launch

Component: The Smallest Mouse (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
First line of 2nd paragraph

Original URL:
https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v usp=drive_link

Original Text:
Ronnie

Updated URL:
https://drive.google.com/file/d/1H695WLnG0sLVvdcjWZ4nYY4gS35Vcv25/v usp=drive_link

Updated Text:

Ronny

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1H695WLnG0sLVvdcjWZ4nYY4gS35Vcv25/v
usp=drive_link

Updated Text:

PHONICS SKILL: Suffix -est

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: stumbled, realized,
disappeared, flicker, shelter, puniest, eeriest.

Component: Rox the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jk0xN94NfrqRFicTqCjKA0GgQXDWxf86/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1USN72AjlkvTndssy0JAIDia0JOLpfrDn/view
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: hungry, frog, eat, Look
out, hopped.

Component: A Fine Place to Hide (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/154wxnvfTWLin7QB-1uHsdF91Dny1dwsQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19n0LnKuf-jod_9aAL09xCVmQXo-z3aia/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, hide-and-seek, brown, idea, leaves, climbed.

Component: Mother Zebra and Her Foal (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1OUQWrQUeMjPlN6200zrmPeBVB45oxwC usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1cl1AybOlbIvtb6IGLZOH76aRN8OHic-d/view?usp=drive_link

Updated Text:

PHONICS SKILL: Spelling pattern le

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: African savanna, herd, ambled, brittle, agile, snort, shuffle, forage, visible, huddle, fragile, stumbles, nuzzles, edible, grooming, straying.

Component: Fun in the Rain (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1iQhT2xRot_X4zFssJ25eTDdRjoS2yxZe/view usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/19WJ4t_rT7dZCiXWx-81sRCJG5zPsa6bJ/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial blend dr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Drew, baby, sleeping, outside, inside, drag, umbrella, boots.

Component: Frogs and Toads (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mHD-Mrl79NFanET1gJb9sSl8Mm5jg_HN/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel teams oa, oe, and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bubble, air sac, sound, croak.

Component: The Pig Rescue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xejO1bFn8o4lcvvpsdQk3y6T5AY_hkwf/vie
usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Three-letter blends str and squ

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: straw, waddled, strange,
sound, squealing, squatted, climbed, breath, squinting, straightened,
squashed.

Component: The Big Egg (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1__ZXOH9Zr0eV8sF7kKdElAP5YCqGJFRn/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LmexaLPB2GySpoMsJ7a15KB8t5DX3RC1/
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: lay, pen, crack.

Component: A Rainy Day (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1f5idQjupoBPGfmxPKcnr__qPhrtvQK5L/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Saturday, window, park, beautiful, pillows, friends.

Component: Yummy Grapes (ISBN: 9781603439305)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/16O5b5y6yZ1gHwc5_9x05cttx-gPalY7t/view?usp=drive_link

Original Text:
N/A

Updated URL:
[https://drive.google.com/file/d/11IoyC65gB_VKl10oOdmEfarIkkuqI_9E/view usp=drive_link](https://drive.google.com/file/d/11IoyC65gB_VKl10oOdmEfarIkkuqI_9E/view)

Updated Text:
PHONICS SKILL: Initial consonants g and y

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: garage, yard, grass, gate, garden, grapes, yum.

Component: Henry's Room (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: y as in short i, long i, and long e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: glumly, tidy, myth, system, shipshape, guess, shoeboxes, label, dinosaurs, proudly.

Component: What Is Red? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: box, bag, rat, bed, rug, bat, rash.

Component: The Sleigh Ride Rescue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long a vowel team eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Ma, perched, lightweight, wobbled, sleigh, tramped, harnessed.

Component: Wag Goes to the Park (ISBN: 9781603439220)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1IGluZE6_I2b79sEIGmpNxh_Ggqpo1p69/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Hxa3lDQFtIJf1TuugK-AxKAnq9DQSAVg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, park, swing, plane, seesaw, plant, sandbox, pizza.

Component: The Moth in the Woods (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11a47uIR_k5KWRd-u8fTKjl-8q-P0Ateg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, Jack, woods, yelled, Dee, need.

Component: Mylo Moose's Loose Tooth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel team oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mylo, wiggled, gloomy, drooped, hurt.

Component: Intriguing Animals of the Prairie (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1qUx4bA3qImuihqlqqZnEymYP-pO9gLJD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SafIsynbKLx1ZoGM3DOm2OEr0zP_BLNQ/usp=drive_link

Updated Text:
PHONICS SKILL: Prefix in-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unique, adapted, range of temperatures, social, intricate, burrows, hibernate, bison, intimidating, mammal, creature, massive, rituals, territory, migrate, herbivores, intriguing, abandoned, diverse, thrive.

Component: Homer Goes to Summer Camp (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: video games, fresh air, sternly, nervous, bear, owl, perked up, muttered, mountain.

Component: Hot Dogs for Tim (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1NB7l7bWUCB9vsGjy-1pafL98k6wMzgBY/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, cook, fire, too, Oh no!.

Component: A Place to Sleep (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1FAGMPZN-FVZyiZKZ4bBZBCZtNqp5-e0Q/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1eDhD1PwVbinvttFM1xqaqwAT__kZ_803/vi usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: raining, teeny, dry, mouse, castle, hooray.

Component: We Are Fast (ISBN: 9781603439275)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/18pJ8SFcVGMBHJ8cxVxoDB9MLOAjAlxnc/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jKaL7QVCjGsm2OkGJxh3j2byPNdctmXp/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ran, map, cat, hat, bag, bat, cab, dad.

Component: The Big Storm (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wag9v-zek0WqnK0kKeb3dBI7XqD698pt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: buggy, ma and pa, worn out, borrow, escorted, shiver, scary, ghost, terror.

Component: Nan the Bear Cub (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nan, run, climb, dig, lick, fish, nap, hop.

Component: The White Whale (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1hLbUfk-WSmGm3W1HTxVe-HR463mWt6yN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1h1WkFahBcvTNsw13EbmzTplUFx-yt5LZ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial digraph wh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: wharf, feast, whiskers, whizzed, churning.

Component: Wag and the Fun Ride (ISBN: 9781603439435)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1jRfOeEXzFS51g1_zeWgxP0B51c6PUXXe/vid
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1XQ3SDUsWnTWUYEW9ffDEz0ewV84KmTA
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: cab, Matt, fish.

Component: Wag Is a Yappy Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MxcEVcuxexiq0aq9shAhp6bRwZoGvxHB/v
usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: door, yap, Shhh!, taking, was, ball, play.

Component: A Rafting Trip (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Final blend ft

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Tiger, idea, river, along, Baby Turtle, swift, maybe, drift, water.

Component: The Bug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, jug, mug.

Component: Blair's Soccer Save (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YuWFl_QEQc0p3kgA3lGlYuM1XgOhdiuI/viusp=drive_link

Original Text:
N/A

Updated Text:

PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sidelines, footwork, gracefully, forfeit, goalie, despair, churned, dribbled, blushed.

Component: The Bluebird (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Mwh-WCURIVnOqj4gCAmiAZ2pZbdWhSwK/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird feeder, idea, vet, birdbath.

Component: Wake Up, Tom (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kyIBwhd9Adx7NbfCg8Y07VeiEqIp99gD/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: napping, wake, Tom's.

Component: The Great Big Bone (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chew, sky.

Component: Ozoy and the Asteroid (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CTevJwA3UC_i133SCta1GlK7X5QXpABA/vi usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gKITJfELfw-Zd059YuBGOCy1xFy-q-mF/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: authorized, spaceship, launchpad, voyage, cargo, Whaul, autopilot, damage, asteroid, mishap.

Component: The Class Trip (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PMrrVYETQ118ag7MQcNaVfUaUXMqSXlu usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M1qmwluGJ-IcVoq_nONXoTOSlaaZ0KDH/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial blend cl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: beach, game, cliff, clue, claw, bird, climbed.

Component: The Chocolate Eclairs (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1llP3t6sHoR14S_JszMqLC7fAtwNzK1jN/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KZOlJQ80RfHYaZ7pnr7ldtVCxu2NgiNz/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flair, blotted, despair, chocolate eclairs.

Component: Gus and Sid (ISBN: 9781603439404)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17DviU5no-Idon2fElgFiGAhCxiVSwNhd/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1f75nnkXz23ZW6yWuSBSFYYMYBSKwbFO5usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, tub.

Component: Cowboy Joe and Star (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TPybYz2XVvOi1WPdA2zFeuuD_VfSCjTh/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mqqPKVmAzEECh1K_bTqUeZcditjGPC4T/\
usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: loyal, employed, cattle, ranch, daughter, wandering, whinny, overjoyed.

Component: A Yummy Plant (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YPrfKWPEFdZ6xu_1KVxQoT4WHnz4TpXQ/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bsGkzjAV_jWo0CX-PlbcrAvj0CXPz_Vk/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hole, behind, grass, find, wind, blow, blew.

Component: The Sock (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1bBF48D00z_Ou9oejCc_9FOC6fhtEkhau/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Gh8mt1hu6isMXunZvEU7UndbmVku5ixT/ usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, fox.

Component: Danny and the Saxophone (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uzdzTJ27eSZiDbiXz7ZBGNb3QcXFvnN1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ATfaLts3ey_uoeAx37RV78dvWVkjQhnB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ment

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: instrument, department store, basement, stalactites, ceiling, cavern, concert, puzzlement, assortment, solo.

Component: Jen's Hen and the Chick (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1LdoJ6clWw0o_mSIVtIt38uPH9w2dJ9CM/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/12YpNhk6n2HVGFohWZXzFfKzl1Q9ZPVs9/
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chick, chair, chirp, cheep, bird, flew, tree.

Component: Brave and Brainy Daisy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16su8Jw-IyoT5nv62TtVLwhDuLvWx_RP7/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ct_ZfIuATLT2BOyid0Z0B93x4pghGdjg/viev usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e and long a vowel teams ai and ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brainy, Daisy, swayed, trail, plank, sprain.

Component: Our Wonderful Ears (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HD_G04gjAhue7XsyYry3S6piEdkD_BlT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mpuJyXxz4zYsLMyGteLIaJU2PAujxhjp/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: maintain, incredible, organs, vibrations, amplify, structure, cochlea, auditory nerve, vestibular system, positioned, coordinated.

Component: Uncle Saul (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dstFykEODR034gmp2tcbW9oJetNRNmb6/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19eEKIssJ7w_gv1vfzi6w8XPJq4VfOwZm/view usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, paunch, uncle, magician, magic, haul, faucet, china saucer, overheard, fraud, bauble.

Component: The Skunk (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YuSKw1kvE316umcrmSpkaFtpO_GKGyO7 usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1d7NvXXuUvvNnt0MRdKwCYrx971Lx3B6H usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: blue, sky, skirt, way, home.

Component: Winslow the Lost Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HruQY19_-pMpBLRFsj_7F0IuvpJ8sKOp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1HV2MVhD4UEChpf6P00zxyajQzxveOdq0/usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: caw, shivering, collar, worried.

Component: Run to Me! (ISBN: 9781603439374)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ENJtqsYUpDU16jvJTm0MPmJ2S1towMsh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qzq_suwEoN81xqMe7-UdwPmY3eaGvqD_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: duck, buck.

Component: A Home for Blue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1l22SezZTUoeArzmqegITxdbB9syJNVMD/vi usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1coGl294CGjNVZ23uHIqESjhznH2hPuAf/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: city, Isabel, value, sob, unglued, gruel, stall, bear, remotely.

Component: I Like the Store (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10B5KNWHCTV8awZGnUHK40PZbPxRCe6o usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MQ56ms3rG7TlukBQIR-gL6ALBt1bXyDK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants l and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hat, Jim, van, log, wig, lamb, jar, love, jet.

Component: The Harriet Tubman Report (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/19rSLsGyaMCMUfS6QbsOkz8BbxvD08nqR/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ac3deen0Gmaiis3IcyZ9fIGKH9_Ifa9y/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ly

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: famous, researching, slavery, oral presentation, nervous, cowardly, honestly, woodenly.

Component: Where Is Ben? (ISBN: 9781603437004)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Pkdx3zJf_0aeS72xrApL85iKYkIPsdQm/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fEHz_2u0uqpq9yOLzParnOlKOhN0ZdCD/\ usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pot, socks.

Component: Tig the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1QKY0xU4ZlT3J3CJDM095rkDac8GnAImS/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MFx-TNrAl25lbXLUa4Dp1tdDrZ4bT0VS/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Nell's, food, eat, sick, called, took, vet.

Component: Sunny the Seal (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15cbzrHq0DWNfxicFrovolccRtr3hVfap/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19qpefkQ6A51WEBFXSX4I1jvX_13puSN2/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: hungry, pleaded, scraps, spotted, heap, seaweed.

Component: George and the Bees (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ip2HRdYYN9pYWNSqCboCf59PLgQdPJms/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_8XKsJYKacfXBo60yi-1MRbTojQXHGv8/view?usp=drive_link

Updated Text:
PHONICS SKILL: Silent letter combinations mn and mb

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, town hall,

swarm, solemn, columns, massive, honeycomb, overwhelmed, condemn, pang of sadness, lured.

Component: Wag Digs (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1L8QJ7mZ6r3chx8yk5I1m2N0o30t3eI2Q/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1azsj7iCl_j-TQMks0842_mmz1QA-n_Hn/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pit, bin.

Component: Dave's New Skates (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DY5Ut-TkYSjpTuKjMG1LfPSXX4OPKyfa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rJC58xQllEHjPohN18VlpAd-RoweLA5I/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: birthday, happy, together.

Component: On Top of the Rock (ISBN: 9781603439343)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1JcaXG-GPP9S9rIAsXXHYPaL-6MhuaiDb/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YF22kI8T0bhkNY3or9ugGwUX7j8j0tQX/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o and final consonant x

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: rock, Oh no!.

Component: Howie Visits (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1OqmIIU6K_IPQlnz1lQvjsur__kw_pAzF/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1MEhM7HNrUUEqy_sSU-wJzw7CiYwlzGjE/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nanosaurus, stegosaurus, chowder, gulped, downpour, prowling, glowered, gobbled, rowdy.

Component: Wag in the Zoo (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

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Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1IvcIoQmC_DxxUR4Ublu0R6S4j5CEqrsc/vie usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants w and z

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, hen, zoo, bat, fish, cat, fox, wolf, woof.

Component: Badger's Bridge (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
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Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wPwI8_FOt13INcj1bEUhuOx9JzLfWYUB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Trigraph dge

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: gully, clover, trudge, sludge, grudge, murky, lodge, pledge.

Component: A Little Hen (ISBN: 9781603436977)

Change Type: Editorial Change
Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

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Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1L1z-VHgTzaZyekvaUuIHK2Uf4ahcA_Md/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels e and a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, jet, map.

Component: Hens (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/12WunKh4iMpxAEBhRCDqYBIBbrDEAw5Si/usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, sitting, eggs, Oh no!, chicks, peep.

Component: Izzy the Inchworm (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Digraph blend nch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, tree, buds, finch.

Component: The Thief and the Red Diesel Truck (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1pdVhnWLc0VJRnGBUuT2iVSCPncDTrnZC/\usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1zSYXMCZN5y6vK-eubWQ0MZ3Zs4VqVAMr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Lucia, auto mechanic, getaway vehicle, suspiciously, brief, leads, warehouse, nervously, fiend, scurried, swiftly.

Component: Quack and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QNXCVMCw9zylSmUbtVP1OIs7f7iry3pf/viusp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, speedy, hide, spider, inside.

Component: A Cat to Adopt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1uu8-3SKVPMb1QxW0cSOFcoMumCzzYqxM/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1zelpULrx1Cu8OmwCLj1WGvN6if0VTZ75/vusp=drive_link

Updated Text:
PHONICS SKILL: Final blend pt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, lives, sleep, lady.

Component: My Nephew Drew (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1yMuhjLIjAhY1a2zqhoMw1BKIN6ZzIUap/viusp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: nephew, suitcase, brewed, firmly, blotches, Phew!.

Component: Chimps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shy, monkey, tails, thumb, chew, mother, lies.

Component: Cookie the Seahorse (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Gd52xlCpLsk2PErDcw0r2MqJGU1-
OZLR/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: once, slowly, beautiful, laughed.

Component: Meet My Mom (ISBN: 9781603439237)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hHqW3eiFnQYFbdQOR8C3CDUwyYLE10iZ
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial consonants m and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: teach, mop, talk, march, text, mix, tiptoe.

Component: Bud and Mutt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dwxl_GL1ho4ZbXknlLevVGPgr1-unAmZ/view?usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1cdHuPZUp6JYAbNUctF_3M6IwSxWPdIv_/vusp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mutt, tug, rope.

Component: Some Fun (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/11M394-bEifFcWIsMYChipXZzssvsAvDM/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_7qA772tBXtFA_TkxzEd1GsQ5K-7Q9R7/view?usp=drive_link

PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: afternoon, park, Milly Mule, bathing suit, lazy, chute, climbed, afraid.

Component: Dolphins: Special Creatures of the Sea (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1KeDYypwqehvASjkxLBE5BduSYvK1uvV3/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Q0VmGTsb_X5RxHQUbjLxEXrJ2Aq- qr_q/view?usp=drive_link

Updated Text:

PHONICS SKILL: Digraph ph

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mammals, blowhole, dorsal fins, population, variety, technique, symphony, unique, acrobatic, behaviors, adaptable, situation, orphaned.

Component: Don't Cry (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mwsSJxgU0SgcwIiowqnklRDkzZGhy-tl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15aansZW4j8-3eo1ROO1n9wQva4Xv3Gfc/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial blend br

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brother, tower, brown, broke, cried, cry, together.

Component: The Wild Child (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/144hR3vnpuBOn94kuxBLi7emHCNhOeIRu
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1eT_vr2EbZiJXXjWIOHo6GxwTpmbR3f9H/vi
usp=drive_link

Updated Text:

PHONICS SKILL: Final blend ld

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Buffy, park, yay, listen, build, read, pirate.

Component: All about Shrimp (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/19YwTdsDaq1H3_dKvNg0GCYJkuisAfre3/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1N1Ju_VTRYDSkGTYVj_5zy8w49s8T2VrY/vie
usp=drive_link

Updated Text:

PHONICS SKILL: Three-letter blend scr and digraph blend shr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: casing, oceans, barely, shed, habitat, perches, leftovers, loudest, prey, creatures, shrivel.

Component: Shay's Pirate Ship (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DUe6EL2lTNzdgN6hQcHb6ICqjL5RDFFp/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rw0RaqPsL7lrXPxqD-8Un0bU3Hzrqu8n/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, door, pirates, shed, wheel, house, sheet, show.

Component: Lizards (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1roL0qEnZWbLyR4Ue6rum_UaSSFRZ-33I/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1t4-1quOnQtClm0Ht9PKcYt8RK_DKb7mv/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: reptile, warm, tongue, dead, prey, predators, color.

Component: Zebra Snacks (ISBN: 9781603439312)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CcmZk04dz37riV_jFjRuqSil6PcNJL4I/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Cm62rHmM4T1Xqr-EmZfnlnYxA8AAOBJN/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants z and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: jam, zebra, too, jelly beans, zucchini, juice, Jell-O, eat.

Component: Nora Skateboards (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1aBVk5RLuGcTc_lU-Aww2hZ0GH8fPaD_p/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1OHxnKtburxx1WdUMDbYUavxtd_MdRt3w usp=drive_link

Updated Text:

PHONICS SKILL: Silent kn and wr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: apartment, break, dangerous, equipment, knitted, dorky, knack, giant, wrenched.

Component: The Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qWdZ3ENQH5w1pLeKy1bMUoM_7DWm2 usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1oz8ofW_9C6I7jB3ItE4QFr_T-UQWadwu/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, pot, lid, map, net, hat, van, hen.

Component: Chief (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10yh7xnw9L7NJruIVDWgeSVmrQ4T1jJqz/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1j_giKi-v_YWANBMPci6BuzQUGHs1PIJp/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: agreement, wandered, hermit crab, boogie board, whimpered, rabies.

Component: The Choo Choo Train (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1k541bSlg_uVGQB58CWZHBnBL4jq7PVKz/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15lmLYeyp8zD2CfZWIdA6n-uNFKP0BPR3/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial and final digraphs ch and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Theo, ride, choo choo train, chug, chimp, cheetah, thank.

Component: The Toad (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PXqtULAA70FlZGUhYJcdVXCo2NxhxaMz/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1--wus_DOREQlzm3UsrqrIWja4RyR9rn0/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, croaked, cocoa, boasted.

Component: The List (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17DbXMPBlfdsB6TYqqMxTA59kVK0RzUku/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19PTVuuZl89EDR560xSuK54En_0D71O4x/usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: porch, barked, Oliver Otter, Peggy, Princess, pencil, ideas, snorted, Tina Turtle, worms, snickered, army guys.

Component: Joey and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jACsvnMWkNCNucZwj8s-uQA4qb4uvaWm/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_BNCvh4m6T2pMD-GgvPyVKswyvV0rvxA/view?usp=drive_link

Updated Text:

PHONICS SKILL: y as in i (cry) and e (baby)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kangaroo, pouch, tiny, berries, juicy, spying, sly.

Component: Max and the Bug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dZZnz7sR-9OjbE48dEmvM5u1apFlYYlr/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-PrEE-XhkHEjwC2BmuwZ29R8Nez2eQU0/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, Buzz, taking.

Component: Pip the Guinea Pig Does a Trick (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HtALMRGWQKt05zDjbERdkKFsA2WnFKxD usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cy_RHRxYrjz8DSxxc_zryGRiWAN1n6IW/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: paw, wow, woof, busy.

Component: Wag in the Van (ISBN: 9781603439282)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1U0hM7qo_FzOJpAhkoUvOmZAfK2hAhv8i/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gUAImgQC4ACGikWjRNBzSZis3ycpw1AZ/\usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a and initial consonant v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dad, van, Pat, Nat, Matt, cat, Wag, vroom.

Component: Komodo Dragons (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MZL8VZbGsc8EuuJ79oXOBMDuNJaECA38/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JlggcbmWPxe_S3pIfMUUiaHJ2SQIp84r/vie usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: scaly, claws, sturdy, shallow, burrow, natural prey, lurks, habitat, islands.

Component: What Can Pam See? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CGViC9uLcqXoHzWD_y7CSLaTi0RcdPin/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PkgyDaMQ70QVkWaMz21OCkcp5Np0U2 usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Pam, sub, jet, pig, bus, pot, sun, pup.

Component: A New School Year (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1scXcRvcLGayhwhnGrESezU_-esG4aTS9/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1EMm3zmnOPxzpnjv-2UAQma4Whd56SQSv/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel teams ea and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: butterflies, groaned, smeared, homeschool, sour.

Component: On the Log (ISBN: 9781603439442)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1u3uCIRYuwJ7yKI6wXJuH_h4fqcWge9C6/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kh_BUPDoXyflcWcOcmEO23Fiq7QTUD9D
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Oh no!.

Component: Tip and Fin (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1awgTG0iVJFfXP3o0ShXFwokLNOsnd2h1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Pxr1Fpjhzu5YV7aq2rl6PzilFBrtM0ZW/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nick, fish, swim, dish.

Component: A Grand Plan (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CmyG6UfBnWM6jgEbmfaZkABSVN3Xt-4b/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xPEumPOxcvXA2jK7ER5gtXvot05x3zxR/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nd

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: yummy, fond, idea, island, Goodbye, around, bend.

Component: Where Is the Hen? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hdB4Efbc856r5dsgPZbXhLQ6s0lmU4yp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MtmzBhP3u-0yNSHdlMvR6O1Bsx0EfFH1/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, pen, well.

Component: Clarence the Gourmet Chef (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uaWmxHf0nOulck5m4c4wjgvl4aT1YYWe/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1okbr3m-PBPAj64foLN31A1cl3U6fWHyr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination our

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: gourd, clatter, mournfully, troll, herbs, recipes, village, glum, eager.

Component: Tamba, Protector of the Savanna (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CQJju-eFGT2jrFLwg8snTLgU5mxCx5Xb/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/10Ya0yIJg63j5PWqHKdzOQI6V6-4zKhTC/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix pre-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: African savanna, predict, lush, drought, anxiously, disaster, precautions, eager, preserve, parched, preoccupied, presided, barren.

Component: Corny Jokes (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dhthCrIMGyB72jAK7KgSA41q9LQZeEzi/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bzM_xhGN8j8zTcuUtORdVut5qVtYwcYd/v usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: corny, dinosaur, snore, Hee! Hee!, snorted, sense of humor.

Component: The Mess (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TothFWS3_Jn6jjJLfbHDVQi-mtHpS-uW/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jv7OEZXsGNgP5js9C8dUgu_CXGNGst-k/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: outside, Oh no!, pick.

Component: Moles (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xrnNDPvaMnode43uhvbIQ0TlROegcGZF/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Og3P7xvB5yBllATQ-xzA1DO4tk88u4nM/view?usp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, worms, teeth, roots.

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1OUv8axmgps0d3AfyzcTL1acSR-wp2isD/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1werA5jAoHagS7r2AoCaFhfTxFF1k7Y5q/vie usp=drive_link

Updated Text:

Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: A Friend at the Farm (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1PZ6lLahYIaiVdFD7SnOpBmE5CCSdAeAh/v usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1Z9BdO6BCFvAr3FmxzZtqpi6S_5dYPdK7/vi usp=drive_link

PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: munching, pleased.

Component: Quack and the Chicks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1K8hX6k_LgaPJMtUgSllnHyjG00Oqiaa6/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15wdZLiOpLV7O6w2r2CW2MLxAGe9WDXv usp=drive_link

Updated Text:

PHONICS SKILL: Final digraph ck

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother Hen, barn, hungry, hatch, Cluck!, Peck!.

Component: Petey the Pelican Soars (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V7v97LAW4aJOPaDjU7OdWkLUiMcDOMh usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ebTosiPU432p50SQ2iFYw6YeVrXeYtPA/vie usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pelican, shore, implore, webbed feet, store, uproar, overturn.

Component: Lots of Tails (ISBN: 9781603439411)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17CaN_BlRDiA7xXNsKxdhp47DtDJiNIDP/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1nPAcM8RUsgEQbvOSD7FTHhkGhFgoSE3N/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: tail, Look out!.

Component: Roiella (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WcpfZ3UE3AVbUHwex4r1E4_M6njKfqeo/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1i4Dj8p5i8nwwWPhJNsJwUZhp4nOaf3dn/v\
usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stepbrothers, snickered, kingdom, pointless, soiled, barefoot, fairy godfather, palace, fortune.

Component: The Pest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WbM4DlI3RxQr8SgRoM-qHYJqVVUjToic/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cxC9bevftKM73D32cayAl8yDbXJllQcu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend st

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Billy, brother, shouted, cried, pizza, outside, climbed, cry.

Component: Who Can Hop? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1p3qdyNBihoq-pHs_7qzq2gwCgnH9b9ag/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1x8GaLlcGOH3BufCICNo_bZPikFzU1U52/vi usp=drive_link

Updated Text:
PHONICS SKILL: Final consonant x and short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, yes.

Component: Miracle the Baby Bat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1gBQPBqPpGUJ2SW93qZE15vHkk8wuDMC usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1V2QdyDdxdi4b5lbU66QmsW2Df92w-6DR/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix dis-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mosquitoes, eagerly, dismally, unusual, disgrace, dismay.

Component: Thump in the Night (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1SSfJ6oz_9SMGRIMsLQ_0BuqzXiaf-7cd/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/106rJhjWsUZ38JoYpFcnqECEHatW6qTzl/vie usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thump, Thor, ghost, Oh no!, think, thief, go away! called, locked.

Component: Clarence Goes to School (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14Z1qyT3f7pnJZIS9qB54cpCdEuu5CObc/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lpZun9T0rnI8B2WRqWDa8Z1KpClE11-
8/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Clarence, dragon, house, drooped, principal, greeting.

Component: The Plowboy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XgkVe2d6XRUZEu-0UR9ZP80_C4ySfRDw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1uooosxI68cpqLGKm6Alqs5nI1rWn-OFt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fields, prince, royal coach, annoyed, curious, fancy, voyage, showered, castle.

Component: Snip-Snap (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XksZpIKpUz0CPGlMbE-jgWCC9_BO09h-/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Jtm7s2XQFu_W189JL9C0hjR0pv1NN2Mx/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sn

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lily pad, snack, hungry, ate, snail, snake.

Component: Living in the Rain Forest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TCxZrvmipDDPopbUMUseeSwJG6YZELm-usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Yuh3iT5xHDfayrHoPKuyns96hRBVAZ6h/v usp=drive_link

Updated Text:
PHONICS SKILL: Vowel teams oa and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, Earth, sounds, predators, poison, constrictor, bright, prey, larvae.

Component: Is My Hen in the Bed? (ISBN: 9781603439381)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16-XiW5UxwZlWiSgjFO3u-tf4yuiCCYKE/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wIM8Y2vNH6Rl4IyxfiTxG7WXjKmzZCe5/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, den, pen.

Component: Dawn's Note (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t2yM-Di_hTZ10Jfr5GEReGqjtA8-6JtD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1c758oSlBUzO3XTUghFub_27poMpSMoYS/usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: market, squawked, flaw, error, flare, frightened, perched.

Component: Who Can Sit? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V6l1TsM2fqpfnVSWIlMKrRW5j3fA8Pc-/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SYPAxgK6EuapRpATiDEnxgWw0iQxZOQg/usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant y and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Rick, pig, fish, yak, bug, fox, dog, yip.

Component: A Visit from Pops (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ggBGB1NZkVry8Fn2-bIMDPhctR429aJa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1IqC_l3JesKXYFNBLHDDMOGmzVZhKVKuj/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: cereal, escalator, awkwardly, bashful, wistfully, outline, research, polar bears, dreadful, habitat, expression.

Component: The Race (ISBN: 9781603437011)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rm2phlOaUnVIDLTpEPV4ykHyT5vAol8_/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Cir1ru2foQgJmKBAp8EspJe25in_HjVp/viewusp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fit, yip.

Component: Jen's Hen and the Fox (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14XMSjMKuqMv_6bG9aR8q-n6PgtTcGfvw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cphSWNxjtPYFDGa44NXkHKm5cWWLxznIusp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: pen, hungry, hole, Oh no!.

Component: A Lion's Tail (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Zh30OkaX-23KJ0Hk1hIaj1ePoCdzAz8A/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Z3r0wTimzSIAOKz3B91btxhiGS8zjjQb/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Lenny, animals, trail, daisies, grain.

Component: Maisie the Skittish Cat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15ukWiKqXseiCOGgH-gRax6pnWTm7YQ4A/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LxYQiw8wTRoLx4bDoZCmjuApQiPPNUek/usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ish

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: household, ventured,

lavish, relished, scurrying, curious, canopy bed, gut-wrenching sound, squeamish, anguish.

Component: It Is Hot (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1cpZJ3Ji1HfpASldNgm2qMHGzBDmq0-7X/view?usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/16CYYLu23AEbaA3Atv2__cDoEmb3igwOC/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, rock.

Component: Mike's New Bike (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HCzbltepR05qm_ekiFroOLoLHE79IU8j/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BbjngvUFwJ03A-BD48QO2lFl-19rF51g/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shortcut, forest.

Component: What's in the Box? (ISBN: 9781603439350)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1zp90ZiFTrbXgVHHhRrSPQnMawMuM5tOs usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1ufNO1xodQskfRVTaFynEfmqAmvka2tGo/ usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, frog.

Component: Trevor's Special Pet (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/128SmD-68PiWzatVyInmZWOa6iMuD2qHA/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1en7rc18rOdMtPWPscNVZ4F1dgIJYjapn/vie
usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: survey, doubtful, recounted, Miguel, slouched, dairy cows, treatments, guinea pig.

Component: Be Quiet, Wag! (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1cNDeoj_cnerMsDlkjTrkvx8NE0xQufhh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gmUqVUA-B3K7u5GlqZ6ohEQWYeBmc0Hs/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant q and short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: quiet, Nat, Pat, Matt, rat, bat, cat, yap, Wag.

Component: Sid the Big Pup (ISBN: 9781603436984)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1oFYENwIw87gTGtiK3aMPwtYwZ3jFt6F1/vi
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ZhKkCA85fsYnwVpa1VjO1WVjFKXtHRjb/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: sip, lick, yuck.

Component: Rusty Wins (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, ball, pit, yuck, gob, quit, tree.

Component: The Green Jeep (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1G3ZaG_3r5_f6GUAEZYzmOsXxZTNpM-zQ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, jeep, anymore, weeding.

Component: Heather and the Feather Necklace (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1Til9xcUz8trAzxRyNLcILV7Dd2d3IAmQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_fyX7neLKj5TzNZkRjBCcnWxSk2X66FD/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: deafening, gloomy, meadow, anxiously, metal detector, wilted.

Component: Tab the Cat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Matt, jam, bath.

Component: The Wolf (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated Text:

PHONICS SKILL: Final blends lf and lt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: salty, water, bottom, sorry, friends.

Component: The Mermaid Statue (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Maria, cruel, gruesome, pedestal, fountain.

Component: A Moth for Seth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vvyhSzRY3fbiaBQcd3lTZ9qGDpWpmgGw/usp=drive_link

Original Text:
N/A

https://drive.google.com/file/d/17D634UrCu4lP6YVdAIWW5Smdbg01ORM usp=drive_link

Updated Text:
PHONICS SKILL: Final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: inchworm, jar, butterfly, leaves, mesh, ate, upside down.

Component: Princess Pig's Cookies (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15OdrKuEFoRDW7fCluk8Gyf0Zc-Ay-nDT/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel teams oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: turned, hurricane, storms, windows.

Component: Bear's Sweater (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kwQ6FOL7_7qRyoYBuxTNTG66JRqMKuay/usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: unsteady, clustered,
blackberry patch, dreadful, displeasure, jealous.

Component: The Basket (ISBN: 9781603439244)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bear, basket, rabbit, bird, rooster, bat, rhino, rat.

Component: Dot the Pug (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DhCyZK4qORoWPtwk7PSkCplztpY-qUch/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ride, hopped, hide, Oh, hugged, walk.

Component: Smoke! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ye1qQdlVRYGgPKg-goFZ3ERuXnwG1BMP/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Micky, sleeping, head, breakfast, river, cried, sprayed, busy.

Component: Petey the Pelican and the Kite (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1quGYGZmeTixiyQgF9iehaNVwAZG49OJW/usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shore, twilight, evening, waddled, panting, slightly, gloomily, wobbly.

Component: The Pond (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1sr41GYkmcHfRgjGqHPn0ygyhCOumeQSY/usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend fl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flew, hungry, something, eat, fly, flap, lily pad, goodbye.

Component: The Elephant Tusks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XPMbxXZEBd-TNs6iX2vusZnoONKkXeSA/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Final blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: elephant, costume, trick-or-treating, window, corn, cook, dinner, street, broken.

Component: The Barred Owl (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jUkG-udDdf9OiOnc-ILvXbYjlwS56Ryg/view?usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/19p252_vVrmI8IYXkXFd-mXtZhi_vrm8n/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: uncrowded, wooded swamps, hawks, roost, prowling, perches, prey, claws, owlets, downy.

Component: The Penguin Chicks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1tRKX0jvNcP_WRV3MnZVFJeAh8wFmFiMj/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, Father, eggshells, Cheep, hungry, chew, chilly.

Component: Blane's New Pet (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V5oNlSeJvGfVPK57fr6HoJtJRDw_ZSDa/view
usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1QFjIC9TuXSj1PYRyhLM0MNrDmdgBmgL6/usp=drive_link

Updated Text:

PHONICS SKILL: Long a vowel teams ai, ay, and a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, bird, lizard.

Component: Let's Win (ISBN: 9781603439329)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jFidccxf5LkpZOTWqYF7BE5djVHL-8vw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wpd3Rcxu1Zv-s_8h84uA7i6EQ8Cq55z4/view?usp=drive_link

PHONICS SKILL: Initial consonant k and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kitten, dig, Kim, too, pig, fish, kangaroo, win.

Component: Hairstreak Butterflies (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XdQp1S2SicO6a7_1Wr6j0ffYt99o0zwu/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tf-zxoT4aAlfAwHPOCsRP8jdV_KPgKWf/view?usp=drive_link

Updated Text:

PHONICS SKILL: Three-letter blend str and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flitting, threadlike, predators, perched, striking, habitats, threatened, destroyed, camouflaged, larva, pupa, emerges.

Component: A Tiny Dog (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1O3PYZ6cBYExKmvTqO-KbWvKK-TnLZiL9/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_F4q2-gHZQOgktmZzteFW4JkzGgluW0o/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants d and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, tiny, tag, dish, toy, bed, dress, tongue, dog.

Component: The Lion with No Roar (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WPZVQPW8fAT3DLLyjYUwvTAr5_Do0kbx/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qDNs0X9_KjCLWqZCumN6N96ie55DG_BC usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: creature, hoarse, adventure, hoarded, dense, oar-like, glistening, treasures, unique, scorecard, hyena, gazelle, savanna, pride, fiercest.

Component: Such a Big Fish (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WdOJ8mNae-uWpFys_Q9rCF9nt1QXRJgT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tbFjIsMnO12UUqDRWDm26fsoBcfzpiyv/vusp=drive_link

Updated Text:

PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hooks, water.

Component: Lessons from a Crow (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12tAAvrHcDqz4wn_MXyxt5yAACpDYqWFm usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11v9P_g3X67r5sr1u76yt7Z_HmTOai1kE/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team ow (as in tow)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bowling, bowler, alley, gutter, vacation, cornfield, wrong, practice.

Component: All about Sharks (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1J9KXShS2yiffW4YblVZ5ohTcPgs8N0BI/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1y0cOj6nHV2P9RBd0i1BcD1AfbJKKfNJO/vie usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations ar, er, ir, or, and ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ocean, torpedo, chew, coral reefs, people, species, endangered, threat.

Component: The Wolf and the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HHWmItDO-m6jmNUDWAM5M86ekODzK_Rg/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1RM8LO4OetzhDTPwZQuRrreejp-PFGege/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: den, hungry, pigpen.

Component: Perry the Peacock (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1NEaY3W3Soc97ioVHRJ3R8lpyYCaFqvyf/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1KrtOfEVyi2RVeVRyUJ_REeBO5caIYGrW/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: berries, beautiful, turned, friends, sadly.

Component: Quack Dresses Up (ISBN: 9781603439299)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OsQMUtLNFMgC_1Zrn3sBFXJl0R2iuEqi/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bDY1ZyvA8k7MhX2bwIaN9ZyNVGMs8veW?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants q and w

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: watermelon, Quack, wolf, witch, whale, worm, walrus, duck.

Component: Mouse and the Hermit (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PCES2ZjHcY5fI9uNv9g9ypaLbCmf92xF/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qRk5Ema3HxeNoDwh2MS51dAJKYYH_yZp
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hermit, cozy, leftovers, caught, mousetrap, mercy, company, sternly, preferred.

Component: Who Is in My Van? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RcTvb_JzabdrpcPwlVASvG_VLmhWdQCW/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M-TGdrlK2qPaCJWgQfBSwTiHOdcVIqC5/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants m and v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mom, van, dad, dog, cat, hen, rat, vroom.

Component: A Night Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VZfUWZj0EmaCmry_pUmxiRjz9eQSUxjJ/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qUo2BDqi3Z6ePG2RvsTct5xZhfbAkXGX/viusp=drive_link

Updated Text:
PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: knight, headlight, fading.

Component: Nat the Dog (ISBN: 9781603439213)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1QAxN_IrfdfGF4qfKvu_CV1YVk9uEEgJk/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xPeL8xmX_IQ9xAoga5G5ItcQcZ3CH3A0/vi usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nat, crawl, clean, nibble, color, climb, nip, nap.

Component: Big and Little Cats (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1U0dABp1ddNwmekNOMY6wltOysUU6Q0
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Y0ruqGYpS1TnOjeqcdR1kD0rI9rUhzkQ/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lick, Hiss, Grrr!.

Component: A Birthday Cake (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1iQmvoKtY9UXJmdFuxFeNerPGfThK2Qor/view?usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1rLIAJEWWl2fAjlv9qm3EqOqGYsn6hvH_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: batter, scrape, shook.

Component: The Redwood Forest (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1GHSGech9unDo2N1EBG_8g7y1jQ58vNI6/ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1XS1tBpghYoD6LsJWAbTozYM43E73ETqz/v usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: redwood, giant, shouted, pitched, bridge, flew, claws, heron, rookery.

Component: Lizards: Remarkable Creatures and Wonderful Pets (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/125lct_rZcuncvtmrOXmKkYbGZLL_CuvT/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15ks3UqA9TSiBlDfmLZAJ-4suJwwFheZB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -able

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: chameleon, dramatically, vertical, unique, aquarium, sociable, companions, Leopard gecko, native, regenerate, agreeable nature, startling, docile, skittish, temperatures.

Component: Bunny and the Lion (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hUrwYLU7SYAX4zUk7h4f_1A9nxqHWdnt/
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1aaxwDpK3bhUmq0KAOtYVG_u3u5J_RqKn
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lurk, nibbling, scurry, mouse, slurp, heard.

Component: A Pet for Sam (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Zu3GJR7QUvKLuJdl9ti22ZJ3Xu_LNTQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gUvh2Sp9O2iJ4uO-F9VF2c0l5yUj8PLd/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pet shop, dollars.

Component: Tiger and the Mouse (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13WuVpcF5dA5pRleZBZNun4ZO1GRKRH5p/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1e9kiCA6en9xTZYh0EKN70R8edpe27zWm/usp=drive_link

Updated Text:
PHONICS SKILL: Trigraph tch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, tail, twitch.

Component: Look at the Animals (ISBN: 9781603439268)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1EHw2azIUQZCWzCDCHfrZSrVjgbUcDply/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17oN4PBHeSi2GwXxKG_EZ0vyvrwRcphKh/vusp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants d and l

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: duck, ladybug, dog, lizard, deer, lion, dolphin.

Component: Squirt (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1x6okhSGaOAGObyyFG6B_4iSinNsU6drr/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/173KH1HEs1TeOD5j7VkebVEtPH3k1pOku/\
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: soccer, trouble, birding, scares, firm, irksome, chocolate sauce, scolded.

Component: Rusty Plays Ping-Pong (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1Gh7sHZUbpIYLt5V-K4HGhwih5PMnpC-s/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/11z2GUDwFZREJChUcOWS_sA-rhrlGv3ZU/view?usp=drive_link

Updated Text:

PHONICS SKILL: Final digraph ng

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, doorbell, time, please, three, idea, team, Bang!.

Component: All about Pelicans (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1tiZYz6_VAzVdoXHkOiEtVOQpJjXlanzq/view
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YpChw4O4WbIuv93O-
wNY31KYjTpQn4lt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend spl and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: thrive, throat pouch,
webbed feet, flock, prey, splotches, threats, threatens.

Component: Tom's Pets (ISBN: 9781603439428)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qzQ8GACJKreGLHDc2Sqmut30kvw3lF8a/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1x1CQV6jrU2QWkrFUu6SLKYzNeUN3MuuL
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: pet, jet.

Component: The New President (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vEUO7iDAl3CBrGCxY15_T-LKMrhTlXMe/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pa, speeches, drew, slaves, foolish, ma, parade, stumbled, carriage, Abraham Lincoln, autograph, flushing, scrawled.

Component: Camping with Gramps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Final blend mp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: plump, berries, gasped, shoo, sleep, morning, woke, cried.

Component: Fun in the Mud (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1n63cGX44GZP0JOmAbvvWywWOlZBsFJrO
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1byiAAq2iU-QAn1wE_H5rHE1BjqMqBQJe/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, pup, Bud.

Component: The Ware Forest Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ra6yHSXGFBGNcTX-4Mo931_XAOwyJFX1/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: snug, perched, rare sight, glared, clearing, snare, hobbled.

Component: Chip Likes to Chew (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch and sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chew, shirt, chair, chewed, Nana, shoe, sheep.

Component: Another June Day (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:
N/A

Updated Text:
PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: idea, water, hermit, hungry.

Component: Poison Ivy (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13MBQLp1TLQHHFLC5kblDpEEW5b4tazDousp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: avoid, cause, notched, spoil, lukewarm, ointments, eyes.

Component: A Home for a Crab (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial blend cr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: crow, Ahhh!, crane, Boo-hoo!, cried, cry.

Component: The Hare and the Carrots (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jcGPXM2Mnz5g2R6mO-I8HWQefvLb9gPp/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pleased, bare, scarecrow, scurried, pesky, snare.

Component: Bedtime for Rex (ISBN: 9781603439398)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1BXYwyYrjuNcvOLClNoqMi0RxpDFeXyY2/vi
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bat, yak.

Component: Maud (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1q6oWuGPdgDrzawK2bxQH70lLwZ48am03/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tED7j_g-O6pZg-N_XRVWMVfg-NbzLlAW/view?usp=drive_link

PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fault, animal shelter, gaunt, matted, sighed, autopilot, faucet, pleading, sternly.

Component: A Trunk in the Road (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/179ElP1MeUGIEvjYCZVTgFREOtMMEh2kV/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wJYScWu48Sn5Y8-hw7mqZgbgWkZWdPFw/view?usp=drive_link

Updated Text:

PHONICS SKILL: Final blend nk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Father, Pinky, school, tree, car, home, junky, road, saw, moved, side, along.

Component: Tim and the Pig (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MfFAcFycLFl7C9X96rweDKnNMBNwQYnZ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1yrQ7yHqq2H6EimyeyYy4HX0yTPRLTgZX/v usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, fish, lick.

Component: Pearl the Polar Bear (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Gqd9SiGQhDhkv7WUnyYrzmRMtmyFSCg usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BCZjMuj6DwEdyqcbXnwQHZotB5O48rnf/ usp=drive_link

Updated Text:
PHONICS SKILL: Prefix un-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: predators, unsuccessful, unusual, crouches, springs up, ice floe.

Component: At the Top (ISBN: 9781603437028)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1eFrzkvNGT3VwgpMoy4UySgLcfHVhpDxO/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1q7XIwuRd6sPhI_24_zPqkVuQH8zzZ5k_/vie usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, oh no!, plop.

Component: Shoo, Cat, Shoo! (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14nFNHq7yFiDU0OPBaz56HhEdnXoYbmqk usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JEtMZuhzMwjYVbNER_oqhQIBrYKJeCoa/vi usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, shoo, away, door, shack.

Component: The Boat Ride (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1JZW7mTXnTqoWefCkCURlOt0pQYFSBKrw/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BdD1JbSwrgvCb5qMvtAIbBfZ-SYxZ3-Q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, mouse, sword, slay, seasick, mayday, hooray, flew.

Component: Reduce, Reuse, Recycle (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VC52pYjvNk5Kt5I5uDf15DqbJceja9DH/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mtIcW_uUEi8RKWUlRV8cbG-Xn_063qLK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix re-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: roughly, toxic chemicals, excessive, landfills, composting, nutrient, environment, convert, facilities, generate, disposable, resources, eco-friendly, Styrofoam, solutions, positive impact.

Component: Nuts for Tuck (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1C6pd2DENiUvfZF_2PLhF0djgpObWcPUY/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1n1qL6DJrqLEVK1V4biGzKB-wiCy4-C6M/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hole, Oh no!, Yuck.

Component: Baby Lamb Is Lost (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TwECohy9T8PJ6gXcIVIqCNySIYrjYDqa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Djgg72EAR1vShNgSSJ7hFC_070SV-6oE/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chewed, peach, cheep, Baaa!, Mother Sheep, hush.

Component: Jen's Hen Presentation (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/122N_KP35q4IdbMtCxwTCcaoliWo_gv7z/vie usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1a-ETCx4DZTYxXQc3Zf6cxe5ihhtm60K_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hobby, presentation, window.

Component: Fun in the Bus (ISBN: 9781603439367)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HIvqXoUeTuKwkCBvBsQYc76GSmno868-/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fqBEXib94yMfjYL_2fTZR9rTXCKg5ut_/view usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, cub, buck.

Component: Peanut Hare (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kkMzB8TaWU1vmp7sMUWlDByXxnu9_UT usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14nQ3AT7QL-A6M86H97R-u1oodpG9OeSm/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: arctic tundra, worried, dew, frost, rustling, scanned, horizon, camouflaged, harsh, huddle, shrewd.

Component: Kitten, Go Home (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1c--EBAZKcp57pn2ex3CgFcRZvkOtwTl2/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BhO_R5PoNhuDTPNi9wWV0-r4MfcckDEg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants g and k

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, kitten, kid, pig, goat, hen, dog, rat.

Component: The Hat (ISBN: 9781603436991)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jrsKOCbC5I8jQnyHaL5MZXsor0ifM-d0/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kAsvtfbFzEaA8-9by8RSKFmrDa1_355a/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, rat, pop.

Component: I Am a Bat (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12idoTGmEHcLRjykdf1wrd1NGGD4SVGbm usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/16IY8hlPQuPiRvECSYo8Y25qazGia5LrF/viev usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird, fly, wings, eat, dark, baby, gap, tree.

Component: Peach Has an Adventure (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t7xrwc-lT4mY8bsFK4NEbjsBFolx78hF/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/123erHN2tKh0XZIsNt8qMusi25EMc6E3Y/viusp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: farm, tail, whole, world, barnyard, fence, field, mouse, turn.

Component: Giraffes: Gentle Giants (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1b5ATsLsWOaCFzHHgF-Vpx9d4_v6k5Qec/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1k0ammjWeK0wsy1pDj4dq79lYZ5CbXZSf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animal kingdom,

creatures, elongated, predators, savanna, sparse, herbivores, charm, bulge out, fragile, cultures.

Component: Kit and Jim Jim (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1aSaRR5dESn_EdF4veITqkA8vJaxfm7Oi/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/154k6Jk5ovH-2MQgwQ2Q--D8oe85KUfzr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fish, fig, dish.

Component: The Trolls (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1lQtH6Fg_BedxeXSPggNZOK13h3Y8YKps/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lB5VIZouuBHpuqdY2M7IjvJk8GPCyXI7/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Floss rule (f, l, and s doubling)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: two, clean, puddle, dry,
over.

Component: The Fawn and the Hawk (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qsKv3RwqT_5DPy-1pQXsUSxoNBb4QCh2/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1WM9lZtzJSQ19NjwyxsW4PE5E63BlH564/vusp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dawn, blades, flutter, tawny, breakfast, scarecrow, Hooray!.

Component: We Can Go! (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/13uhikkRD8RAIbKGygwTtDpXTUtCp8ikU/viusp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/17znlKoEYRIMVXyrSTfsZ-UOQFVGBDlmf/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: astronaut, apple, ant, alligator, arrow, airplane.

Component: The City Yard Sale (ISBN: 9.7816E+12)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1UERwhkdNchLlsDEUzji6_PJoIMe0Uq1C/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/18EKDM2HjyGdF9jnQjDosRIsU3L1R-iDu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: recycle, fundraiser, senior citizen center, donates, treasure.

Component: In the House (ISBN: 9781603439251)

Change Type: Editorial Change
Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1XIvgcjIAXOeG8azQH_SV2GsGl3xY_pdk/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1OAabvRg2tzUvhw5R40rNHUvi0DQ47yI2/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, house, horse, flamingo, hippo, fox, hen, fly.

Component: Jen's Pet Hen (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, corn, peck, eating, Oh no!.

Component: A Bike for Little Knight (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1yHc2Rd9x4hzVNTnpp2mb7H-OgokpY-px/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1QrpiQ3sbBzfpTzxFHhCkMvKvSnCs8o9O/v usp=drive_link

Updated Text:

PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, birthday, present, horses, afraid, slope.

Component: Reindeer: Amazing Animals of the North (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1nARMyq1gzl7r8tytj2VAiT1MY7S8-72W/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1Ubb9qsarut642tesEq9SroJDaENp4m6-/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long a vowel teams ei and eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: herds, migrate, Arctic, tundra, resilient, rugged landscapes, herbivores, scarce, vegetation, blizzard, adapted, veins, regulate, frigid, keen, camouflage, predators, agile, harshest conditions.

Component: The Sloth (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial blend sl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sleep, slime, leaves, hungry, food, slow mover, slimy, safe.

Component: Spider Wasps (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Final blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flower, spider, insect, lays, body.

Component: Who Is Super Sam? (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: discover, slurped, doubtful, piece, rescue, fountain, Yikes!, bound, trouble.

Component: Thunder (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1Rsacgmfo2CioElDuIBNCQSFeiBYfmAr8/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/12e6x0S3CmYxgawS9h9WfFBBv_wc1fB3d/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: tail, ears, Boom, hear, under, Thora, outside, hide, kissed, thumped.

Component: The House of Doom (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1rvhbhtIIDz_3-dO5FF0ZBGGQ6NU_LZBl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Bzvx_6_4snWPBtOY7XdEjZh-nlWxRnM-/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: every, growing, mowed, together, wow.

Component: Let's Hide (ISBN: 9781603439336)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1XTSwypKJECRcc966xIszMKZkFaPlNI-W/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1sanSpmec8d7AiGzwADDDifBneQvd1MxL/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ship, pit, Nick, Oh no!.

Component: Spring Fall (ISBN: 9.7816E+12)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jTOvt12K1IqiZhJ6v8mbMTf9JWm5hLeZ/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Three-letter blends scr and spr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fawn, sprucing, sprouting, munching, mulch, wheelbarrow, sprawled, flinched, crawl, ambulance.

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: Editorial Change
Current Page Number(s):
Location:
Table in the middle of the page

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/15TNu_2XEcu6TMO2EfzPzq5bvndctmrac/vi
usp=drive_link

Updated Text:

This chart will be adjusted to show grade 3 by adding a column:

Third Grade*
Moving On: Set 2

Lifting Off: Set 1 and Set 2
*Use overlap lessons for review as necessary.

Program: Stepping Together

Component: Stepping Together Teaching Guide for Second Grade (2nd Edition) (ISBN: 9788888290453)

Change Type: Editorial Change

Current Page Number(s):

Location:

Last entry in the "Consumable Items" column of Table 1-3

Original URL:

https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view
usp=drive_link

Original Text:

One-Year Subscription to Digital Reader

Updated URL:

https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-
BR1e_7WP/view?usp=drive_link

Updated Text:

Delete text. See revision on PDF page 16 of new PDF. Instead insert at bottom of table: *We recommend purchasing a one-year subscription to

the Digital Reader as a optional add-on.

Change Type: Editorial Change
Current Page Number(s):
Location:
End of first paragraph under "Blending (Day 1)"

Original URL:
https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Xs1xLJEsvdFvdwQfEZNM9trCgY6L3mS2/vi?usp=drive_link

Updated Text:
ADD TEXT: To further support students in blending the word parts or phonemes consider incorporating a multi-modal activity. For example, if students are attempting to blend a three-phoneme word such as cat, instruct them to tap their left hand on their right arm in three different places (shoulder, elbow, wrist) saying each individual sound. Then have students run their left hand down their right arm from shoulder to wrist without stopping as they say the word cat as a complete unit. [NOTE: this change was requested by reviewers in Stepping Together Grade 1; we are pulling the change through to Second Grade.]

ELAR, Phonics, Grade 3 (IMRA)

Program: Phonics Launch

Component: The Smallest Mouse (ISBN: 9781603438742)

Change Type: Editorial Change
Current Page Number(s):
Location:

First line of 2nd paragraph

Original URL:

https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v
usp=drive_link

Original Text:

Ronnie

Updated URL:

https://drive.google.com/file/d/1H695WLnG0sLVvdcjWZ4nYY4gS35Vcv25/v
usp=drive_link

Updated Text:

Ronny

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1C1Xu9q31RAIck9MQM0dpRDcephldtXFI/v
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1H695WLnG0sLVvdcjWZ4nYY4gS35Vcv25/v
usp=drive_link

Updated Text:

PHONICS SKILL: Suffix -est

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stumbled, realized, disappeared, flicker, shelter, puniest, eeriest.

Component: Don't Cry (ISBN: 9781603437257)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1mwsSJxgU0SgcwIiowqnklRDkzZGhy-tl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15aansZW4j8-3eo1ROO1n9wQva4Xv3Gfc/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend br

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brother, tower, brown, broke, cried, cry, together.

Component: Chief (ISBN: 9781603438704)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10yh7xnw9L7NJruIVDWgeSVmrQ4T1jJqz/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1j_giKi-v_YWANBMPci6BuzQUGHs1PIJp/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: agreement, wandered, hermit crab, boogie board, whimpered, rabies.

Component: Shay's Pirate Ship (ISBN: 9781603437899)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DUe6EL2lTNzdgN6hQcHb6ICqjL5RDFFp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rw0RaqPsL7lrXPxqD-8Un0bU3Hzrqu8n/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, door, pirates, shed, wheel, house, sheet, show.

Component: Some Fun (ISBN: 9781603437370)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/11M394-bEifFcWIsMYChipXZzssvsAvDM/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_7qA772tBXtFA_TkxzEd1GsQ5K-7Q9R7/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: afternoon, park, Milly Mule, bathing suit, lazy, chute, climbed, afraid.

Component: Nora Skateboards (ISBN: 9781603438520)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1aBVk5RLuGcTc_lU-Aww2hZ0GH8fPaD_p/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1OHxnKtburxx1WdUMDbYUavxtd_MdRt3w usp=drive_link

Updated Text:
PHONICS SKILL: Silent kn and wr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: apartment, break, dangerous, equipment, knitted, dorky, knack, giant, wrenched.

Component: Dolphins: Special Creatures of the Sea (ISBN: 9781603439503)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1KeDYypwqehvASjkxLBE5BduSYvK1uvV3/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Q0VmGTsb_X5RxHQUbjLxEXrJ2Aq-qr_q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Digraph ph

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mammals, blowhole, dorsal fins, population, variety, technique, symphony, unique, acrobatic, behaviors, adaptable, situation, orphaned.

Component: The Fox (ISBN: 9781603436816)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qWdZ3ENQH5w1pLeKy1bMUoM_7DWm2 usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1oz8ofW_9C6I7jB3ItE4QFr_T-UQWadwu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, pot, lid, map, net, hat, van, hen.

Component: The Wild Child (ISBN: 9781603438179)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/144hR3vnpuBOn94kuxBLi7emHCNhOeIRu/
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1eT_vr2EbZiJXXjWIOHo6GxwTpmbR3f9H/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Final blend ld

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Buffy, park, yay, listen, build, read, pirate.

Component: Bud and Mutt (ISBN: 9781603437097)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dwxl_GL1ho4ZbXknlLevVGPgr1-unAmZ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cdHuPZUp6JYAbNUctF_3M6IwSxWPdlv_/vusp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mutt, tug, rope.

Component: Bunny and the Lion (ISBN: 9781603437561)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hUrwYLU7SYAX4zUk7h4f_1A9nxqHWdnt/ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1aaxwDpK3bhUmq0KAOtYVG_u3u5J_RqKn usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: lurk, nibbling, scurry, mouse, slurp, heard.

Component: Meet My Mom (ISBN: 9781603439237)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hHqW3eiFnQYFbdQOR8C3CDUwyYLE10iZ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1FgdLkJ04zWrK6YC89hISdKvqkvtHvZbW/vie usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants m and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: teach, mop, talk, march, text, mix, tiptoe.

Component: Look at the Animals (ISBN: 9781603439268)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1EHw2azIUQZCWzCDCHfrZSrVjgbUcDply/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17oN4PBHeSi2GwXxKG_EZ0vyvrwRcphKh/v
usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants d and l

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: duck, ladybug, dog, lizard, deer, lion, dolphin.

Component: Lizards (ISBN: 9781603438339)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1roL0qEnZWbLyR4Ue6rum_UaSSFRZ-33I/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1t4-1quOnQtClm0Ht9PKcYt8RK_DKb7mv/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: reptile, warm, tongue, dead, prey, predators, color.

Component: Max and the Bug (ISBN: 9781603437868)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dZZnz7sR-9OjbE48dEmvM5u1apFlYYlr/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-PrEE-XhkHEjwC2BmuwZ29R8Nez2eQU0/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, Buzz, taking.

Component: A Trunk in the Road (ISBN: 9781603437295)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/179ElP1MeUGIEvjYCZVTgFREOtMMEh2kV/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wJYScWu48Sn5Y8-
hw7mqZgbgWkZWdPFw/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: Father, Pinky, school,
tree, car, home, junky, road, saw, moved, side, along.

Component: A Grand Plan (ISBN: 9781603437349)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CmyG6UfBnWM6jgEbmfaZkABSVN3Xt-4b/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1xPEumPOxcvXA2jK7ER5gtXvot05x3zxR/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nd

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: yummy, fond, idea, island, Goodbye, around, bend.

Component: Komodo Dragons (ISBN: 9781603438490)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel-r combination ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: scaly, claws, sturdy, shallow, burrow, natural prey, lurks, habitat, islands.

Component: Clarence the Gourmet Chef (ISBN: 9781603439473)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uaWmxHf0nOuIck5m4c4wjgvI4aT1YYWe/
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1okbr3m-
PBPAj64foLN31A1cl3U6fWHyr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination our

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: gourd, clatter,
mournfully, troll, herbs, recipes, village, glum, eager.

Component: What Can Pam See? (ISBN: 9781603436786)

Change Type: Editorial Change
Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1CGViC9uLcqXoHzWD_y7CSLaTi0RcdPin/vi͏
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1PkgyDaMQ70QVkWaMz21OCkcp5Np0U2͏
usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: Pam, sub, jet, pig, bus,
pot, sun, pup.

Component: The Toad (ISBN: 9781603437509)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, croaked, cocoa, boasted.

Component: Tip and Fin (ISBN: 9781603437066)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1awgTG0iVJFfXP3o0ShXFwokLNOsnd2h1/v
usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nick, fish, swim, dish.

Component: The List (ISBN: 9781603437530)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: porch, barked, Oliver Otter, Peggy, Princess, pencil, ideas, snorted, Tina Turtle, worms, snickered, army guys.

Component: On the Log (ISBN: 9781603439442)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: Oh no!.

Component: Where Is the Hen? (ISBN: 9781603436946)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, pen, well.

Component: Pip the Guinea Pig Does a Trick (ISBN: 9781603438308)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:
N/A

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: paw, wow, woof, busy.

Component: The Choo Choo Train (ISBN: 9781603437226)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1k541bSlg_uVGQB58CWZHBnBL4jq7PVKz/\
usp=drive_link

Original Text:
N/A

Updated Text:

PHONICS SKILL: Short vowels and initial and final digraphs ch and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Theo, ride, choo choo train, chug, chimp, cheetah, thank.

Component: Poison Ivy (ISBN: 9781603437752)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13MBQLp1TLQHHFLC5kblDpEEW5b4tazDo usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: avoid, cause, notched, spoil, lukewarm, ointments, eyes.

Component: Bedtime for Rex (ISBN: 9781603439398)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1BXYwyYrjuNcvOLClNoqMi0RxpDFeXyY2/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bat, yak.

Component: A New School Year (ISBN: 9781603437615)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1scXcRvcLGayhwhnGrESezU_-esG4aTS9/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1EMm3zmnOPxzpnjv-2UAQma4Whd56SQSv/view?usp=drive_link

PHONICS SKILL: Vowel teams ea and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: butterflies, groaned, smeared, homeschool, sour.

Component: A Friend at the Farm (ISBN: 9781603438469)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PZ6lLahYIaiVdFD7SnOpBmE5CCSdAeAh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Z9BdO6BCFvAr3FmxzZtqpi6S_5dYPdK7/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination ar

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: munching, pleased.

Component: Miracle the Baby Bat (ISBN: 9781603438797)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1gBQPBqPpGUJ2SW93qZE15vHkk8wuDMC usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1V2QdyDdxdi4b5lbU66QmsW2Df92w-6DR/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix dis-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mosquitoes, eagerly, dismally, unusual, disgrace, dismay.

Component: Quack and the Chicks (ISBN: 9781603437998)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1K8hX6k_LgaPJMtUgSllnHyjG00Oqiaa6/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15wdZLiOpLV7O6w2r2CW2MLxAGe9WDXv?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph ck

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother Hen, barn, hungry, hatch, Cluck!, Peck!.

Component: Clarence Goes to School (ISBN: 9781603437479)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14Z1qyT3f7pnJZIS9qB54cpCdEuu5CObc/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lpZun9T0rnI8B2WRqWDa8Z1KpClE11-8/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Clarence, dragon, house, drooped, principal, greeting.

Component: Roiella (ISBN: 9781603438629)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WcpfZ3UE3AVbUHwex4r1E4_M6njKfqeo/ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1i4Dj8p5i8nwwWPhJNsJwUZhp4nOaf3dn/v usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oi

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: stepbrothers, snickered, kingdom, pointless, soiled, barefoot, fairy godfather, palace, fortune.

Component: Tamba, Protector of the Savanna (ISBN: 9781603439602)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CQJju-eFGT2jrFLwg8snTLgU5mxCx5Xb/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/10Ya0yIJg63j5PWqHKdzOQI6V6-4zKhTC/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix pre-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: African savanna, predict, lush, drought, anxiously, disaster, precautions, eager, preserve, parched, preoccupied, presided, barren.

Component: Lots of Tails (ISBN: 9781603439411)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17CaN_BlRDiA7xXNsKxdhp47DtDJiNIDP/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1nPAcM8RUsgEQbvOSD7FTHhkGhFgoSE3N?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: tail, Look out!.

Component: Who Can Hop? (ISBN: 9781603436915)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1p3qdyNBihoq-pHs_7qzq2gwCgnH9b9ag/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1x8GaLlcGOH3BufCICNo_bZPikFzU1U52/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Final consonant x and short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, yes.

Component: Moles (ISBN: 9781603438278)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xrnNDPvaMnode43uhvbIQ0TlROegcGZF/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Og3P7xvB5yBllATQ-xzA1DO4tk88u4nM/view?usp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animals, worms, teeth, roots.

Component: Thump in the Night (ISBN: 9781603437196)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1SSfJ6oz_9SMGRIMsLQ_0BuqzXiaf-7cd/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/106rJhjWsUZ38JoYpFcnqECEHatW6qTzl/vie usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thump, Thor, ghost, Oh no!, think, thief, go away! called, locked.

Component: The Fawn and the Hawk (ISBN: 9781603437721)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qsKv3RwqT_5DPy-1pQXsUSxoNBb4QCh2/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1WM9lZtzJSQ19NjwyxsW4PE5E63BlH564/v usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dawn, blades, flutter, tawny, breakfast, scarecrow, Hooray!.

Component: Fun in the Bus (ISBN: 9781603439367)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HIvqXoUeTuKwkCBvBsQYc76GSmno868-/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fqBEXib94yMfjYL_2fTZR9rTXCKg5ut_/view usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, cub, buck.

Component: Petey the Pelican Soars (ISBN: 9781603437622)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V7v97LAW4aJOPaDjU7OdWkLUiMcDOMh usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ebTosiPU432p50SQ2iFYw6YeVrXeYtPA/vie usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pelican, shore, implore, webbed feet, store, uproar, overturn.

Component: The Mess (ISBN: 9781603437837)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TothFWS3_Jn6jjJLfbHDVQi-mtHpS-uW/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jv7OEZXsGNgP5js9C8dUgu_CXGNGst-k/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: outside, Oh no!, pick.

Component: The Pest (ISBN: 9781603437318)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WbM4DlI3RxQr8SgRoM-qHYJqVVUjToic/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cxC9bevftKM73D32cayAl8yDbXJllQcu/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend st

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Billy, brother, shouted, cried, pizza, outside, climbed, cry.

Component: Dawn's Note (ISBN: 9781603438599)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1t2yM-Di_hTZ10Jfr5GEReGqjtA8-6JtD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1c758oSlBUzO3XTUghFub_27poMpSMoYS/usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team aw

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: market, squawked, flaw, error, flare, frightened, perched.

Component: Maisie the Skittish Cat (ISBN: 9781603439572)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15ukWiKqXseiCOGgH-gRax6pnWTm7YQ4A/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LxYQiw8wTRoLx4bDoZCmjuApQiPPNUek/usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ish

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: household, ventured,

lavish, relished, scurrying, curious, canopy bed, gut-wrenching sound, squeamish, anguish.

Component: Who Can Sit? (ISBN: 9781603436885)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V6l1TsM2fqpfnVSWIlMKrRW5j3fA8Pc-/view
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SYPAxgK6EuapRpATiDEnxgWw0iQxZOQgA
usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant y and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Rick, pig, fish, yak, bug, fox, dog, yip.

Component: Mike's New Bike (ISBN: 9781603438247)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HCzbltepR05qm_ekiFroOLoLHE79IU8j/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BbjngvUFwJ03A-BD48QO2lFl-19rF51g/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shortcut, forest.

Component: Jen's Hen and the Fox (ISBN: 9781603437165)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14XMSjMKuqMv_6bG9aR8q-n6PgtTcGfvw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1cphSWNxjtPYFDGa44NXkHKm5cWWLxznI usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, hole, Oh no!.

Component: Who Is Super Sam? (ISBN: 9781603437691)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1rFlXiBQWOFwOsDcSeyiiE0zQrQ7_C92G/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wW8QSdlQXueRdCBnDvDCwsjYYo-56CzR/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: discover, slurped, doubtful, piece, rescue, fountain, Yikes!, bound, trouble.

Component: The Race (ISBN: 9781603437011)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1rm2phlOaUnVIDLTpEPV4ykHyT5vAol8_/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1Cir1ru2foQgJmKBAp8EspJe25in_HjVp/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fit, yip.

Component: Let's Hide (ISBN: 9781603439336)

Change Type: Editorial Change

Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XTSwypKJECRcc966xIszMKZkFaPlNI-W/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1sanSpmec8d7AiGzwADDDifBneQvd1MxL/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: ship, pit, Nick, Oh no!.

Component: Living in the Rain Forest (ISBN: 9781603438407)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel teams oa and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: animals, Earth, sounds,
predators, poison, constrictor, bright, prey, larvae.

Component: It Is Hot (ISBN: 9781603437806)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1cpZJ3Ji1HfpASldNgm2qMHGzBDmq0-7X/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/16CYYLu23AEbaA3Atv2__cDoEmb3igwOC/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, rock.

Component: A Visit from Pops (ISBN: 9781603438766)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ggBGB1NZkVry8Fn2-bIMDPhctR429aJa/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cereal, escalator, awkwardly, bashful, wistfully, outline, research, polar bears, dreadful, habitat, expression.

Component: Snip-Snap (ISBN: 9781603437967)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XksZpIKpUz0CPGlMbE-jgWCC9_BO09h-/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Initial blend sn

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lily pad, snack, hungry, ate, snail, snake.

Component: A Lion's Tail (ISBN: 9781603437448)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original Text:

N/A

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Lenny, animals, trail, daisies, grain.

Component: The Wolf (ISBN: 9781603438216)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dY4cGHAAQPSy8fQM1hi3_UI8ooUnz9jU/v
usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Final blends lf and lt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: salty, water, bottom, sorry, friends.

Component: Rusty Wins (ISBN: 9781603437134)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1zk4nkCKEVHAF3haf2Cz9KFdEJCUekQ6f/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, ball, pit, yuck, gob, quit, tree.

Component: The Pig Rescue (ISBN: 9781603437660)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Three-letter blends str and squ

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: straw, waddled, strange, sound, squealing, squatted, climbed, breath, squinting, straightened, squashed.

Component: Sid the Big Pup (ISBN: 9781603436984)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1oFYENwIw87gTGtiK3aMPwtYwZ3jFt6F1/vi
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sip, lick, yuck.

Component: Yummy Grapes (ISBN: 9781603439305)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16O5b5y6yZ1gHwc5_9x05cttx-gPalY7t/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11IoyC65gB_VKl10oOdmEfarIkkuqI_9E/vievusp=drive_link

PHONICS SKILL: Initial consonants g and y

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: garage, yard, grass, gate, garden, grapes, yum.

Component: Princess Pig's Cookies (ISBN: 9781603438377)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15OdrKuEFoRDW7fCluk8Gyf0Zc-Ay-nDT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1WDMN4E9LKtZRWN-0YzMjYbs3127rC_Tx/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel teams oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: turned, hurricane, storms, windows.

Component: Tab the Cat (ISBN: 9781603437776)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1coqnHODO_kWn5FuV6ouMmMY1ixRQZH usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QmojWZTVMgkHT421NMCB0-WK-gby89un/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Matt, jam, bath.

Component: A Moth for Seth (ISBN: 9781603437936)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vvyhSzRY3fbiaBQcd3lTZ9qGDpWpmgGw/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/17D634UrCu4lP6YVdAIWW5Smdbg01ORM/usp=drive_link

Updated Text:
PHONICS SKILL: Final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: inchworm, jar, butterfly, leaves, mesh, ate, upside down.

Component: The Green Jeep (ISBN: 9781603437417)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1emfw0eRHmMSHfXGORi7ycbp6CDO_p1Q usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1G3ZaG_3r5_f6GUAEZYzmOsXxZTNpM-zQ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Anthony, Rusty, jeep, anymore, weeding.

Component: Trevor's Special Pet (ISBN: 9781603438568)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/128SmD-68PiWzatVyInmZWOa6iMuD2qHA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1en7rc18rOdMtPWPscNVZ4F1dgIJYjapn/vie usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: survey, doubtful, recounted, Miguel, slouched, dairy cows, treatments, guinea pig.

Component: Heather and the Feather Necklace (ISBN: 9781603439541)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Til9xcUz8trAzxRyNLcILV7Dd2d3IAmQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_fyX7neLKj5TzNZkRjBCcnWxSk2X66FD/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: deafening, gloomy, meadow, anxiously, metal detector, wilted.

Component: Be Quiet, Wag! (ISBN: 9781603436854)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1cNDeoj_cnerMsDlkjTrkvx8NE0xQufhh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gmUqVUA-B3K7u5GlqZ6ohEQWYeBmc0Hs/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant q and short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: quiet, Nat, Pat, Matt, rat, bat, cat, yap, Wag.

Component: Blane's New Pet (ISBN: 9781603438346)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1V5oNlSeJvGfVPK57fr6HoJtJRDw_ZSDa/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QFjIC9TuXSj1PYRyhLM0MNrDmdgBmgL6 usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel teams ai, ay, and a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: window, bird, lizard.

Component: The Pond (ISBN: 9781603437264)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CtJwHjC0PzoKYND6nE9QvtsBu4aw_UxK/v
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1sr41GYkmcHfRgjGqHPn0ygyhCOumeQSY
usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend fl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flew, hungry, something, eat, fly, flap, lily pad, goodbye.

Component: Bear's Sweater (ISBN: 9781603438711)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kwQ6FOL7_7qRyoYBuxTNTG66JRqMKuayA_usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PFgeYJ__Jks08j_DUkuOkVEvbKuCVXC_/view_usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team ea (as in bread)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unsteady, clustered, blackberry patch, dreadful, displeasure, jealous.

Component: The Penguin Chicks (ISBN: 9781603437905)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1tRKX0jvNcP_WRV3MnZVFJeAh8wFmFiMj/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fp1uwGg-LnF9pwTlzBmBL9RyQ5x645RP/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, Father, eggshells, Cheep, hungry, chew, chilly.

Component: Smoke! (ISBN: 9781603437387)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ye1qQdlVRYGgPKg-goFZ3ERuXnwG1BMP/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1LG_rlwL4lj0kbvt6JbNjA1qVxVnLvCu3/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Micky, sleeping, head, breakfast, river, cried, sprayed, busy.

Component: Hairstreak Butterflies (ISBN: 9781603438537)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XdQp1S2SicO6a7_1Wr6j0ffYt99o0zwu/vieusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tf-zxoT4aAlfAwHPOCsRP8jdV_KPgKWf/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend str and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flitting, threadlike, predators, perched, striking, habitats, threatened, destroyed, camouflaged, larva, pupa, emerges.

Component: Petey the Pelican and the Kite (ISBN: 9781603439510)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1quGYGZmeTixiyQgF9iehaNVwAZG49OJW/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14xWboPQDfmvnAUjgpr61RFLd0F8wZ28x/usp=drive_link

Updated Text:
PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: shore, twilight, evening, waddled, panting, slightly, gloomily, wobbly.

Component: A Tiny Dog (ISBN: 9781603436823)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1O3PYZ6cBYExKmvTqO-KbWvKK-TnLZiL9/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_F4q2-gHZQOgktmZzteFW4JkzGgluW0o/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants d and t

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, tiny, tag, dish, toy, bed, dress, tongue, dog.

Component: The Elephant Tusks (ISBN: 9781603438186)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1XPMbxXZEBd-TNs6iX2vusZnoONKkXeSA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rJMxPsgHK7IW0ecCiwXIMsNIoQVHbpKh/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: elephant, costume, trick-or-treating, window, corn, cook, dinner, street, broken.

Component: Dot the Pug (ISBN: 9781603437103)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DhCyZK4qORoWPtwk7PSkCplztpY-qUch/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ry-7TV-EsrBGTSM50Gjtzyzja7EwYQN1/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: ride, hopped, hide, Oh, hugged, walk.

Component: Homer Goes to Summer Camp (ISBN: 9781603437578)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RJVUkwaLa9053ET8ZVxL7AlSKZbbcOSA/vi
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1aki4yTwv5Rn1Ap5Vq4SUI1eVxNR0eQwd/v
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: video games, fresh air, sternly, nervous, bear, owl, perked up, muttered, mountain.

Component: The Basket (ISBN: 9781603439244)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_pdPddTfdB4jdov0GSGuKyfpp8MlwEzA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1vfy4GfHSJNH28My970W5NvAoWPv7Z2Gn?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: bear, basket, rabbit, bird, rooster, bat, rhino, rat.

Component: We Are Fast (ISBN: 9781603439275)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/18pJ8SFcVGMBHJ8cxVxoDB9MLOAjAlxnc/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jKaL7QVCjGsm2OkGJxh3j2byPNdctmXp/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: ran, map, cat, hat, bag, bat, cab, dad.

Component: A Night Adventure (ISBN: 9781603438681)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VZfUWZj0EmaCmry_pUmxiRjz9eQSUxjJ/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qUo2BDqi3Z6ePG2RvsTct5xZhfbAkXGX/viusp=drive_link

Updated Text:
PHONICS SKILL: Long i vowel team igh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: knight, headlight, fading.

Component: The Wolf and the Pig (ISBN: 9781603437875)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HHWmItDO-m6jmNUDWAM5M86ekODzK_Rg/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1RM8LO4OetzhDTPwZQuRrreejp-PFGege/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: den, hungry, pigpen.

Component: A Yummy Plant (ISBN: 9781603437301)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YPrfKWPEFdZ6xu_1KVxQoT4WHnz4TpXQ/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bsGkzjAV_jWo0CX-PlbcrAvj0CXPz_Vk/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend nt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hole, behind, grass, find, wind, blow, blew.

Component: A Birthday Cake (ISBN: 9781603437356)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1iQmvoKtY9UXJmdFuxFeNerPGfThK2Qor/v
usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1rLIAJEWWl2fAjlv9qm3EqOqGYsn6hvH_/vie
usp=drive_link

Updated Text:

PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: batter, scrape, shook.

Component: Mouse and the Hermit (ISBN: 9781603438506)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1PCES2ZjHcY5fI9uNv9g9ypaLbCmf92xF/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1qRk5Ema3HxeNoDwh2MS51dAJKYYH_yZp?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel-r combination er

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hermit, cozy, leftovers, caught, mousetrap, mercy, company, sternly, preferred.

Component: The Lion with No Roar (ISBN: 9781603439480)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WPZVQPW8fAT3DLLyjYUwvTAr5_Do0kbx/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qDNs0X9_KjCLWqZCumN6N96ie55DG_BCusp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations oar and ore

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: creature, hoarse, adventure, hoarded, dense, oar-like, glistening, treasures, unique, scorecard, hyena, gazelle, savanna, pride, fiercest.

Component: Who Is in My Van? (ISBN: 9781603436793)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1RcTvb_JzabdrpcPwlVASvG_VLmhWdQCW/
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M-
TGdrlK2qPaCJWgQfBSwTiHOdcVIqC5/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants m and v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mom, van, dad, dog, cat, hen, rat, vroom.

Component: Lessons from a Crow (ISBN: 9781603437516)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12tAAvrHcDqz4wn_MXyxt5yAACpDYqWFm
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11v9P_g3X67r5sr1u76yt7Z_HmTOai1kE/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team ow (as in tow)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bowling, bowler, alley, gutter, vacation, cornfield, wrong, practice.

Component: Big and Little Cats (ISBN: 9781603437073)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1U0dABp1ddNwmekNOMY6wltOysUU6Q0 usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lick, Hiss, Grrr!.

Component: The Bluebird (ISBN: 9781603437547)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bird feeder, idea, vet, birdbath.

Component: Nat the Dog (ISBN: 9781603439213)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nat, crawl, clean, nibble, color, climb, nip, nap.

Component: Perry the Peacock (ISBN: 9781603438315)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: berries, beautiful, turned, friends, sadly.

Component: Such a Big Fish (ISBN: 9781603437233)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1WdOJ8mNae-uWpFys_Q9rCF9nt1QXRJgT/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tbFjIsMnO12UUqDRWDm26fsoBcfzpiyv/vusp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: eat, hooks, water.

Component: Ozoy and the Asteroid (ISBN: 9781603437769)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CTevJwA3UC_i133SCta1GlK7X5QXpABA/viusp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1gKITJfELfw-Zd059YuBGOCy1xFy-q-mF/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: authorized, spaceship, launchpad, voyage, cargo, Whaul, autopilot, damage, asteroid, mishap.

Component: Gus and Sid (ISBN: 9781603439404)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/17DviU5no-Idon2fElgFiGAhCxiVSwNhd/view?usp=drive_link

Original Text:

N/A

Updated Text:
PHONICS SKILL: Short vowels i and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pup, tub.

Component: Camping with Gramps (ISBN: 9781603437325)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1xJNyybtLDE-c5WTRqSV6Z-
UCwu2xd_uZ/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Final blend mp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: plump, berries, gasped, shoo, sleep, morning, woke, cried.

Component: Squirt (ISBN: 9781603438476)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1x6okhSGaOAGObyyFG6B_4iSinNsU6drr/vusp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Vowel-r combination ir

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: soccer, trouble, birding, scares, firm, irksome, chocolate sauce, scolded.

Component: The Ware Forest Adventure (ISBN: 9781603439459)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ra6yHSXGFBGNcTX-4Mo931_XAOwyJFX1/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: snug, perched, rare sight, glared, clearing, snare, hobbled.

Component: Rusty Plays Ping-Pong (ISBN: 9781603438001)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Gh7sHZUbpIYLt5V-K4HGhwih5PMnpC-s/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Final digraph ng

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, doorbell, time, please, three, idea, team, Bang!.

Component: The Redwood Forest (ISBN: 9781603437486)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1GHSGech9unDo2N1EBG_8g7y1jQ58vNI6/usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1XS1tBpghYoD6LsJWAbTozYM43E73ETqz/view?usp=drive_link

Updated Text:

PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: redwood, giant, shouted, pitched, bridge, flew, claws, heron, rookery.

Component: The New President (ISBN: 9781603438636)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1vEUO7iDAl3CBrGCxY15_T-LKMrhTlXMe/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Diphthong vowel teams au, oi, ew, oy, ow, aw, and ou

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pa, speeches, drew, slaves, foolish, ma, parade, stumbled, carriage, Abraham Lincoln, autograph, flushing, scrawled.

Component: Lizards: Remarkable Creatures and Wonderful Pets (ISBN: 9781603439619)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/125lct_rZcuncvtmrOXmKkYbGZLL_CuvT/vie usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Suffix -able

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chameleon, dramatically, vertical, unique, aquarium, sociable, companions, Leopard gecko, native, regenerate, agreeable nature, startling, docile, skittish, temperatures.

Component: Tom's Pets (ISBN: 9781603439428)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qzQ8GACJKreGLHDc2Sqmut30kvw3lF8a/view?usp=drive_link

Original Text:

N/A

https://drive.google.com/file/d/1x1CQV6jrU2QWkrFUu6SLKYzNeUN3MuuL
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pet, jet.

Component: Fun in the Mud (ISBN: 9781603436922)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1n63cGX44GZP0JOmAbvvWywWOlZBsFJrO
usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/1byiAAq2iU-QAn1wE_H5rHE1BjqMqBQJe/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, pup, Bud.

Component: Tiger and the Mouse (ISBN: 9781603438285)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13WuVpcF5dA5pRleZBZNun4ZO1GRKRH5p usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Trigraph tch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, tail, twitch.

Component: Chip Likes to Chew (ISBN: 9781603437202)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/18nSSwemFZbJqgWyetPI482tgwofC7o0G/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gQ-TGgM7rll6fIlevnbtH7cySE-B60Br/view?usp=drive_link

PHONICS SKILL: Short vowels and initial digraphs ch and sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chew, shirt, chair, chewed, Nana, shoe, sheep.

Component: Uncle Saul (ISBN: 9781603437738)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1dstFykEODR034gmp2tcbW9oJetNRNmb6/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19eEKIssJ7w_gv1vfzi6w8XPJq4VfOwZm/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, paunch, uncle, magician, magic, haul, faucet, china saucer, overheard, fraud, bauble.

Component: Run to Me! (ISBN: 9781603439374)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ENJtqsYUpDU16jvJTm0MPmJ2S1towMsh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1qzq_suwEoN81xqMe7-UdwPmY3eaGvqD_/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: duck, buck.

Component: All about Pelicans (ISBN: 9781603437639)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1tiZYz6_VAzVdoXHkOiEtVOQpJjXlanzq/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YpChw4O4WbIuv93O-wNY31KYjTpQn4lt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend spl and digraph blend thr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: thrive, throat pouch, webbed feet, flock, prey, splotches, threats, threatens.

Component: A Pet for Sam (ISBN: 9781603437844)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Zu3GJR7QUvKLuJdl9ti22ZJ3Xu_LNTQ/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1gUvh2Sp9O2iJ4uO-F9VF2c0l5yUj8PLd/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pet shop, dollars.

Component: The Boat Ride (ISBN: 9781603437455)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1JZW7mTXnTqoWefCkCURlOt0pQYFSBKrw/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BdD1JbSwrgvCb5qMvtAIbBfZ-SYxZ3-Q/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, mouse, sword, slay, seasick, mayday, hooray, flew.

Component: Maud (ISBN: 9781603438605)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1q6oWuGPdgDrzawK2bxQH70lLwZ48am0 usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1tED7j_g-O6pZg-N_XRVWMVfg-NbzLlAW/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team au

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fault, animal shelter, gaunt, matted, sighed, autopilot, faucet, pleading, sternly.

Component: Reduce, Reuse, Recycle (ISBN: 9781603439589)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1VC52pYjvNk5Kt5I5uDf15DqbJceja9DH/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mtIcW_uUEi8RKWUlRV8cbG-Xn_063qLK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Prefix re-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: roughly, toxic chemicals, excessive, landfills, composting, nutrient, environment, convert, facilities, generate, disposable, resources, eco-friendly, Styrofoam, solutions, positive impact.

Component: Tim and the Pig (ISBN: 9781603436892)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MfFAcFycLFl7C9X96rweDKnNMBNwQYnZ/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1yrQ7yHqq2H6EimyeyYy4HX0yTPRLTgZX/v usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: too, fish, lick.

Component: Another June Day (ISBN: 9781603438254)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1m8slMDQ7d-3tZdicVq2iXKB9qL2goiVk/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1nj3t_a4IAn0OARhNY2TCLTsiKHPeDOsh/viusp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern u_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: idea, water, hermit, hungry.

Component: Shoo, Cat, Shoo! (ISBN: 9781603437172)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/14nFNHq7yFiDU0OPBaz56HhEdnXoYbmqk usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1JEtMZuhzMwjYVbNER_oqhQIBrYKJeCoa/vi usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraph sh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, shoo, away, door, shack.

Component: My Nephew Drew (ISBN: 9781603437707)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1yMuhjLIjAhY1a2zqhoMw1BKIN6ZzIUap/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15h3DUwUwFx-6YPTi8VApYSKXbhCQqRsP/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: nephew, suitcase, brewed, firmly, blotches, Phew!.

Component: At the Top (ISBN: 9781603437028)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1eFrzkvNGT3VwgpMoy4UySgLcfHVhpDxO/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1q7XIwuRd6sPhI_24_zPqkVuQH8zzZ5k_/vie usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cub, oh no!, plop.

Component: On Top of the Rock (ISBN: 9781603439343)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1JcaXG-GPP9S9rIAsXXHYPaL-6MhuaiDb/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1YF22kI8T0bhkNY3or9ugGwUX7j8j0tQX/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel o and final consonant x

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: rock, Oh no!.

Component: The Hare and the Carrots (ISBN: 9781603437592)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jcGPXM2Mnz5g2R6mO-I8HWQefvLb9gPp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1hEbQDkgZrT7GQTmZhhHBcAt6Lo62gL0s/usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination are

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pleased, bare, scarecrow, scurried, pesky, snare.

Component: Nuts for Tuck (ISBN: 9781603437813)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1C6pd2DENiUvfZF_2PLhF0djgpObWcPUY/v usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1n1qL6DJrqLEVK1V4biGzKB-wiCy4-C6M/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hole, Oh no!, Yuck.

Component: Pearl the Polar Bear (ISBN: 9781603438773)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1_Gqd9SiGQhDhkv7WUnyYrzmRMtmyFSCg
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BCZjMuj6DwEdyqcbXnwQHZotB5O48rnf/
usp=drive_link

Updated Text:
PHONICS SKILL: Prefix un-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: predators, unsuccessful, unusual, crouches, springs up, ice floe.

Component: A Home for a Crab (ISBN: 9781603437974)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1yEM_n9lXSDa1eWkqRDOwrgl-IT3uUcAU/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/15QHeyBw0RKWzXDARwV7h5u7NYrn_IWih usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend cr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: crow, Ahhh!, crane, Boo-hoo!, cried, cry.

Component: The Trolls (ISBN: 9781603438223)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1lQtH6Fg_BedxeXSPggNZOK13h3Y8YKps/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1lB5VIZouuBHpuqdY2M7IjvJk8GPCyXI7/view?usp=drive_link

Updated Text:
PHONICS SKILL: Floss rule (f, l, and s doubling)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: two, clean, puddle, dry, over.

Component: I Am a Bat (ISBN: 9781603437141)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12idoTGmEHcLRjykdf1wrd1NGGD4SVGbm usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/16IY8hlPQuPiRvECSYo8Y25qazGia5LrF/viev usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: bird, fly, wings, eat, dark, baby, gap, tree.

Component: All about Shrimp (ISBN: 9781603437677)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/19YwTdsDaq1H3_dKvNg0GCYJkuisAfre3/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1N1Ju_VTRYDSkGTYVj_5zy8w49s8T2VrY/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Three-letter blend scr and digraph blend shr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: casing, oceans, barely, shed, habitat, perches, leftovers, loudest, prey, creatures, shrivel.

Component: The Hat (ISBN: 9781603436991)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jrsKOCbC5I8jQnyHaL5MZXsor0ifM-d0/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1kAsvtfbFzEaA8-9by8RSKFmrDa1_355a/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fox, rat, pop.

Component: Zebra Snacks (ISBN: 9781603439312)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1CcmZk04dz37riV_jFjRuqSil6PcNJL4I/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Cm62rHmM4T1Xqr-EmZfnlnYxA8AAOBJN/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants z and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: jam, zebra, too, jelly beans, zucchini, juice, Jell-O, eat.

Component: Jen's Hen Presentation (ISBN: 9781603438384)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/122N_KP35q4IdbMtCxwTCcaoliWo_gv7z/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1a-ETCx4DZTYxXQc3Zf6cxe5ihhtm60K_/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team oa

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hobby, presentation, window.

Component: Kit and Jim Jim (ISBN: 9781603437783)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1aSaRR5dESn_EdF4veITqkA8vJaxfm7Oi/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/154k6Jk5ovH-2MQgwQ2Q--D8oe85KUfzr/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fish, fig, dish.

Component: Baby Lamb Is Lost (ISBN: 9781603437943)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1TwECohy9T8PJ6gXcIVIqCNySIYrjYDqa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Djgg72EAR1vShNgSSJ7hFC_070SV-6oE/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial and final digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chewed, peach, cheep, Baaa!, Mother Sheep, hush.

Component: Peach Has an Adventure (ISBN: 9781603437424)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1t7xrwc-lT4mY8bsFK4NEbjsBFolx78hF/view?usp=drive_link

Original Text:
N/A

Updated URL:

https://drive.google.com/file/d/123erHN2tKh0XZIsNt8qMusi25EMc6E3Y/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ea

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: farm, tail, whole, world, barnyard, fence, field, mouse, turn.

Component: Peanut Hare (ISBN: 9781603438575)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Diphthong vowel team ew

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: arctic tundra, worried, dew, frost, rustling, scanned, horizon, camouflaged, harsh, huddle, shrewd.

Component: Giraffes: Gentle Giants (ISBN: 9781603439558)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1b5ATsLsWOaCFzHHgF-Vpx9d4_v6k5Qec/view?usp=drive_link

Original Text:

N/A

Updated Text:

PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: animal kingdom, creatures, elongated, predators, savanna, sparse, herbivores, charm, bulge out, fragile, cultures.

Component: Kitten, Go Home (ISBN: 9781603436861)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1c--EBAZKcp57pn2ex3CgFcRZvkOtwTl2/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1BhO_R5PoNhuDTPNi9wWV0-r4MfcckDEg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants g and k

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: home, kitten, kid, pig, goat, hen, dog, rat.

Component: The House of Doom (ISBN: 9781603438353)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1rvhbhtIIDz_3-dO5FF0ZBGGQ6NU_LZBl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Bzvx_6_4snWPBtOY7XdEjZh-nlWxRnM-/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in cool)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: every, growing, mowed, together, wow.

Component: The Sloth (ISBN: 9781603437271)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1myaKtduelwlXkp8B1_iYFlACTSNIuQEw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1K15sShNM6oL5rqPPsRgro8pJYstArwYY/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: sleep, slime, leaves, hungry, food, slow mover, slimy, safe.

Component: The City Yard Sale (ISBN: 9781603438728)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Soft c and g

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: recycle, fundraiser, senior citizen center, donates, treasure.

Component: Thunder (ISBN: 9781603437912)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels and initial digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: tail, ears, Boom, hear, under, Thora, outside, hide, kissed, thumped.

Component: A Bike for Little Knight (ISBN: 9781603437394)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1yHc2Rd9x4hzVNTnpp2mb7H-OgokpY-px/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1QrpiQ3sbBzfpTzxFHhCkMvKvSnCs8o9O/vusp=drive_link

Updated Text:
PHONICS SKILL: VCe long vowel patterns with a, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Knight, birthday, present, horses, afraid, slope.

Component: Spring Fall (ISBN: 9781603438544)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1V0e1kVFG8Xf0meATnM-mV6sQDzbEprCS/view?usp=drive_link

Updated Text:

PHONICS SKILL: Three-letter blends scr and spr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fawn, sprucing, sprouting, munching, mulch, wheelbarrow, sprawled, flinched, crawl, ambulance.

Component: Reindeer: Amazing Animals of the North (ISBN: 9781603439527)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1nARMyq1gzl7r8tytj2VAiT1MY7S8-72W/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Ubb9qsarut642tesEq9SroJDaENp4m6-/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel teams ei and eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: herds, migrate, Arctic, tundra, resilient, rugged landscapes, herbivores, scarce, vegetation, blizzard, adapted, veins, regulate, frigid, keen, camouflage, predators, agile, harshest conditions.

Component: We Can Go! (ISBN: 9781603436830)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: astronaut, apple, ant, alligator, arrow, airplane.

Component: Spider Wasps (ISBN: 9781603438193)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1vOZa8QcySzRlL0pDqwl6tm7Q971evkBO/\usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-iu6CwTpIF8RbNHCI7Idhft3DGUWWGmj/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flower, spider, insect, lays, body.

Component: Jen's Pet Hen (ISBN: 9781603437110)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, hungry, corn, peck, eating, Oh no!.

Component: Joey and the Fox (ISBN: 9781603437585)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_BNCvh4m6T2pMD-GgvPyVKswyvV0rvxA/view?usp=drive_link

Updated Text:
PHONICS SKILL: y as in i (cry) and e (baby)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kangaroo, pouch, tiny, berries, juicy, spying, sly.

Component: In the House (ISBN: 9781603439251)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1XIvgcjIAXOeG8azQH_SV2GsGl3xY_pdk/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1OAabvRg2tzUvhw5R40rNHUvi0DQ47yI2/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants f and h

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: frog, house, horse, flamingo, hippo, fox, hen, fly.

Component: Wag in the Van (ISBN: 9781603439282)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel a and initial consonant v

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: dad, van, Pat, Nat, Matt, cat, Wag, vroom.

Component: The Sleigh Ride Rescue (ISBN: 9781603438698)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1H8MHvgS6R4KO3hHKsJhAAVUxct0tsH0s/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1PojJ9T1LGpdnoW1CvfW8g5GDzU09VqtB/\
usp=drive_link

Updated Text:
PHONICS SKILL: Long a vowel team eigh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Ma, perched, lightweight, wobbled, sleigh, tramped, harnessed.

Component: The Big Egg (ISBN: 9781603437882)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowels a, e, i, o, and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: lay, pen, crack.

Component: A Fine Place to Hide (ISBN: 9781603437363)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated Text:

PHONICS SKILL: Long vowel pattern i_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: mouse, hide-and-seek, brown, idea, leaves, climbed.

Component: Henry's Room (ISBN: 9781603438513)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated Text:
PHONICS SKILL: y as in short i, long i, and long e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: glumly, tidy, myth, system, shipshape, guess, shoeboxes, label, dinosaurs, proudly.

Component: Mother Zebra and Her Foal (ISBN: 9781603439497)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1OUQWrQUeMjPlN6200zrmPeBVB45oxwC
usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Spelling pattern le

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: African savanna, herd, ambled, brittle, agile, snort, shuffle, forage, visible, huddle, fragile, stumbles, nuzzles, edible, grooming, straying.

Component: What Is Red? (ISBN: 9781603436809)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Y2AR2GXTuTyQ-uLYt1VydZIWyy_JHRJv/view?usp=drive_link

Original Text:
N/A

Updated Text:

PHONICS SKILL: Initial consonants b and r

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: box, bag, rat, bed, rug, bat, rash.

Component: Frogs and Toads (ISBN: 9781603437523)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1mHD-Mrl79NFanET1gJb9sSl8Mm5jg_HN/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel teams oa, oe, and ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: bubble, air sac, sound, croak.

Component: Rox the Fox (ISBN: 9781603437080)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jk0xN94NfrqRFicTqCjKA0GgQXDWxf86/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: hungry, frog, eat, Look
out, hopped.

Component: Corny Jokes (ISBN: 9781603437554)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: corny, dinosaur, snore,
Hee! Hee!, snorted, sense of humor.

Component: Wag Goes to the Park (ISBN: 9781603439220)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1IGluZE6_I2b79sEIGmpNxh_Ggqpo1p69/vi
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Initial consonants p and s

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, park, swing, plane, seesaw, plant, sandbox, pizza.

Component: Digraph-Blend Card (ISBN: 9798888290002)

Change Type: Editorial Change
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1OUv8axmgps0d3AfyzcTL1acSR-wp2isD/view?usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
Change the "ck" image from a chick to a sock (to avoid the "ch" at the beginning of "chick") and switch the position of the "wh" and "ck" images (to put the initial "wh" with the other initials, since "ck" is final)

Component: A Rainy Day (ISBN: 9781603438322)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long a vowel team ai

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Saturday, window, park, beautiful, pillows, friends.

Component: Fun in the Rain (ISBN: 9781603437240)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1iQhT2xRot_X4zFssJ25eTDdRjoS2yxZe/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19WJ4t_rT7dZCiXWx-81sRCJG5zPsa6bJ/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend dr

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Drew, baby, sleeping, outside, inside, drag, umbrella, boots.

Component: A Rafting Trip (ISBN: 9781603437332)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1WSWmBogP6mH-4SkrUwSDNst23mSD7m8R/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1-bosj6cTkbUFCEiJrVtRcaGhtQbA6o2O/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final blend ft

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Tiger, idea, river, along, Baby Turtle, swift, maybe, drift, water.

Component: The Big Storm (ISBN: 9781603438483)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1E5pG8pO5SqudFNJ4HUUEvOFrWJ2Ydv1D_usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wag9v-zek0WqnK0kKeb3dBI7XqD698pt/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination or

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: buggy, ma and pa, worn out, borrow, escorted, shiver, scary, ghost, terror.

Component: Blair's Soccer Save (ISBN: 9781603439466)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YuWFl_QEQc0p3kgA3lGIYuM1XgOhdiuI/viusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1Bt7gb6Ej2Zm-bJJ2tc_5zuAlkNR4pADA/view?usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: sidelines, footwork, gracefully, forfeit, goalie, despair, churned, dribbled, blushed.

Component: Nan the Bear Cub (ISBN: 9781603436779)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DCTFFkxMZTgsrM4uYg3mgM-qjc2RhmrA/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1jDqE2MovZRTyBvjBnOxM6rFkFiENvbct/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants c and n

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Nan, run, climb, dig, lick, fish, nap, hop.

Component: Mylo Moose's Loose Tooth (ISBN: 9781603437493)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16CXNFQdn51SfV5ioDSnfMklVDH0D3KL7/\
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/14xFKHQXPVgMtjZpC9I9a_bqVsD64vyMY/v\
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo and oo

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: Mylo, wiggled, gloomy, drooped, hurt.

Component: Wag Is a Yappy Dog (ISBN: 9781603437059)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MxcEVcuxexiq0aq9shAhp6bRwZoGvxHB/ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/126g62cAPBuqAUDYgkWGVrKcy79UuUMb usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: door, yap, Shhh!, taking, was, ball, play.

Component: Intriguing Animals of the Prairie (ISBN: 9781603439626)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1qUx4bA3qImuihqlqqZnEymYP-pO9gLJD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1SafIsynbKLx1ZoGM3DOm2OEr0zP_BLNQ/usp=drive_link

Updated Text:
PHONICS SKILL: Prefix in-

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: unique, adapted, range

of temperatures, social, intricate, burrows, hibernate, bison, intimidating, mammal, creature, massive, rituals, territory, migrate, herbivores, intriguing, abandoned, diverse, thrive.

Component: Wag and the Fun Ride (ISBN: 9781603439435)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jRfOeEXzFS51g1_zeWgxP0B51c6PUXXe/vi
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1XQ3SDUsWnTWUYEW9ffDEz0ewV84KmT/
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: cab, Matt, fish.

Component: The Bug (ISBN: 9781603436939)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1enQ2fB4qvMnPti51uz_amtJ7rkl4TzjG/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1FC6wooPqajEZWwh8wsEAnNTgBOpj3JoL/usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hut, jug, mug.

Component: A Place to Sleep (ISBN: 9781603438292)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1FAGMPZN-FVZyiZKZ4bBZBCZtNqp5-e0Q/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1eDhD1PwVbinvttFM1xqaqwAT__kZ_803/vi
usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel team ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: raining, teeny, dry, mouse, castle, hooray.

Component: The Moth in the Woods (ISBN: 9781603437219)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1MF2kbgZybkWCeqabRp76IYBgYkBPp8MZ/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/11a47uIR_k5KWRd-u8fTKjl-8q-P0Ateg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Final digraph th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Daisy, Jack, woods, yelled, Dee, need.

Component: The Plowboy (ISBN: 9781603437745)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1XgkVe2d6XRUZEu-0UR9ZP80_C4ySfRDw/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1uoooosxI68cpqLGKm6Alqs5nI1rWn-OFt/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: fields, prince, royal coach, annoyed, curious, fancy, voyage, showered, castle.

Component: Is My Hen in the Bed? (ISBN: 9781603439381)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/16-XiW5UxwZlWiSgjFO3u-tf4yuiCCYKE/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wIM8Y2vNH6Rl4IyxfiTxG7WXjKmzZCe5/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowel e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hen, den, pen.

Component: The White Whale (ISBN: 9781603437646)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1hLbUfk-WSmGm3W1HTxVe-HR463mWt6yN/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Initial digraph wh

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: wharf, feast, whiskers, whizzed, churning.

Component: Hot Dogs for Tim (ISBN: 9781603437851)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/13xCKjGaRqUgfMGW-96mkiKBXJlZ6eXgB/view?usp=drive_link

Original Text:
N/A

Updated Text:
PHONICS SKILL: Short vowels i and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, cook, fire, too, Oh no!.

Component: Brave and Brainy Daisy (ISBN: 9781603437462)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/16su8Jw-IyoT5nv62TtVLwhDuLvWx_RP7/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ct_ZfIuATLT2BOyid0Z0B93x4pghGdjg/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e and long a vowel teams ai and ay

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: brainy, Daisy, swayed, trail, plank, sprain.

Component: Cowboy Joe and Star (ISBN: 9781603438612)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1TPybYz2XVvOi1WPdA2zFeuuD_VfSCjTh/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1mqqPKVmAzEECh1K_bTqUeZcditjGPC4T/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team oy

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: loyal, employed, cattle, ranch, daughter, wandering, whinny, overjoyed.

Component: Our Wonderful Ears (ISBN: 9781603439596)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Suffix -ful

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: maintain, incredible, organs, vibrations, amplify, structure, cochlea, auditory nerve, vestibular system, positioned, coordinated.

Component: The Sock (ISBN: 9781603436908)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, fox.

Component: The Great Big Bone (ISBN: 9781603438261)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

https://drive.google.com/file/d/1HBfcIxdpc7SweGMJ1jC8ihy1vPp71vg0/view?usp=drive_link

Updated Text:

PHONICS SKILL: Long vowel pattern o_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, chew, sky.

Component: Jen's Hen and the Chick (ISBN: 9781603437189)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1LdoJ6clWw0o_mSIVtIt38uPH9w2dJ9CM/view?usp=drive_link

Original Text:

N/A

Updated Text:
PHONICS SKILL: Short vowels and initial digraph ch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: chick, chair, chirp, cheep, bird, flew, tree.

Component: The Mermaid Statue (ISBN: 9781603437714)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1nnYBa0GXxS_gKyhBkqiMSC9gkLSIwGcE/v\
usp=drive_link

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Maria, cruel, gruesome, pedestal, fountain.

Component: What's in the Box? (ISBN: 9781603439350)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:

PHONICS SKILL: Short vowel o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hog, frog.

Component: The Chocolate Eclairs (ISBN: 9781603437608)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

PHONICS SKILL: Vowel-r combination air

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: flair, blotted, despair, chocolate eclairs.

Component: Wake Up, Tom (ISBN: 9781603437820)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kyIBwhd9Adx7NbfCg8Y07VeiEqIp99gD/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1CFd8s-rz8dpNYVwY8rOQtCdMrOJS-ElN/view?usp=drive_link

Updated Text:

PHONICS SKILL: Short vowels o and u

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: napping, wake, Tom's.

Component: Danny and the Saxophone (ISBN: 9781603438780)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1uzdzTJ27eSZiDbiXz7ZBGNb3QcXFvnN1/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ATfaLts3ey_uoeAx37RV78dvWVkjQhnB/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ment

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: instrument, department store, basement, stalactites, ceiling, cavern, concert, puzzlement, assortment, solo.

Component: The Class Trip (ISBN: 9781603437981)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1PMrrVYETQ118ag7MQcNaVfUaUXMqSXlu usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1M1qmwluGJ-IcVoq_nONXoTOSlaaZ0KDH/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend cl

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: beach, game, cliff, clue, claw, bird, climbed.

Component: I Like the Store (ISBN: 9781603436878)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/10B5KNWHCTV8awZGnUHK40PZbPxRCe6c usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MQ56ms3rG7TlukBQlR-gL6ALBt1bXyDK/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants l and j

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hat, Jim, van, log, wig, lamb, jar, love, jet.

Component: Dave's New Skates (ISBN: 9781603438230)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1DY5Ut-TkYSjpTuKjMG1LfPSXX4OPKyfa/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1rJC58xQllEHjPohN18VlpAd-RoweLA5I/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long vowel pattern a_e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: birthday, happy, together.

Component: Tig the Pig (ISBN: 9781603437158)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1QKY0xU4ZlT3J3CJDM095rkDac8GnAImS/vusp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1MFx-TNrAl25lbXLUa4Dp1tdDrZ4bT0VS/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by

the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nell's, food, eat, sick, called, took, vet.

Component: The Barred Owl (ISBN: 9781603437684)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jUkG-udDdf9OiOnc-ILvXbYjIwS56Ryg/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19p252_vVrmI8IYXkXFd-mXtZhi_vrm8n/view?usp=drive_link

Updated Text:
PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as

a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: uncrowded, wooded swamps, hawks, roost, prowling, perches, prey, claws, owlets, downy.

Component: Where Is Ben? (ISBN: 9781603437004)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Pkdx3zJf_0aeS72xrApL85iKYkIPsdQm/view usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1fEHz_2u0uqpq9yOLzParnOlKOhN0ZdCD/view usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and o

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and

sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pot, socks.

Component: Let's Win (ISBN: 9781603439329)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1jFidccxf5LkpZOTWqYF7BE5djVHL-8vw/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wpd3Rcxu1Zv-s_8h84uA7i6EQ8Cq55z4/view?usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonant k and short vowel i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: kitten, dig, Kim, too, pig, fish, kangaroo, win.

Component: Winslow the Lost Dog (ISBN: 9781603438391)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1HruQY19_-pMpBLRFsj_7F0IuvpJ8sKOp/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1HV2MVhD4UEChpf6P00zxyajQzxveOdq0/usp=drive_link

Updated Text:
PHONICS SKILL: Long o vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are

purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: caw, shivering, collar, worried.

Component: Wag Digs (ISBN: 9781603437790)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1L8QJ7mZ6r3chx8yk5I1m2N0o30t3eI2Q/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1azsj7iCl_j-TQMks0842_mmz1QA-n_Hn/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and i

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated

across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pit, bin.

Component: The Harriet Tubman Report (ISBN: 9781603438759)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/19rSLsGyaMCMUfS6QbsOkz8BbxvD08nqR/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1ac3deen0Gmaiis3IcyZ9fIGKH9_Ifa9y/view?usp=drive_link

Updated Text:
PHONICS SKILL: Suffix -ly

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: famous, researching, slavery, oral presentation, nervous, cowardly, honestly, woodenly.

Component: The Skunk (ISBN: 9781603437950)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1YuSKw1kvE316umcrmSpkaFtpO_GKGyO7 usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1d7NvXXuUvvNnt0MRdKwCYrx971Lx3B6H usp=drive_link

Updated Text:
PHONICS SKILL: Initial blend sk

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging

and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: blue, sky, skirt, way, home.

Component: Sunny the Seal (ISBN: 9781603437431)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/15cbzrHq0DWNfxicFrovolccRtr3hVfap/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/19qpefkQ6A51WEBFXSX4I1jvX_13puSN2/view?usp=drive_link

Updated Text:
PHONICS SKILL: Long e vowel teams ea and ee

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary

and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, pleaded, scraps, spotted, heap, seaweed.

Component: A Home for Blue (ISBN: 9781603438582)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1l22SezZTUoeArzmqegITxdbB9syJNVMD/vi usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1coGl294CGjNVZ23uHIqESjhznH2hPuAf/vie usp=drive_link

Updated Text:
PHONICS SKILL: Long u vowel team ue

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills

and can be introduced prior to reading the book: city, Isabel, value, sob, unglued, gruel, stall, bear, remotely.

Component: George and the Bees (ISBN: 9781603439565)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1ip2HRdYYN9pYWNSqCboCf59PLgQdPJms/usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1_8XKsJYKacfXBo60yi-1MRbTojQXHGv8/view?usp=drive_link

Updated Text:
PHONICS SKILL: Silent letter combinations mn and mb

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: autumn, town hall,

swarm, solemn, columns, massive, honeycomb, overwhelmed, condemn, pang of sadness, lured.

Component: A Little Hen (ISBN: 9781603436977)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1kIRtVEIM-sjAoc19YaEOp-wXyOFiZKPl/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1L1z-VHgTzaZyekvaUuIHK2Uf4ahcA_Md/view?usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels e and a

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, jet, map.

Component: Quack Dresses Up (ISBN: 9781603439299)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1OsQMUtLNFMgC_1Zrn3sBFXJl0R2iuEqi/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1bDY1ZyvA8k7MhX2bwIaN9ZyNVGMs8veW
usp=drive_link

Updated Text:
PHONICS SKILL: Initial consonants q and w

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: watermelon, Quack,
wolf, witch, whale, worm, walrus, duck.

Component: Cookie the Seahorse (ISBN: 9781603438360)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Gd52xlCpLsk2PErDcw0r2MqJGU1-OZLR/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/13sxffE_x8mOZJ7K2JRPGNSPbgmBTVoaK/v
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel team oo (as in look)

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: once, slowly, beautiful, laughed.

Component: Quack and the Fox (ISBN: 9781603437288)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1MNHU-gDrK5yoY9qp6pXc8zt9DU9BSAvD/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1QNXCVMCw9zylSmUbtVP1OIs7f7iry3pf/viusp=drive_link

Updated Text:

PHONICS SKILL: Initial blend sp

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Mother, speedy, hide, spider, inside.

Component: Badger's Bridge (ISBN: 9781603438735)

Change Type: Editorial Change

Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1Ix_gbgnqPHFYPdBifEi29NGioU7wlREn/view
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1wPwI8_FOt13INcj1bEUhuOx9JzLfWYUB/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Trigraph dge

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: gully, clover, trudge,
sludge, grudge, murky, lodge, pledge.

Component: Chimps (ISBN: 9781603437929)

Change Type: Editorial Change
Current Page Number(s):

Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1iFGiPI3oDmrUXrMYpdc5GVrZepatyddF/vie
usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1srb9QWuBuRM5EfEMdinsQNpEkUQCUI7c
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels and initial digraphs ch, sh, and th

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: shy, monkey, tails,
thumb, chew, mother, lies.

Component: Izzy the Inchworm (ISBN: 9781603437400)

Change Type: Editorial Change
Current Page Number(s):
Location:

Interior Front Cover (Copyright Page)

Original URL:

Original Text:
N/A

Updated URL:

Updated Text:
PHONICS SKILL: Digraph blend nch

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: hungry, tree, buds, finch.

Component: Howie Visits (ISBN: 9781603438551)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1OqmIIU6K_IPQlnz1lQvjsur__kw_pAzF/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1MEhM7HNrUUEqy_sSU-wJzw7CiYwlzGjE/view?usp=drive_link

Updated Text:

PHONICS SKILL: Diphthong vowel team ow

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Nanosaurus, stegosaurus, chowder, gulped, downpour, prowling, glowered, gobbled, rowdy.

Component: The Thief and the Red Diesel Truck (ISBN: 9781603439534)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

Original Text:

N/A

Updated URL:

Updated Text:

PHONICS SKILL: Long e vowel team ie

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Lucia, auto mechanic, getaway vehicle, suspiciously, brief, leads, warehouse, nervously, fiend, scurried, swiftly.

Component: Wag in the Zoo (ISBN: 9781603436847)

Change Type: Editorial Change

Current Page Number(s):

Location:

Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1VBpspSrdyM-4t9F-27nDBo8XPds77BJK/view?usp=drive_link

Original Text:

N/A

Updated URL:

https://drive.google.com/file/d/1IvcIoQmC_DxxUR4Ublu0R6S4j5CEqrsc/view?usp=drive_link

Updated Text:

PHONICS SKILL: Initial consonants w and z

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: Wag, hen, zoo, bat, fish, cat, fox, wolf, woof.

Component: A Cat to Adopt (ISBN: 9781603438209)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:

https://drive.google.com/file/d/1uu8-3SKVPMb1QxW0cSOFcoMumCzzYqxM/view?usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1zeIpULrx1Cu8OmwCLj1WGvN6if0VTZ75/v usp=drive_link

Updated Text:
PHONICS SKILL: Final blend pt

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: house, lives, sleep, lady.

Component: Hens (ISBN: 9781603437127)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/12WunKh4iMpxAEBhRCDqYBIBbrDEAw5Si/ usp=drive_link

Original Text:
N/A

Updated URL:
https://drive.google.com/file/d/1e1v4o6YG_lK83hDD4YPm0veZmBlpG5QM
usp=drive_link

Updated Text:
PHONICS SKILL: Short vowels a and e

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by the teacher. The book also includes decodable words previously taught as a review (based on the Pioneer Valley Phonics Storybooks scope and sequence).

SIGHT WORDS These regularly and irregularly spelled words are purposely used in the Pioneer Valley Phonics Storybooks and repeated across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging and meaningful storylines and provide opportunities to build vocabulary and content knowledge. They may be beyond students' decoding skills and can be introduced prior to reading the book: pen, sitting, eggs, Oh no!, chicks, peep.

Component: All about Sharks (ISBN: 9781603437653)

Change Type: Editorial Change
Current Page Number(s):
Location:
Interior Front Cover (Copyright Page)

Original URL:
https://drive.google.com/file/d/1J9KXShS2yiffW4YblVZ5ohTcPgs8N0BI/view
usp=drive_link

Original Text:

N/A

https://drive.google.com/file/d/1y0cOj6nHV2P9RBd0i1BcD1AfbJKKfNJO/vie
usp=drive_link

Updated Text:
PHONICS SKILL: Vowel-r combinations ar, er, ir, or, and ur

WORDS IN THIS BOOK:

DECODABLE WORDS These words represent skills taught and modeled by
the teacher. The book also includes decodable words previously taught as
a review (based on the Pioneer Valley Phonics Storybooks scope and
sequence).

SIGHT WORDS These regularly and irregularly spelled words are
purposely used in the Pioneer Valley Phonics Storybooks and repeated
across the series to build automaticity and fluency.

KNOWLEDGE BUILDING/STORY WORDS These words support engaging
and meaningful storylines and provide opportunities to build vocabulary
and content knowledge. They may be beyond students' decoding skills
and can be introduced prior to reading the book: ocean, torpedo, chew,
coral reefs, people, species, endangered, threat.

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: Editorial Change
Current Page Number(s):
Location:
Table in the middle of the page

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:
N/A

Updated Text:

This chart will be adjusted to show grade 3 by adding a column:

Third Grade*

Moving On: Set 2

Lifting Off: Set 1 and Set 2

*Use overlap lessons for review as necessary.

Spanish Language Arts and Reading

Publisher: Savvas Learning

SLAR, Grade K (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade K

Component: miVisión Texas Grade K Student Interactive, Unit 1 Week 1 (ISBN: 9798213423914)

Change Type: Editorial Change

Current Page Number(s):

Location:

First sentence under Ficción realista

Original URL:

https://us-school.pk12ls.com/school/6997df48-53b7-4b5a-a394-
91312e4d3af2/TX_myV_2020_SP_SE_GK/TX_myV_2020_SP_SE_GK/html/htm
page=159

Original Text:

El ambiente es dónde y cuándo sucede el cuento.

Updated URL:

Updated Text:

El escenario es dónde y cuándo sucede el cuento.

Change Type: Editorial Change

Current Page Number(s):

Location:

Interacambiar ideas

Original URL:

https://us-school.pk12ls.com/school/6997df48-53b7-4b5a-a394-91312e4d3af2/TX_myV_2020_SP_SE_GK/TX_myV_2020_SP_SE_GK/html/htm page=159

Original Text:

Cuéntale a un compañero sobre el ambiente del dibujo.

Updated URL:

https://us-school.pk12ls.com/school/253a1b66-e3c8-44e2-bf18-539e3f4be887/0142_000142_032899216X.pdf

Updated Text:

Cuéntale a un compañero sobre el escenario del dibujo.

Change Type: Editorial Change

Current Page Number(s):

Location:

Anchor chart, bottom left

Original URL:

https://us-school.pk12ls.com/school/6997df48-53b7-4b5a-a394-91312e4d3af2/TX_myV_2020_SP_SE_GK/TX_myV_2020_SP_SE_GK/html/htm page=159

Original Text:

Ambiente

Updated URL:
https://us-school.pk12ls.com/school/00248b0e-dce4-4e7c-9fd9-1185681ec2a3/0143_000143_032899216X.pdf

Updated Text:
Escenario

Change Type: Editorial Change
Current Page Number(s):
Location:
Teacher Instructions, second sentence

Original URL:
https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/spanish/TX_myV_2020_SP_SE_GK/htm page=45

Original Text:
El escenario es dónde y cuándo sucede un cuento.

Updated URL:
https://us-school.pk12ls.com/school/fbfdac5a-4355-4c28-9aac-a8460b53a3c8/0028_000028_032899216X.pdf

Updated Text:
El escenario o ambiente es dónde y cuándo sucede un cuento.

Change Type: Editorial Change
Current Page Number(s):
Location:
Anchor chart, third item

Original URL:
https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/spanish/TX_myV_2020_SP_SE_GK/htm

Original Text:

Ambiente

Updated URL:

https://us-school.pk12ls.com/school/9a4cfd5b-5e0c-4d0f-ae85-1d180a656983/0029_000029_032899216X.pdf

Updated Text:

Escenario

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1 (ISBN: 9798213423617)

Change Type: Editorial Change

Current Page Number(s):

Location:

Second sentence under Ver y decir

Original URL:

[https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=61](https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr)

Original Text:

Explíqueles que van a encerrar en un círculo las imágenes cuyos nombres comienzan con la sílaba a.

Updated URL:

https://us-school.pk12ls.com/school/600506ab-5123-44b2-8765-31d47cb2beb9/0050_000T22_1418268526.pdf

Updated Text:

Explíqueles que van a encerrar en un círculo las imágenes cuyos nombres comienzan con el sonido /a/.

Change Type: Editorial Change

Current Page Number(s):

Location:

Carteles de referencia, first and second bullets

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=285

Original Text:

• Agregue ambiente.

• Comente con los estudiantes algunos cuentos conocidos que hayan leído con toda la clase. Pídales que identifiquen el ambiente de cada cuento.

Updated URL:

https://us-school.pk12ls.com/school/03b92dde-0846-4de4-aeed-777deec7f214/0274_00T246_1418268526.pdf

Updated Text:

• Agregue escenario.

• Comente con los estudiantes algunos cuentos conocidos que hayan leído con toda la clase. Pídales que identifiquen el escenario de cada cuento.

Change Type: Editorial Change

Current Page Number(s):

Location:

Enfoque en las estrategias, first sentence, first and second bullets, last sentence

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=285

Original Text:

Explique a los estudiantes que hoy aprenderán acerca del ambiente de la ficción realista.

• El ambiente es dónde y cuándo toma lugar el cuento.

• El ambiente de la ficción realista es un lugar real.

• Los sucesos de un cuento pueden ocurrir en más de un lugar.

La ficción realista podría suceder en un parque, en la escuela o en cualquier lugar que uno puede visitar. Si no sucede en un lugar real o los sucesos no ocurren en un lugar que pudiera ser real, no es ficción realista. Conocer el ambiente ayudará al lector a comprender los sucesos y qué les sucede a los personajes.

Updated URL:

https://us-school.pk12ls.com/school/03b92dde-0846-4de4-aeed-777deec7f214/0274_00T246_1418268526.pdf

Updated Text:

Explique a los estudiantes que hoy aprenderán acerca del escenario en la ficción realista.

• El escenario es dónde y cuándo toma lugar el cuento.

• El escenario de la ficción realista es un lugar real.

• Los sucesos de un cuento pueden ocurrir en más de un lugar.

La ficción realista podría suceder en un parque, en la escuela o en cualquier lugar que uno puede visitar. Si no sucede en un lugar real o los sucesos no ocurren en un lugar que pudiera ser real, no es ficción realista. Conocer el escenario ayudará al lector a comprender los sucesos y qué les sucede a los personajes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Demostrar y practicar, blue bullet first and last sentences

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=285

Original Text:

• El ambiente es donde toma lugar el cuento. El cuento sobre Tino sucede en las montañas. Tino hace un muñeco de nieve. Esto es algo que podría suceder en las montañas. Esto me ayuda a saber que el texto es una ficción realista. Hace frío. Esto también es parte del ambiente.

Updated URL:

https://us-school.pk12ls.com/school/03b92dde-0846-4de4-aeed-777deec7f214/0274_00T246_1418268526.pdf

Updated Text:

• El escenario es donde toma lugar el cuento. El cuento sobre Tino sucede en las montañas. Tino hace un muñeco de nieve. Esto es algo que podría suceder en las montañas. Esto me ayuda a saber que el texto es una ficción realista. Hace frío. Esto también es parte del escenario.

Change Type: Editorial Change
Current Page Number(s):
Location:

Lenguaje del género

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=285

Original Text:

Mientras repasa el Cartel de referencia, verifique que los estudiantes comprendan el concepto de ambiente.

• ¿Cuáles son dos partes del ambiente de un cuento?

Updated URL:

https://us-school.pk12ls.com/school/03b92dde-0846-4de4-aeed-777deec7f214/0274_00T246_1418268526.pdf

Updated Text:

Mientras repasa el Cartel de referencia, verifique que los estudiantes comprendan el concepto de escenario.

• ¿Cuáles son las dos partes del escenario de un cuento?

Change Type: Editorial Change
Current Page Number(s):
Location:
Bottom page, miniature of Student Edition pp. 142 and 143

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=285

Original Text:
Student Edition pp. 142 and 143 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/6ecd8478-ebf5-45ec-89e1-1c0fca1cee29/0275_00T247_1418268526.pdf

Updated Text:
Student Edition pp. 142 and 143 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

Change Type: Editorial Change
Current Page Number(s):

Location:
Opciones de evaluación formativa, Opción 2, last sentence

Original URL:
https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=285

Original Text:
Pídales que coloquen notas adhesivas en las imágenes y el texto que hablen sobre el ambiente.

Updated URL:
https://us-school.pk12ls.com/school/6ecd8478-ebf5-45ec-89e1-1c0fca1cee29/0275_00T247_1418268526.pdf

Updated Text:
Pídales que coloquen notas adhesivas en las imágenes y el texto que hablen sobre el escenario.

Change Type: Editorial Change
Current Page Number(s):
Location:
Comprobación rápida, Notar y evaluar

Original URL:
https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=285

Original Text:
¿Pueden los estudiantes identificar los ambientes de la ficción realista?

Updated URL:
https://us-school.pk12ls.com/school/6ecd8478-ebf5-45ec-89e1-1c0fca1cee29/0275_00T247_1418268526.pdf

Updated Text:
¿Pueden los estudiantes identificar los escenarios de la ficción realista?

Change Type: Editorial Change

Current Page Number(s):

Location:

Language of the Genre, last sentence

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=75

Original Text:

Explain that the term escenario is also used to describe or talk about ambiente (setting).

Updated URL:

https://us-school.pk12ls.com/school/64ea52fd-b522-4b3a-89ef-d6870cb71a96/0064_000T36_1418268526.pdf

Updated Text:

Explain that the term ambiente is also used to describe or talk about escenario (setting).

Change Type: Editorial Change

Current Page Number(s):

Location:

Carteles de referencia, first and last bullets

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=75

Original Text:

• Incluya elementos gráficos para los personajes, el ambiente y los sucesos.

• Agregue ideas de los estudiantes sobre otros personajes que podrían ser parte de este cuento.

• Agregue ideas de los estudiantes sobre dónde y cuándo podría suceder el cuento.

• Comente con los estudiantes algunas de las cosas que podrían suceder en su cuento sobre estos personajes en este ambiente.

Updated URL:

https://us-school.pk12ls.com/school/64ea52fd-b522-4b3a-89ef-d6870cb71a96/0064_000T36_1418268526.pdf

Updated Text:
• Incluya elementos gráficos para los personajes, el escenario y los sucesos.

• Agregue ideas de los estudiantes sobre otros personajes que podrían ser parte de este cuento.

• Agregue ideas de los estudiantes sobre dónde y cuándo podría suceder el cuento.

• Comente con los estudiantes algunas de las cosas que podrían sucederle a los personajes en este escenario.

Change Type: Editorial Change
Current Page Number(s):
Location:
Enfoque en las estrategias, second bullet

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=75

Original Text:

El lugar donde sucede una ficción realista, o el ambiente, es un lugar que es real, como una escuela o un parque.

Updated URL:

https://us-school.pk12ls.com/school/64ea52fd-b522-4b3a-89ef-d6870cb71a96/0064_000T36_1418268526.pdf

Updated Text:

La ficción realista sucede en un lugar que es real, como una escuela o un parque.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lenguaje del género, second bullet and last note

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=75

Original Text:

• ¿Qué son los personajes?

• ¿Qué es el ambiente?

• ¿Cuáles son los sucesos que ocurren en el cuento?

Explique que el término escenario también se usa para describir o hablar de ambiente.

Updated URL:

https://us-school.pk12ls.com/school/64ea52fd-b522-4b3a-89ef-d6870cb71a96/0064_000T36_1418268526.pdf

Updated Text:

• ¿Qué son los personajes?

• ¿Qué es el escenario?

• ¿Cuáles son los sucesos que ocurren en el cuento?

Explique que el término ambiente también se usa para describir o hablar del escenario.

Change Type: Editorial Change
Current Page Number(s):
Location:
Opciones de evaluación formativa, Opción 2, last sentence

Original URL:
https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=75

Original Text:
Luego, pídales que describan el ambiente y lo relacionen con un lugar que hayan visto o sobre el que hayan escuchado.

Updated URL:
https://us-school.pk12ls.com/school/9a928e0d-4ae7-49d3-bbb3-5c20fa23c784/0065_000T37_1418268526.pdf

Updated Text:
Luego, pídales que describan el escenario y lo relacionen con un lugar que hayan visto o sobre el que hayan escuchado.

Change Type: Editorial Change
Current Page Number(s):
Location:
Left center of page, miniature of Student Edition pp. 28 and 29

Original URL:
https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr

Original Text:

Student Edition pp. 28 and 29 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/9a928e0d-4ae7-49d3-bbb3-5c20fa23c784/0065_000T37_1418268526.pdf

Updated Text:

Student Edition pp. 28 and 29 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

SLAR, Grade 1 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 1

Component: miVisión Texas Grade 1 Student Interactive, Unit 1, Week 2 (ISBN: 9798213423969)

Change Type: Editorial Change
Current Page Number(s):
Location:
First sentence

Original URL:

https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/spanish/TX_myV_2020_SP_SE_G1/htm page=95

Original Text:
"El ambiente es el momento y lugar en que se desarrolla un cuento."

Updated URL:

https://us-school.pk12ls.com/school/7fa04eaf-ac73-4687-9e20-0cb8df1a3e36/0086_000086_0328992216.pdf

Updated Text:
"El ambiente o escenario es el momento y lugar en que se desarrolla un cuento."

Component: miVisión Texas Grade 1 Teacher Edition, Unit 1, Week 2 (ISBN: 9798213423662)

Change Type: Editorial Change

Current Page Number(s):

Location:

Enfoque en las estrategias, First sentence and Demostrar y practicar second sentence.

Original URL:

https://us-school.pk12ls.com/school/101af5d0-540f-424d-9d13-28e0b348da94/TX_myV_2020_SP_TE_G1/TX_myV_2020_SP_TE_G1/html/htr page=169

Original Text:

"Recuerde a los estudiantes que el ambiente es dónde y cuándo ocurre el cuento. En la ficción realista, el cuento se desarrolla en un lugar y tiempo que parecen reales.

• Miren las imágenes del cuento para saber dónde ocurre.

• Fíjense en el aspecto de los personajes y en lo que hacen para

saber cuándo sucede el cuento.

• Identifiquen la palabras del cuento que describen el ambiente.

DEMOSTRAR Y PRACTICAR Use la Lectura en voz alta de las pp. T106–T107. Para describir el ambiente de un cuento, necesito leer para saber dónde se desarrolla el cuento."

Updated URL:

https://us-school.pk12ls.com/school/9658c3ff-7e6c-4ccb-a859-aa4e9beb519b/0158_00T132_1418268577_post.pdf

Updated Text:

"Recuerde a los estudiantes que el ambiente o escenario es dónde y cuándo ocurre el cuento. En la ficción realista, el cuento se desarrolla en un lugar y tiempo que parecen reales.

• Miren las imágenes del cuento para saber dónde ocurre.

• Fíjense en el aspecto de los personajes y en lo que hacen para

saber cuándo sucede el cuento.

• Identifiquen la palabras del cuento que describen el ambiente.

DEMOSTRAR Y PRACTICAR Use la Lectura en voz alta de las pp. T106–T107. Para describir el ambiente o escenario de un cuento, necesito leer para saber dónde se desarrolla el cuento."

Change Type: Editorial Change
Current Page Number(s):
Location:
Bottom left of page, miniature of Student Edition p. 86

Original URL:
https://us-school.pk12ls.com/school/101af5d0-540f-424d-9d13-28e0b348da94/TX_myV_2020_SP_TE_G1/TX_myV_2020_SP_TE_G1/html/htr page=169

Original Text:
Student Edition p. 86 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:
https://us-school.pk12ls.com/school/b0ac292d-3c60-4cee-8a10-f714fb631129/0159_00T133_1418268577_post.pdf

Updated Text:
Student Edition p. 86 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Change Type: Editorial Change

Current Page Number(s):

Location:

Bottom left of page, miniature of Student Edition p. 40

Original URL:

https://us-school.pk12ls.com/school/101af5d0-540f-424d-9d13-28e0b348da94/TX_myV_2020_SP_TE_G1/TX_myV_2020_SP_TE_G1/html/htr page=93

Original Text:

Student Edition p. 40 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/087d464c-8af7-4807-814f-6d5b4d4672ba/0083_000T57_1418268577_post.pdf

Updated Text:

Student Edition p. 40 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Component: miVisión Texas Grade 1 Teacher Edition, Unit 3, Week 3 (ISBN: 9798213423686)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lectura atenta, Hacer conexiones, second sentence

Original URL:

https://us-school.pk12ls.com/school/101af5d0-540f-424d-9d13-28e0b348da94/TX_myV_2020_SP_TE_G1/TX_myV_2020_SP_TE_G1/html/htr page=1123

Original Text:

"Pida a los estudiantes que resalten las ideas en "Caballito marrón" que se conecten con ideas en otros poemas."

Updated URL:

Updated Text:

"Pida a los estudiantes que resalten las ideas en "Caballito marrón" que se conecten con ideas del otro poema, "Gina imagina".

SLAR, Grade 2 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 2

Component: miVisión Texas Grade 2 Student Interactive, Unit 4, Week 3 (ISBN: 9798213424027)

Change Type: Editorial Change

Current Page Number(s):

Location:

First paragraph under "Reflexionar y comentar/En tus palabras"

Original URL:

https://us-school.pk12ls.com/school/c8879367-baf2-403d-97b1-38e19731cb93/TX_myV_2020_SP_SE_G2/TX_myV_2020_SP_SE_G2/html/htn page=779

Original Text:

"¿Qué otras cosas podrían hacer tú y tus vecinos para mejorar su comunidad? Habla en clase sobre este tema. Usa evidencia de los textos que leíste esta semana para apoyar tus ideas."

Updated URL:

https://us-school.pk12ls.com/school/52f82da6-487c-4b1c-9239-64c2d3a1e787/0356_000356_0328992275.pdf

Updated Text:

"¿Qué más podrían hacer tú y tus vecinos para mejorar su comunidad? Habla en clase sobre este tema. Con la ayuda de un adulto, usa evidencia de los textos que leíste esta semana para apoyar tus ideas."

Component: miVisión Texas Grade 2 Teacher Edition, Unit 4, Week 3 (ISBN: 9798213423747)

Change Type: Editorial Change

Current Page Number(s):

Location:

Bottom left of page, miniature of Student Edition p. 356

Original URL:

https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/spanish/TX_myV_2020_SP_TE_G2/htm page=1647

Original Text:

Student Edition p. 356 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/41155528-906e-4a19-b82f-7c191817139d/0263_00T237_1418268658.pdf

Updated Text:

Student Edition p. 356 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Component: miVisión Texas Grade 2 Teacher Edition, Unit 5, Week 5 (ISBN: 9798213423754)

Change Type: Editorial Change

Current Page Number(s):

Location:

Last sentence in the Minilesson.

Original URL:

https://assets.savvas.com/file-vault/flipbooks/texasreview/literacy/spanish/TX_myV_2020_SP_TE_G2/htm page=2219

Original Text:

"A continuación, pida a los estudiantes que apliquen sus conocimientos de fonética al decodificar la palabra fastástica en el cuarto párrafo."

Updated URL:

https://us-school.pk12ls.com/school/298fe1b0-7c8d-40f8-8185-b949b3712acb/0360_00T334_1418268666.pdf

Updated Text:

"A continuación, pida a los estudiantes que apliquen sus conocimientos de fonética al decodificar la palabra fantástica en el cuarto párrafo."

SLAR, Grade 4 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 4

Component: miVisión Texas Grade 4 Teacher Edition, Unit 3, Week 4 (ISBN: 9798213423839)

Change Type: Editorial Change

Current Page Number(s):

Location:

Left center of page, miniature of Student Edition p. 165

Original URL:

https://us-school.pk12ls.com/school/fa0904c2-5c5e-43c4-ae36-ff7a8b92cfd5/TX_myV_2020_SP_TE_G4/TX_myV_2020_SP_TE_G4/html/html page=1135

Original Text:

Student Edition p. 165 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/cfa51863-507a-468b-b1d6-6db33b72f225/0318_00T292_1418268747.pdf

Updated Text:

Student Edition p. 165 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Mathematics

Publisher: Accelerate Learning Inc.

Math, Grade K (IMRA)

Program: STEMscopes Texas Math - Kindergarten

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

Change Type: Editorial Change
Current Page Number(s):
Location:
Kindergarten, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes?
page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue9

Original Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have takenthe MAP Growth assessment, complete the following steps:"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY
e=allgml

Updated Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further

sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change

Current Page Number(s):

Location:

Kindergarten, How to Use STEMscopes Texas Math, Evaluate

Original URL:

https://app.acceleratelearning.com/scopes/23234/elements/1094468

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E6 x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:

Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Kindergarten, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23234/elements/1094448

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E? e=7crjur

Updated Text:

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Kindergarten, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23234/elements/1094433

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Kindergarten, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=g0vLa6

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Math, Grade 1 (IMRA)

Program: STEMscopes Texas Math - Grade 1

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes? page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue(

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have takenthe MAP Growth assessment, complete the following steps:"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=allgml

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, Length, Home, Content Support

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1070256

Original Text:

"Students connect the predicted length to the actual length when measuring objects."; "Students predict the length of an object before measuring."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=GYLeuB

Updated Text:

"Students connect the estimated length to the actual length when measuring objects."; "Students estimate the length of an object before measuring."

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, How to Use STEMscopes Texas Math, Evaluate

Original URL:

https://app.acceleratelearning.com/scopes/23235/elements/1094518

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated URL:

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Eex1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn)

Updated Text:

Section deleted from video

Change Type: Editorial Change
Current Page Number(s):
Location:

Grade 1, How to Use STEMscopes Texas Math, Explore

Original URL:
https://app.acceleratelearning.com/scopes/23235/elements/1094498

Original Text:
Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZe=7crjur

Updated Text:
Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, Length, Explain, Language Connections

Original URL:
https://app.acceleratelearning.com/scopes/22854/elements/1092511

Original Text:
"After a week, Jay predicted that the flower was 10 paper clips tall.";
"What was Jay's prediction of the flower's height?"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVk1YdBKB1QBIBSGpMTpCbw4q_KJfd1ayg?e=sE78PX

Updated Text:
"After a week, Jay estimated that the flower was 10 paper clips tall.";
"What was Jay's estimate of the flower's height?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explain, Language Connections

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1092511

Original Text:

"After a week, Jay predicted that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E e=SBwW4v

Updated Text:

"After a week, Jay estimated that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's estimate of the flower's height?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explain, Language Connections

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1092511

Original Text:

"After one week, Jay predicted that it was 10 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E e=ItAuEp

Updated Text:

"After one week, Jay estimated that it was 10 paper clips tall."; "What was Jay's estimate of the flower's height?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1070272

Original Text:

"Predict how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Predictions"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\wGodEiKwcBbaISqTVDgky2nC4bC8cDaA?e=pzwNC0

Updated Text:

"Estimate how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Estimates"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1070272

Original Text:

"Predict how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Predictions"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\xP932WsVNj8oTyHbzSzAB7fwNWkfvEURvNSY6R-RRjw?e=amzuRL

Updated Text:

"Estimate how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Estimates"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explain, Language Connections

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1092511

Original Text:

"After a week, Jay predicted that the flower was 10 paper clips tall.";
"What was Jay's prediction of the flower's height?"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=olxafY

Updated Text:

"After a week, Jay estimated that the flower was 10 paper clips tall.";
"What was Jay's estimate of the flower's height?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, Length, Explain, Language Connections

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1092511

Original Text:

"After a week, Jay predicted that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ES EBuJgC3S1gM4VtBemAvfZ94w?e=AxmFub

Updated Text:
"After a week, Jay estimated that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's estimate of the flower's height?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, Length, Explain, Language Connections

Original URL:
https://app.acceleratelearning.com/scopes/22854/elements/1092511

Original Text:
"After one week, Jay predicted that it was 10 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El CQe2g3nNaOPLdZ7Tg?e=Hgxlba

Updated Text:
"After one week, Jay estimated that it was 10 paper clips tall."; "What was Jay's estimate of the flower's height?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, Length, Explore 2, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1070268

Original Text:

"Predict how long you think each object is, and write your prediction in the table."; "My Prediction"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
e=bJ9Ey9

Updated Text:

"Estimate how long you think each object is, and write your estimate in the table."; "My Estimate"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1070272

Original Text:

Every instance of "Predict how many of each unit will equal the length of the earthworm."; every instance of "Predicted Length"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
e=qM3bjo

Updated Text:

Every instance of "Estimate how many of each unit will equal the length of the earthworm."; every instance of "Estimated Length"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explore 2, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1070268

Original Text:

"Predict how long you think each object is, and write your prediction in the table."; "My Prediction"; "Answers for predictions and actual length will vary."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=K9VqmP

Updated Text:

"Estimate how long you think each object is, and write your estimate in the table."; "My Estimate"; Answers for estimates and actual length will vary."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1070272

Original Text:

Every instance of "Predict how many of each unit will equal the length of the earthworm."; every instance of "Predicted Length"; "Predictions will vary."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=aUhRo8

Updated Text:

Every instance of "Estimate how many of each unit will equal the length of the earthworm."; every instance of "Estimated Length"; "Estimates will vary."

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, Length, Explore 2, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes/22854/elements/1070268

Original Text:
"Before using the tools to measure, students make a prediction about how many of that tool will be needed to measure the length of the object. Once they have made their predictions, they use the tools to measure the actual length of the object."; "Was your prediction close to your actual answer?"; "Before introducing the scenario, display the word prediction and come up with a classroom definition of this term. Discuss real life situations when it is appropriate and helpful to predict, and situations when measurements need to be exact."; "Support students with examples of the concept of a prediction and the actual lengthwith a visual word wall.For Spanish or Portuguese-speaking students relate the English word prediction with the Spanish word predicción."

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
UB5PPjVZ2qsrIvjexaYZsxiA?e=6I1NSl

Updated Text:
"Before using the tools to measure, students make an estimate about how many of that tool will be needed to measure the length of the object. Once they have made their estimate, they use the tools to measure the actual length of the object."; Was your estimate close to your actual answer?"; "Before introducing the scenario, display the word estimate and come up with a classroom definition of this term. Discuss real life situations when it is appropriate and helpful to estimate, and situations when measurements need to be exact."; "Support students with

examples of the concept of an estimate and the actual length with a visual word wall. For Spanish-speaking students relate the English word estimate with the Spanish word estimar."

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1, Length, Explore 3, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes/22854/elements/1070272

Original Text:
"Instruct students to predict and then measure the length of the earthworm (chenille stem) using the measurement units found at the station. They will choose one unit at a time and predict how many are equal to the length of the earthworm."; "How many _____ units do you predict will equal the length of the earthworm?"; "Before they measure with each unit, they will predict how many of those units will equal the length of the earthworm."; "How many _____ units do you predict will equal the length of the earthworm?"; "Review what it means to predict."

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Eb-dM4LcWuFx3eVKfOEEcw?e=IclfAy

Updated Text:
"Instruct students to estimate and then measure the length of the earthworm (chenille stem) using the measurement units found at the station. They will choose one unit at a time and estimate how many are equal to the length of the earthworm."; "How many _____ units do you estimate will equal the length of the earthworm?"; "Before they measure with each unit, they will estimate how many of those units will equal the length of the earthworm."; "How many _____ units do you estimate will equal the length of the earthworm?"; "Review what it means to estimate."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Length, Explain, Language Connections

Original URL:

https://app.acceleratelearning.com/scopes/22854/elements/1092511

Original Text:

"How many paper clips tall did Jay predict the flower was?"; "What was Jay's prediction of the flower's height?"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ea Gt1HhuxK1cROt6gB9HR1tAdmx_bi1mKrUyCGLw?e=ZeSHUO

Updated Text:

"How many paper clips tall did Jay estimate the flower was?"; "What was Jay's estimate of the flower's height?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23235/elements/1094483

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 1, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=g0vLa6

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Math, Grade 2 (IMRA)

Program: STEMscopes Texas Math - Grade 2

Component: STEMscopes Texas Math - Grade 2 (ISBN: 9798893538595)

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 2, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes?
page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have takenthe MAP Growth assessment, complete the following steps:"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EX
e=allgml

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):

Location:

Grade 2, How to Use STEMscopes Texas Math, Evaluate

Original URL:

https://app.acceleratelearning.com/scopes/23236/elements/1094570

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee
x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:

Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 2, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23236/elements/1094548

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24
includes information about setup video

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ
e=7crjur

Updated Text:

Replaced with Mathematical Process Standards; Setup video section
deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 2, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23236/elements/1094533

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E
e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 2, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E
e=g0vLa6

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Math, Grade 3 (IMRA)

Program: STEMscopes Texas Math - Grade 3

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 3, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes?page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue%

Original Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have takenthe MAP Growth assessment, complete the following steps:"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=allgml

Updated Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are

organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change

Current Page Number(s):

Location:
Grade 3, How to Use STEMscopes Texas Math, Evaluate

Original URL:
https://app.acceleratelearning.com/scopes/23237/elements/1094619

Original Text:
Minute 2:49 states Standards Progress Tracker

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:
Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23237/elements/1094599

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=7crjur

Updated Text:

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1092532

Original Text:
"Lisana: 10 groups of 300

Hannah: 10 groups of 30"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ET e=9jfxoh

Updated Text:
"Lisana: 300 groups of 10.

Hannah: 30 groups of 10."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1092532

Original Text:

"Lisana: 10 groups of 300

Hannah: 10 groups of 30"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee e=qBMBeb

Updated Text:

"Lisana: 300 groups of 10.

Hannah: 30 groups of 10."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1092532

Original Text:

"Lisana: 10 groups of 300

Hannah: 10 groups of 30"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ea jTRvgKbtA17jiZ1SEjjQ?e=5jtFGK

Updated Text:

"Lisana: 300 groups of 10.

Hannah: 30 groups of 10."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1092532

Original Text:

"Lisana: 10 groups of _____

Hannah: 10 groups of _____"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=DmmfrZ

Updated Text:

"Lisana: _____ groups of 10.

Hannah: _____ groups of 10."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1092532

Original Text:

"Lisana: 10 groups of _____

Hannah: 10 groups of _____"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EF
e=ftsWBZ

Updated Text:

"Lisana: _____ groups of 10.

Hannah: _____ groups of 10."

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 3, Place Value Relationships, Explain, Language Connections, Print
Files

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1092532

Original Text:

"Lisana: 10 groups of _____

Hannah: 10 groups of _____"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY
e=Chu4HB

Updated Text:

"Lisana: _____ groups of 10.

Hannah: _____ groups of 10."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23237/elements/1094556

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Place Value Relationships, Engage, Hook, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1071697

Original Text:

"For example, if a group was assigned $12,486, you would cut out 10 thousands (then bundle and paper clip these together), 2 additional thousands, 4 hundreds, 8 tens, and 6 ones."; "Students may need guidance to recognize the stacks of 100-dollar bills are worth $1,000 and a bundle of 10 thousands is worth $10,000."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El
e=iQnXfa

Updated Text:

"For example, if a group was assigned $12,486, you would cut out 12

thousands, 4 hundreds, 8 tens, and 6 ones."; "Students may bundle the stacks of 100-dollar bills to represent $1,000, and bundle 10 thousands to represent $10,000."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Weight and Capacity, Engage, Hook, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22894/elements/1072939

Original Text:

"This cake recipe does notrequire eggs. Make sure there are no students who are allergic to any of the ingredients."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E)e=EfKlg2

Updated Text:

"This cake recipe does not require eggs. Make sure there are no students who

are allergic to any of the ingredients. If the actual cake ingredients are not available or accessible, consider using replacement materials such as sand and water and pretend to make a cake with the students."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3, Place Value Relationships, Explore 3, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22875/elements/1086018

Original Text:

"Have students complete the same process for the remaining Gemstone Discovery Cards and record their work on their Student Journals."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EI e=G42QFq

"Have students complete the same process for the remaining Gemstone

Discovery Cards and record their work on their Student Journals. Explain that

some cards may require students to regroup place values."

Math, Grade 4 (IMRA)

Program: STEMscopes Texas Math - Grade 4

Component: STEMscopes Texas Math - Grade 4 (ISBN: 9798893538618)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 4, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes?
page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue%

Original Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\
e=allgml

Updated Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or

their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 4, How to Use STEMscopes Texas Math, Evaluate

Original URL:
https://app.acceleratelearning.com/scopes/23238/elements/1094668

Original Text:
Minute 2:49 states Standards Progress Tracker

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:
Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23238/elements/1094648

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=7crjur

Updated Text:

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Properties of Two-Dimensional Figures, Evaluate, Decide and Defend

Original URL:

https://app.acceleratelearning.com/scopes/22918/elements/1074699

Original Text:

Image of just a figure

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El YICfHNPgMhYmGKDPFkB8bsQZ7Whz30Jo35CyaBchw?e=BdKKyP

Updated Text:

Perpendicular sides are labeled with words and arrows on the figure

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 2, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1088772?page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

"Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."; image of model was 6 wholes divided into 4 sections each. 3 1/4 were light red and 2 3/4 were dark red.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E A9AFN1bssBQ5xH-t8al2IwXjfJ6C62BA?e=dicJXT

Updated Text:

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."; image of model was changed to one whole bar divided into sections.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1088774?page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

"Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."; image of model included separate sections

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
e=xWrke6

Updated Text:

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."; image of model was changed to one whole divided into sections

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Measurement, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092937

Original Text:

"Create a table and diagram representing how many pounds are in a ton."; numbers were not given in the table under "Pounds"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
jcq5cKGr9TMrOFBg?e=FYIQh3

Updated Text:

"Finish the table and draw a diagram representing how many pounds are in a ton."; two numbers added in the table under "Pounds"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Measurement, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092937

Original Text:

"Create a table and diagram representing how many pounds are in a ton."; numbers were not given in the table under "Pounds"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=AFnvmr

Updated Text:

"Finish the table and draw a diagram representing how many pounds are in a ton."; two numbers added in the table under "Pounds"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1088745

Original Text:

Image of model included 3 separate sections.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=Zc1m2f

Updated Text:

Image of model changed to one whole divided into sections.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1088774?page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

"Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee...e=1HSnTo

Updated Text:

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 2, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1088772?page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

"Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ea...e=WkE3nz

Updated Text:

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Measurement, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092937

Original Text:

Each occurance of "Complete the missing parts of the table."; numbers missing from the second row or second column of each table

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=Y712Iw

Updated Text:

"Complete the missing part of the table."; numbers added to the second row or second column of each table

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Measurement, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092937

Original Text:

Each occurance of "Complete the missing parts of the table."; numbers missing from the second row or second column of each table

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EV Hba678tAlKrDbJeJMqoBLSvzWs9dwBlJ3Daz0enoWw?e=9QXep0

Updated Text:

"Complete the missing part of the table."; numbers added to the second row or second column of each table

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1088745

Original Text:

Both instances of "Model the scenario."; image of model divided into three separate sections

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ
e=t3OyCK

Updated Text:

"Draw a diagram to model the scenario."; image of model change to one whole divided into three sections.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Measurement, Explore 4, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1093086

Original Text:

Each occurance of "Complete the missing parts of the table."; numbers missing from the second row of each table

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ
gVLu4uPGfdyKxEBP0Z5MvaGDiMWL8YWoQLTeQ?e=yND3w3

"Complete the missing part of the table."; numbers added to the second row of each table

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Decimals, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22903/elements/1073654

Original Text:

"1"s were missing when student answer showed regrouping

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El e=wif7Np

Updated Text:

"1"s were added to show regrouping

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1088745

Original Text:

Both instances of "Model the scenario."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\ RJBqAKZNSytESFpRCDVIA?e=3vsSm6

Updated Text:

"Draw a diagram to model the scenario."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Measurement, Explore 4, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1093086

Original Text:

Each occurance of "Complete the missing parts of the table."; numbers missing from the second row or second column of each table

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El e=0hTaaR

Updated Text:

"Complete the missing part of the table."; numbers added to the second row or second column of each table

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23238/elements/1094559

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E e=g0vLa6

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 1, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23037/elements/1087594

Original Text:

"4 Resealable bags (per pie)"; "Print and cut apart a set of Pie Pieces. Put each type of pie in a resealable bag."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=D3NhlS

Updated Text:

"4 Resealable bags (per class)"; "Print and cut apart a set of Pie Pieces. Put each type of pie in a resealable bag. Alternatively, collect unlabeled fraction circles to use as pie pieces. Students will need at least 5 sixths for the cherry pie, 12 eighths for the pumpkin pie, 13 fifths for the apple pie, and 7 fourths for the chocolate pie."

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 4, Measurement, Explore 1, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092937

Original Text:

"We could continue to multiply the number of feet by 12 inches for each incomplete part of the table to determine the total number of inches for each foot."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\ qZtDkNIBFk95jZ5vQhb8Bnt1qZLwn7JPggTd4b8b-xQ?e=TohwX9

Updated Text:

"We could continue to multiply the number of feet by 12 inches to determine the total number of inches for each foot until we find the relationship missing in the table."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Measurement, Explore 4, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1093086

Original Text:

"We could continue to multiply the number of hours by 60 minutes for each incomplete part of the table to determine the total number of minutes for each hour."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Efe=z7hiRu

Updated Text:

"We could continue to multiply the number of hours by 60 minutes to determine the total number of minutes for each hour until we find the relationship missing in the table."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4, Multiplication Models and Strategies, Engage, Hook, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23035/elements/1091548

Original Text:

"What shape is the stage? Rectangle"; "How do we find the area of a rectangle? We multiply the sides, the length by width. It is like an array."; "The area of a rectangle is length × width."

Updated Text:

"What shape is the stage? A rectangle or a square"; "How do we find the area of a rectangle or a square? For a rectangle, we multiply the sides, the length by the width. It is like an array.
For a square, we multiply two side lengths."; "The area of a rectangle is length × width and the area of a square is side × side."

Math, Grade 5 (IMRA)

Program: STEMscopes Texas Math - Grade 5

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 5, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes?
page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue9

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 5, How to Use STEMscopes Texas Math, Evaluate

Original URL:
https://app.acceleratelearning.com/scopes/23239/elements/1094720

Original Text:
Minute 2:49 states Standards Progress Tracker

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E6x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:
Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23239/elements/1094699

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=7crjur

Updated Text:

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5, Perimeter, Area, and Volume, Explain, Show What You Know Part 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23041/elements/1090294

Original Text:

Each instance of "Total Number"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EV e=LRg71i

Updated Text:

Changed to "Total Volume"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5, Represent and Interpret Data, Explain, Interactive Notebook, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22942/elements/1076320

Original Text:

The reviewer stated that more space was needed for students to create graphs.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E>
JpR7Xw9jV4r-cGRQ?e=HBd0XA

Updated Text:

More space was added by changing the document from landscape to portrait.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5, Perimeter, Area, and Volume, Explain, Show What You Know Part 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23041/elements/1090294

Original Text:

Each instance of "Total Number"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El
nKd90DA?e=zve2cf

Updated Text:

Changed to "Total Volume"

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23239/elements/1094683

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement

Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Eq
e=g0vLa6

Updated Text:
Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Math, Grade 6 (IMRA)

Program: STEMscopes Texas Math - Grade 6

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 6, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes?
page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue

Original Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated URL:

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 6, How to Use STEMscopes Texas Math, Evaluate

Original URL:
https://app.acceleratelearning.com/scopes/23240/elements/1094769

Original Text:
Minute 2:49 states Standards Progress Tracker

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee
x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:

Section deleted from video

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 6, How to Use STEMscopes Texas Math, Explore

Original URL:
https://app.acceleratelearning.com/scopes/23240/elements/1094749

Original Text:
Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=7crjur

Updated Text:
Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 6, Rational Numbers, Explore 3, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23044/elements/1085326

Original Text:
"Temperatures" card on page 2; temps include: Day 1 = 12; Day 2 = -2.5; Day 3 = 8 7/10; Day 4 = -1.9

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El 7SZizR1gf9-k6G8WPz2w?e=4VVHVz

"Temperatures" card moved to page 1; temps include: Day 1 = 12; Day 2 = -2; Day 3 = 8; Day 4 = -8

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Algebraic Expressions, Explore 4, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22951/elements/1076900

Original Text:

"Determine whether the amount of artwork that is displayed represents an expression or equation."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=tbixBi

Updated Text:

"Determine whether the amount of artwork that is displayed represents an expression or equation. Then write the expression or equation."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Rational Numbers, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23044/elements/1085326

Original Text:

Temperatures section on page 4. "Read each Animal Show Information Card, and locate the rational numbers on your floor number line."; "Write

an inequality statement to compare the warmest temperature and coldest temperature."; "Which day had the smallest absolute value?"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=UOMrTP

Updated Text:

Temperatures section on page 1. "Read the Temperatures Card, and locate the integers on your floor number line."; "Write an inequality statement to compare day 1 to day 2."; "Write an inequality statement to compare day 4 to day 3."; "Write an inequality statement to compare day 2 to day 4."; "Find the absolute value of each day's temperature." Image of number line updated.

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 6, Triangle Properties, Explore 3, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/22959/elements/1077386

Original Text:
"Use the Design Cards to identify where the sides and angles are located on each of the triangle designs."

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=S2yN7W

Updated Text:
"Use the geoboard patterns and Design Cards to identify where the sides and angles are located on each of the triangle designs."

Change Type: Editorial Change
Current Page Number(s):

Location:

Grade 6, Rational Numbers, Explore 4, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23044/elements/1085327

Original Text:

First section under "Earnings and Spendings"; each dollar amount includes: $4.13, $4.25, $1.37, $2.75; number line image from - $4.50 to $4.50

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ET 8dCwdpLQBdg6VBx6TFc7fN1mOcE-4pQ?e=s2tXJv

Updated Text:

First section under "Earnings and Spendings"; each dollar amount changed to: $7.00, $5.00, $2.00, $4.00; number line image updated to -$7.50 to $5.50; all answers on page 1 updated to reflect new dollar amounts.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Rational Numbers, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23044/elements/1085326

Original Text:

Temperatures section on page 4. "Read each Animal Show Information Card, and locate the rational numbers on your floor number line."; "Write an inequality statement to compare the warmest temperature and coldest temperature."; "Which day had the smallest absolute value?"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec e=x1qQyh

Updated Text:

Temperatures section on page 1. "Read the Temperatures Card, and locate the integers on your floor number line."; "Write an inequality statement to compare day 1 to day 2."; "Write an inequality statement to compare day 4 to day 3."; "Write an inequality statement to compare day 2 to day 4."; "Find the absolute value of each day's temperature." Image of number line updated.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Triangle Properties, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22959/elements/1077386

Original Text:

"Use the Design Cards to identify where the sides and angles are located on each of the triangle designs."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ef AZyzjNBsimlzA?e=4AKD4M

Updated Text:

"Use the geoboard patterns and Design Cards to identify where the sides and angles are located on each of the triangle designs."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Rational Numbers, Explore 4, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23044/elements/1085327

Original Text:

First section under "Earnings and Spendings"; each dollar amount includes: $4.13, $4.25, $1.37, $2.75; number line image from - $4.50 to $4.50

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EO o44OgBm5yvsxJ6rK5OSVh2UuKnJw?e=zk9cea

Updated Text:

First section under "Earnings and Spendings"; each dollar amount changed to: $7.00, $5.00, $2.00, $4.00; number line image updated to -$7.50 to $5.50

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Algebraic Expressions, Explore 4, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22951/elements/1076900

Original Text:

"Determine whether the amount of artwork that is displayed represents an expression or equation."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EI e=Xk9TYX

Updated Text:

"Determine whether the amount of artwork that is displayed represents an expression or equation. Then write the expression or equation."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23240/elements/1094685

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 6, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=g0vLa6

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are

included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Rational Numbers, Explore 3, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23044/elements/1085326

Original Text:

"Have students look at the Jumping Contest card."; "What comparison symbols can we use to compare the height that each animal jumped?"; "What would you write to compare Sally's jumping height to Sindy's jumping height? We would write 7.25 > 4 1/2."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=GXGpdX

Updated Text:

"Have students look at the Temperatures card."; "What comparison symbols can we use to compare the temperatures each day during the show?"; "What would you write to compare day 1's temperature to day 2? We would write 12 > -2."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 6, Ratios, Rates, and Unit Rates, Explore 3, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23046/elements/1088756

Original Text:

"Explain the following concept to class: This is a special type of rate. Mathematicians call this rate the unit rate."

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec e=JfmkiC

Updated Text:
"Explain the following concept to class: This is a special type of rate. Mathematicians call this rate the unit rate. Unit rate can also be called the scale factor."

Math, Grade 7 (IMRA)

Program: STEMscopes Texas Math - Grade 7

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 7, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes? page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue%

Original Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY e=aIIgml

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 7, How to Use STEMscopes Texas Math, Evaluate

Original URL:
https://app.acceleratelearning.com/scopes/23241/elements/1094819

Original Text:
Minute 2:49 states Standards Progress Tracker

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee
x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:
Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23241/elements/1094799

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=7crjur

Updated Text:

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, Rational Numbers, Explain, Show What You Know - Part 5, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23047/elements/1085407

Original Text:

"−10 ÷ 5"; "Complete each statement by using the word bank. The dividend (number you are dividing into) is the total length of all the arrows. The divisor (number you are dividing by) is the number of arrows that make up the distance. The quotient (answer) is the length of each arrow." Word Bank included.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=zP08gm

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, Rational Numbers, Explain, Show What You Know - Part 5, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23047/elements/1085407

Original Text:

"−10 ÷ 5"; "Complete each statement by using the word bank. The _____ (number you are dividing into) is the _____ length of all the arrows. The _____ (number you are dividing by) is the number of _____ that make up the distance. The _____ (answer) is the _____ of each arrow." Word Bank included.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E)rYdQdQBefySYd1p4nwgRY_leuW9yg?e=3OEg4k

Updated Text:

"−4 ÷ 0.5"; two new lines added: "−10.5 ÷ 3/4" and "−6 ÷ 0.8"; the following was removed from the file "Complete each statement by using the word bank. The _____ (number you are dividing into) is the _____ length of all the arrows. The _____ (number you are dividing by) is the number of _____ that make up the distance. The _____ (answer) is the _____ of each arrow." Word bank deleted.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, Two-Step Equations and Inequalities, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22973/elements/1078216

Original Text:

"Model and solve the equations in the scenarios using algebra tiles."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=N7ib4T

Updated Text:

"Model and solve the equations in the scenarios using physical or virtual algebra tiles."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, Rational Numbers, Explore 5, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23047/elements/1085274

Original Text:

"David withdrew $14 total from his bank account over a week."; "Melani deposited $12.50 into a bank account each day over 5 days to save up money for equipment for the sports teams."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ET\v2hdEpHWo905fhhcBhywmt57qj5pGIDrUzqooxg?e=TX0mny

Updated Text:

"David withdrew $14 total from his bank account over three and a half days."; "Melani deposited $12.50 into a bank account each day over 2 1/2

days to save up money for equipment for the sports teams." Answers adjusted to reflect changes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, Two-Step Equations and Inequalities, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22973/elements/1078216

Original Text:

"Model and solve the equations in the scenarios using algebra tiles."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(e=DIGsCn

Updated Text:

"Model and solve the equations in the scenarios using physical or virtual algebra tiles."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, Rational Numbers, Explore 5, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23047/elements/1085274

Original Text:

"David withdrew $14 total from his bank account over a week."; "Melani deposited $12.50 into a bank account each day over 5 days to save up money for equipment for the sports teams."

Updated URL:

Updated Text:

"David withdrew $14 total from his bank account over three and a half days."; "Melani deposited $12.50 into a bank account each day over 2 1/2 days to save up money for equipment for the sports teams."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23241/elements/1094703

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec
e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 7, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not

receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
e=g0vLa6

Updated Text:
Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Math, Grade 8 (IMRA)

Program: STEMscopes Texas Math - Grade 8

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 8, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes?
page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue9

Original Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth

assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\e=allgml

Updated Text:
"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 8, How to Use STEMscopes Texas Math, Evaluate

Original URL:
https://app.acceleratelearning.com/scopes/23242/elements/1094869

Original Text:
Minute 2:49 states Standards Progress Tracker

Updated URL:

Updated Text:

Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 8, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23242/elements/1094849

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:

Updated Text:

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 8, Pythagorean Theorem, Evaluate, Standards-Based Assessment, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22998/elements/1079637

Original Text:

"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EF
e=0jFNMz

Updated Text:

"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit. Use the calculator to check your work."

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 8, Pythagorean Theorem, Evaluate, Standards-Based Assessment, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22998/elements/1079637

Original Text:
"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E)
e=1UFMz3

Updated Text:

"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit. Use the calculator to check your work."

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 8, How to Use STEMscopes Texas Math, Sitewide

Original URL:

https://app.acceleratelearning.com/scopes/23242/elements/1094775

Original Text:

Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E
e=ZB0gOi

Updated Text:

Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 8, Growth Measurement Assessments

Original URL:

https://app.acceleratelearning.com/package_assessments

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Algebra I (IMRA)

Program: STEMscopes Texas Math - Algebra I

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes?
page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue%

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY
e=alIgml

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, How to Use STEMscopes Texas Math, Evaluate

Original URL:
https://app.acceleratelearning.com/scopes/23243/elements/1094918

Original Text:
Minute 2:49 states Standards Progress Tracker

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee
x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:
Section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, How to Use STEMscopes Texas Math, Explore

Original URL:

https://app.acceleratelearning.com/scopes/23243/elements/1094898

Original Text:

Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ e=7crjur

Updated Text:

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Properties of Functions, Explain, Show What You Know - Part 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23007/elements/1080172? page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

#2 D: [2, 18] or D:{x|2 ? x ? 18}; #3 R: [5, 30] or R: {y| 5 ? y ? 30}; #4 D: [2, 18] or D: {x | 2 ? x ? 18}; #5 R: [10, 80] or R:{ y| 10 ? y ? 80}; Range expressions in table and red sample answers: {y| y ? ?}, [?2, 2], [0, ?), {y| 0 < y}

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E e=zoR8VZ

Updated Text:

#2 2 ? x ? 18, #3 5 ? y ? 30, #4 2 ? x ? 18, #5 10 ? y ? 80; Range expressions in table and red sample answers: All Real Numbers, ?2 ? y ? 2, y ? 0, 0 < y

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Properties of Functions, Explain, Show What You Know - Part 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23007/elements/1080172?page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

Range expressions in table and red sample answers: {y| y ? ?}, [?2, 2], [0, ?), {y| 0 < y}

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ES HUQnQoB9Nc69h3VDPjNzXL6QyM7kw?e=IlfIOQ

Updated Text:

Range expressions in table and red sample answers: All Real Numbers, ?2 ? y ? 2, y ? 0, 0 < y

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Polynomial Operations, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23055/elements/1092332

Original Text:

"Write the terms from the area models."

Updated Text:

"Write the terms from the area models to express the distributive property." Sample answers added to reflect new request.

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Polynomial Operations, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23055/elements/1092332

Original Text:

"Write the terms from the area models."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee
4VLh3hmVqwJRgwBzsrAWwdsg-bHgJhzDnUYsA?e=bnSC8V

Updated Text:

"Write the terms from the area models to express the distributive property."

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Solve Quadratics, Home, Scope Overview, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23027/elements/1092126

Original Text:

Standards of Mathematical Practice; MP4. Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP5. Use appropriate tools strategically: Students will use available tools and recognize the strengths and limitations of each. Students will decide when to use appropriate tools such as graphing calculators, algebra tiles, and area models. MP8. Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for

generalizations and shortcuts. Students will make connections between patterns noticed in modeling and algebraic methods.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E>qvF41r8EPWEl2_M8g?e=fitV2l

Updated Text:
Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change
Current Page Number(s):

Location:
Algebra I, Properties of Functions, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23007/elements/1087879

Original Text:
Standards of Mathematical Practice; MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EPEBAqwYlc4b_HI9NOg-0w8J_w?e=SUFSgz

Updated Text:
Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Parallel and Perpendicular Lines, Home, Scope Overview, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23014/elements/1092123

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.4 Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.5 Use appropriate tools strategically: Students will use mathematical models for visualizing and analyzing information.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El A_TVwOvjaPA?e=nY64N7

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas.

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Graphs of Quadratic Functions, Home, Scope Overview, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23024/elements/1092124

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will see relationships between various representations. MP.2 Reason abstractly and quantitatively: Students will attend to the meanings of quantities, not just how to compute them. MP.6 Attend to precision: Students will understand the meanings of symbols used in mathematics and will label quantities appropriately.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ES e=Pxu8vK

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Arithmetic and Geometric Sequences, Home, Scope Overview, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23013/elements/1092122

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will interpret and understand the meaning of a problem by looking for starting points and analyzing what is given. Students will see relationships between various representations. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. Students will reflect on whether their result makes sense, possibly improving or revising the model. MP.7 Look for and make use of structure: Students will look for the overall structure and patterns in mathematics. Students will see complicated things as single objects or as being composed of several objects. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations. Students will see the overall process of the problem and still attend to the details.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Efe=FfejRS

Updated Text:

Mathematical Process Standards; (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas

and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Systems of Equations, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23016/elements/1092121

Original Text:
Standards of Mathematical Practice; MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in construction arguments. Students will justify conclusions with mathematical ideas. Students will compare two arguments and determine correct or flawed logic. MP.6 Attend to precision: Students will calculate efficiently and accurately. Students will communicate precisely with others and try to use clear mathematical language when discussing their reasoning. MP.7 Look for and make use of structure: Students will apply general mathematical rules to specific situations. Students will look for the overall structure and patterns in mathematics.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Efe=cecaJg

Updated Text:
Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math,

estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Quadratic Extensions, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23025/elements/1092125

Original Text:
Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will decontextualize and contextualize quantitative relationships. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee e=CEjACw

Updated Text:
Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and

evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Polynomial Operations, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23055/elements/1092117

Original Text:
Standards of Mathematical Practice; MP.5 Model with mathematics: Students will use mathematical models for visualizing and analyzing information. They will use available tools and recognize the strengths and limitations of each. MP.6 Attend to precision: Students will calculate efficiently and accurately. Students will understand the meanings of symbols used in mathematics and will label quantities appropriately. MP.8 Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for generalizations and shortcuts. Students will understand the broader applications of patterns and see the structures in similar situations.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E)
GiaqitPw?e=Y0XkNg

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Inequalities and Systems of Inequalities, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23053/elements/1092120

Original Text:
Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.4 Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.5 Use appropriate tools strategically: Students will use mathematical models for visualizing and analyzing information.

Updated URL:

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Exponential Functions and Models, Home, Scope Overview, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23019/elements/1092118

Original Text:

Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will create logical representations of problems. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical

situation. MP.8 Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for generalizations and shortcuts. Students will understand the broader application of patterns and see the structure in similar situations.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El 9SJA?e=YYPb5K

Updated Text:
Mathematical Process Standards; (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Solve Equations, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23010/elements/1087881

Original Text:
Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will be able to decontextualize and contextualize quantitative relationships. MP.3 Make sense of problems and persevere in solving them: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in

constructing arguments. Students will justify conclusions with

mathematical ideas. Students will listen to the arguments of others and ask useful questions to determine if an argument makes sense. MP.4 Model with mathematics: Students will understand this is a way to reason quantitatively and abstractly. Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either

with an equation or a diagram and interpret the results of a mathematical situation.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E>
e=Qm9Aq9

Updated Text:
Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change
Current Page Number(s):
Location:

Algebra I, Properties of Exponents and Radicals, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23054/elements/1092119

Original Text:
Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. Students will listen to the arguments of others and ask useful questions to determine if an argument makes sense. MP.7 Look for and make use of structure: Students will apply general mathematical rules to specific situations. Students will

look for the overall structure and patterns in mathematics.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ
e=WedTgK

Updated Text:
Mathematical Process Standards; (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Linear Functions and Models, Home, Scope Overview, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23056/elements/1087878

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere solving them: Students will see relationships between various representations. MP.2 Reason abstractly and quantitatively: Students will be able to decontextualize and contextualize quantitative

relationships. MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. MP.4 Model with mathematics: Students will be able to simplify a complex problem and identify important quantities to look at relationships. Students will apply the math they know to solve problems in everyday life. MP.8 Look for and express regularity in repeated reasoning: Students will generalize a formula after repeated numerical calculations.

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E -LqXVpRBtgNnRMzOR3oB8coo815BIidxTJCQ0_QwCQ?e=jQ5cA3

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications

using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Factors of Polynomials, Home, Scope Overview, Print Files

Original URL:
https://app.acceleratelearning.com/scopes/23022/elements/1092116

Original Text:
Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will monitor their progress and change their approach if necessary. Students will see relationships between various representations. MP.5 Use appropriate tools strategically: Students will use technological tools to deepen their understanding of mathematics. Students will use mathematical models for visualizing and analyzing information.

MP.7 Look for and make use of structure: Students will look for the overall structure and patterns in mathematics. Students will see complicated things as single objects or as being composed of several objects.

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ET 1iBA?e=eGMWFk

Updated Text:
Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and

evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, How to Use STEMscopes Texas Math, Sitewide

Original URL:
https://app.acceleratelearning.com/scopes/23243/elements/1094826

Original Text:
Minute 0:42 states 1-2 Explore activities but screen says 1-3

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec e=ZB0gOi

Updated Text:
Minute 0:43 changed 1-2 to 1-3

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Growth Measurement Assessments

Original URL:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E
e=g0vLa6

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Change Type: Editorial Change
Current Page Number(s):
Location:
Algebra I, Systems of Equations, Explore 4, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23016/elements/1080682

Original Text:

"For example, if both equations have the same isolated variable, then using a graph is most efficient."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E
gvxq7imw1oTw?e=ziKnwc

Updated Text:

"For example, when the isolated variable in both equations is the dependent variable, then using a graph is most efficient. When the independent variable is isolated in both equations, then it is more efficient to use either substitution or elimination."

Change Type: Editorial Change

Current Page Number(s):

Location:

Algebra I, Solve Equations, Explain, Language Connections, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23010/elements/1093562

Original Text:

"I like to eat the fruit _____."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\ 2vFEn4X--gbPeQIBL4lKjkMzLTdV2ATQlbDJ4w?e=hKG9zB

Updated Text:

"The fruit I like best is _____."

Publisher: Alba Educational Consulting, LLC

Math, Grade K (IMRA)

Program: Progressions by Alba Math Grade K

Component: Progressions by Alba Math Grade K - Teacher Guide (ISBN: 9798990409019)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6: Money & Personal Financial Literacy -> Lesson Title: My Future as a _____!

Original URL:

https://albamath-mbx-cloud.mathprogression.com/content/secure/870/165288/assests/Unit_6_N

Original Text:

When I Grow Up (Peppa Pig) by Marilyn Easton is out of print. This book has been replaced by Maybe You Should Fly a Jet! Maybe You Should Be a Vet! by Dr. Seuss.

Updated URL:

https://drive.google.com/file/d/1EoFx4Qswh8MnU8ycIrv5G1L0fSIpLkSq/vie usp=sharing

Updated Text:

When I Grow Up (Peppa Pig) by Marilyn Easton is out of print. This book has been replaced by Maybe You Should Fly a Jet! Maybe You Should Be a Vet! by Dr. Seuss.

Math, Grade 1 (IMRA)

Program: Progressions by Alba Math Grade 1

Component: Progressions by Alba Math Grade 1 Teacher Guide (ISBN: 9798990409026TG)

Change Type: Editorial Change

Current Page Number(s):

Location:

Progressions by Alba Math Grade 1, Unit 5: Addition & Subtraction Part 2

Original URL:

https://albamath-mbx-cloud.mathprogression.com/content/secure/870/165289/assests/Unit_5_A

Original Text:

File was missing the Tallest Tower Display Cards

Updated URL:

https://drive.google.com/file/d/1aziXDDmzcSyE8wTkViwc5blnlixsdZ4Q/view usp=sharing

Publisher: Kiddom

Math, Grade K (IMRA)

Program: Texas Math: Grade K Powered by Kiddom

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a36bc-f137-11ee-8fdf-066a39b724af

Original Text:

There were 5 balls on the playground.

Updated URL:

N/A

Updated Text:

Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36927e0-f137-11ee-bdf5-066a39b724af

Original Text:
"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated URL:
N/A

Updated Text:
"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 1, Student Facing Task

Original URL:
https://drive.google.com/file/d/1uIyTVShpKixQyclUKNm4JVLwkZ0zBRjw/view?usp=sharing

Original Text:
Write the names and values of the coins you know.

Updated URL:
N/A

Updated Text:
Write the names and values of the coins you know. Dimes. Penny. Nickel. Quarter.

Change Type: Editorial Change
Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated URL:

N/A

Updated Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a1de0-f137-11ee-8e33-066a39b724af

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated URL:
N/A

Updated Text:
"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 14, Activity 1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-f137-11ee-91e1-066a39b724af

Original Text:
Students will have will have to drag and drop answers to match the statement lists

Updated URL:
N/A

Updated Text:
Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 11, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38813f4-f137-11ee-9e13-066a39b724af

Original Text:

Count to 90 1-2 times as a class.

Updated URL:

N/A

Updated Text:

Count to 90 1-2 times as a class.

"Can we count higher than 90?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated URL:

N/A

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find _____. There are _____ objects in my community."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

Original URL:

https://drive.google.com/file/d/1bLGs6jBXtDXcozb2redY7xqjfh4l_4j9/view?usp=sharing

Original Text:

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated URL:

N/A

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2,Lesson 5, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:

Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated URL:

N/A

Updated Text:

Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated URL:

N/A

Updated Text:

""Work together with your group to get enough pencils so that every person in the group is equal to one pencil."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 13, Acitvity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36980b9-f137-11ee-83a6-066a39b724af

Original Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated URL:

N/A

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 22, Activity 2, Activity Section

Original URL:

https://drive.google.com/file/d/1VtzmeZY8jjKmj9MT4YuPqdgtROMJKwjK/viusp=sharing

Original Text:

Distribute scenario cards to groups of students.

Updated URL:

N/A

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36b3b12-f137-11ee-9cf6-066a39b724af

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated URL:

N/A

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. As students explain highlight vocabulary words that will be used in the lesson."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 5, Actvity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:
shower

Updated URL:
N/A

Updated Text:
show

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a3634-f137-11ee-8fd4-066a39b724af

Original Text:

There were 4 markers at school.

Updated URL:

N/A

Use drawings to solve the problem. There were 4 markers at school.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3696964-f137-11ee-820b-066a39b724af

Original Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language. Consider providing the sentence stem, "I counted by __." to support students use of academic language."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 14, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-f137-11ee-91e1-066a39b724af

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated URL:

N/A

Updated Text:

Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 2: Launch

Original URL:

https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF\
pli=1

Original Text:

"Are there enough pencils at your table for each student to get one?"

Updated URL:

N/A

Updated Text:

"Are the number of pencils at your table equal to the number of students at your table?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 16, Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-\
bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a5888-\
f137-11ee-921b-066a39b724af

Original Text:

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated URL:

N/A

Updated Text:

"Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

Original URL:

https://drive.google.com/file/d/1bLGs6jBXtDXcozb2redY7xqjfh4l_4j9/view?usp=sharing

Original Text:

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated URL:

N/A

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2,Lesson 5, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:

Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated URL:

N/A

Updated Text:

Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 15, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a57ec-f137-11ee-9211-066a39b724af

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated URL:

N/A

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction.".

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3: Lesson 6: Activity 1: Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d031-f137-11ee-88e9-066a39b724af

Original Text:

If needed, ask "What is the name of this shape?"

Updated URL:

N/A

Updated Text:
"What is the name of this shape?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 9, Activity 2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a36bc-f137-11ee-8fdf-066a39b724af

Original Text:
There were 5 balls on the playground.

Updated URL:
N/A

Updated Text:
Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c410-f137-11ee-881c-066a39b724af

Original Text:
Invite students to place their object on one part of the carpet or table.

Updated URL:

N/A

Updated Text:

Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a _____." Shapes ____ and _____ are both circles."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36b3b12-f137-11ee-9cf6-066a39b724af

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated URL:

N/A

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. As students explain highlight vocabulary words that will be used in the lesson."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 19, Lesson Snythesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3895aa7-f137-11ee-aa95-066a39b724af

Original Text:

"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated URL:

N/A

Updated Text:

Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4: Lesson 15: Activity 1: Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-f137-11ee-91e1-066a39b724af

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388449a-f137-11ee-a08d-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 2: Launch

Original URL:

https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF\
pli=1

Original Text:

"Are there enough pencils at your table for each student to get one?"

Updated URL:

N/A

Updated Text:

"Are the number of pencils at your table equal to the number of students at your table?"

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 4, Lesson 16, Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-\
bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a5888-\
f137-11ee-921b-066a39b724af

Original Text:

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated URL:

N/A

Updated Text:

"Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 5, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695ac7-f137-11ee-8116-066a39b724af

Original Text:

"Today we made groups that had more, fewer, or the same number of objects as a given group...."

Updated URL:

N/A

Updated Text:

Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Student-facing Task Statement

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"Sort the shape cards into two groups."

Updated URL:

N/A

Updated Text:

"Sort the irregular two-dimensional figures into groups."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 15, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a57ec-f137-11ee-9211-066a39b724af

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated URL:

N/A

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction.".

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

Original URL:

https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF\
pli=1

Original Text:

Represent the data shown in your table in a picture graph.

Updated URL:

N/A

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday. Represent the data shown in your table in a picture graph.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 7, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d55a-f137-11ee-8946-066a39b724af

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say

when they present to the class. "Practice what you will say when you share with the class. Talk about what is

important to say, and decide who will speak and who will show."

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. "Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, "The _____ straw was shorter than the _____ straw."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 21, Activity 1, Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369a45b-f137-11ee-8605-066a39b724af

Original Text:

"Work with your partner to figure out which number is more. Circle the number that is more."

Updated URL:

N/A

Updated Text:

"Work with your partner to figure out which number is more, which means greater. Circle the number that is more.".

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36b3b12-f137-11ee-9cf6-066a39b724af

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated URL:

N/A

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and

expressions. As students explain highlight vocabulary words that will be used in the lesson."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated URL:

N/A

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388da58-f137-11ee-a5ef-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new

number aloud. Listen for and clarify questions about adding and taking away.

Updated URL:

N/A

Updated Text:

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4: Lesson 15: Activity 1: Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-f137-11ee-91e1-066a39b724af

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated URL:

N/A

Updated Text:

Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 19, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699dae-f137-11ee-8592-066a39b724af

Original Text:
Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Updated URL:
N/A

Updated Text:
Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 8, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:
Tell your partner what happened in the story.

Updated URL:
N/A

Updated Text:
Use your two-color counters to tell your partner what happened in the story.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 5, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695ac7-f137-11ee-8116-066a39b724af

Original Text:

"Today we made groups that had more, fewer, or the same number of objects as a given group...."

Updated URL:

N/A

Updated Text:

Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

Original URL:

https://drive.google.com/file/d/1_hhS9n7p2Yan8mmoXJddueBihMj80fi3/vi

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frams: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking, Reading, Representing"

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 19, Activity 2, Activity Snythesis

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3895aa7-f137-11ee-aa95-066a39b724af

Original Text:
"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated URL:
N/A

Updated Text:
"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 19, Activity 2, Synthesis

Original URL:

https://drive.google.com/file/d/1UH843gasyzF2hinZGNSEJsl98hb_UoKb/view?usp=sharing

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated URL:

N/A

Updated Text:

" How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 7, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d55a-f137-11ee-8946-066a39b724af

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say

when they present to the class. "Practice what you will say when you share with the class. Talk about what is

important to say, and decide who will speak and who will show."

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the

class. "Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, "The _____ straw was shorter than the _____ straw."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369a45b-f137-11ee-8605-066a39b724af

Original Text:
9

Updated URL:
N/A

Updated Text:
I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 1, Warm-up, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388bf24-f137-11ee-a4e6-066a39b724af

Original Text:

Stop counting and recording at 77.

Updated URL:

N/A

Updated Text:

Stop counting and recording at 100.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369127b-f137-11ee-bca5-066a39b724af

Original Text:

3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated URL:

N/A

Updated Text:

3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 16, Warm Up

Original URL:

https://drive.google.com/file/d/1Bo24CgWKy60vwtsSOnplmdpMJcfME16t/ usp=sharing

Original Text:

image

Updated URL:

N/A

Updated Text:

update image

https://drive.google.com/file/d/1W6Q4yvl1aMplQyWlTx8vz0hTCPPLih6v/vi

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 19, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699dae-f137-11ee-8592-066a39b724af

Original Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay

there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Updated URL:
N/A

Updated Text:
Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"Display a couple of shape cards"

Updated URL:

N/A

Updated Text:

"Display a couple of irregular shape cards"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 10, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38885dd-f137-11ee-a2c9-066a39b724af

Original Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

Updated URL:

N/A

Updated Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated URL:

N/A

Updated Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 19, Activity 2, Activity Snythesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3895aa7-f137-11ee-aa95-066a39b724af

Original Text:

"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated URL:

N/A

Updated Text:

"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 19, Activity 1, Questions 1-3

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699cce-f137-11ee-8582-066a39b724af

Original Text:

things

Updated URL:

N/A

Updated Text:

items

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 11, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38813f4-f137-11ee-9e13-066a39b724af

Original Text:

Count to 90 1-2 times as a class.

Updated URL:

N/A

Updated Text:

Count to 90 1-2 times as a class.

"Can we count higher than 90?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-f137-11ee-9482-066a39b724af

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite students to chorally repeat this sentence in unison 1-2 times.

Updated URL:

N/A

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 8, Lesson 17, Activity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d389437a-f137-11ee-a9c9-066a39b724af

Original Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated URL:

N/A

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 3, Lesson 4, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated URL:
N/A

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369127b-f137-11ee-bca5-066a39b724af

Original Text:
3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated URL:
N/A

Updated Text:
3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated URL:

N/A

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find ____. There are ____ objects in my community."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-f137-11ee-9482-066a39b724af

Original Text:

Complete the recording sheet with a drawing and an expression.

Updated URL:

N/A

Updated Text:

Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 6, Lesson 22, Activity 2, Activity Section

Original URL:

https://drive.google.com/file/d/1VtzmeZY8jjKmj9MT4YuPqdgtROMJKwjK/viusp=sharing

Original Text:

Distribute scenario cards to groups of students.

Updated URL:

N/A

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 7, Lesson 10, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38885dd-f137-11ee-a2c9-066a39b724af

Original Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

Updated URL:
N/A

Updated Text:
Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:
"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated URL:
N/A

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a3634-f137-11ee-8fd4-066a39b724af

Original Text:

There were 4 markers at school.

Updated URL:

N/A

Updated Text:

Use drawings to solve the problem. There were 4 markers at school.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 8, Activity 2, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3691c95-f137-11ee-bd3e-066a39b724af

Original Text:

Match the cards that have the same number of things.

Updated URL:

N/A

Updated Text:

Match the cards that have the same number of items.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 1, Student Facing Task

Original URL:

https://drive.google.com/file/d/1uIyTVShpKixQyclUKNm4JVLwkZ0zBRjw/vie
usp=sharing

Original Text:

Write the names and values of the coins you know.

Updated URL:

N/A

Updated Text:

Write the names and values of the coins you know. Dimes. Penny. Nickel.
Quarter.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-
bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-
f137-11ee-9482-066a39b724af

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite
students to chorally repeat this sentence in unison 1-2 times.

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

N/a

Updated URL:

N/A

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 14, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-

[f137-11ee-91e1-066a39b724af](#)

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated URL:

N/A

Updated Text:

Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-f137-11ee-9482-066a39b724af

Original Text:

Complete the recording sheet with a drawing and an expression.

Updated URL:

N/A

Updated Text:

Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

Original URL:

https://drive.google.com/file/d/1bLGs6jBXtDXcozb2redY7xqjfh4l_4j9/view?usp=sharing

Original Text:

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated URL:

N/A

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369f603-f137-11ee-8b70-066a39b724af

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c410-f137-11ee-881c-066a39b724af

Original Text:

Invite students to place their object on one part of the carpet or table.

Updated URL:

N/A

Updated Text:

Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a ____." Shapes ___ and ____ are both circles."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 1, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388c481-f137-11ee-a51a-066a39b724af

Original Text:

Draw two representations, labelled Tyler and Priya:

Updated URL:

N/A

Updated Text:

Draw two representations, labeled Tyler and Priya:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a36bc-f137-11ee-8fdf-066a39b724af

Original Text:

There were 5 balls on the playground.

Updated URL:

N/A

Updated Text:

Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388449a-f137-11ee-a08d-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 8, Activity 2, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3691c95-f137-11ee-bd3e-066a39b724af

Original Text:

Match the cards that have the same number of things.

Updated URL:

N/A

Updated Text:

Match the cards that have the same number of items.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36927e0-f137-11ee-bdf5-066a39b724af

Original Text:

"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated URL:
N/A

Updated Text:
"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:
MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated URL:
N/A

Updated Text:
MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 1, Lesson 11, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

N/a

Updated URL:

N/A

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 14, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-f137-11ee-91e1-066a39b724af

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated URL:

N/A

Updated Text:

Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a1de0-f137-11ee-8e33-066a39b724af

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated URL:

N/A

Updated Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

Original URL:

https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF\
pli=1

Original Text:

Represent the data shown in your table in a picture graph.

Updated URL:

N/A

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday. Represent the data shown in your table in a picture graph.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369f603-f137-11ee-8b70-066a39b724af

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 15, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a57ec-f137-11ee-9211-066a39b724af

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated URL:

N/A

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction.".

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369f603-f137-11ee-8b70-066a39b724af

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388da58-f137-11ee-a5ef-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new

number aloud. Listen for and clarify questions about adding and taking away.

Updated URL:

N/A

Updated Text:

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 1, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388c481-f137-11ee-a51a-066a39b724af

Original Text:

Draw two representations, labelled Tyler and Priya:

Updated URL:

N/A

Updated Text:

Draw two representations, labeled Tyler and Priya:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3: Lesson 6: Activity 1: Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d031-f137-11ee-88e9-066a39b724af

Original Text:

If needed, ask "What is the name of this shape?"

Updated URL:

N/A

Updated Text:

"What is the name of this shape?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36b3b12-f137-11ee-9cf6-066a39b724af

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated URL:

N/A

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. As students explain highlight vocabulary words that will be used in the lesson."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36927e0-f137-11ee-bdf5-066a39b724af

Original Text:

"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated URL:

N/A

Updated Text:

"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 5, Actvity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:

shower

Updated URL:

N/A

Updated Text:

show

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

Original URL:

https://drive.google.com/file/d/1_hhS9n7p2Yan8mmoXJddueBihMj80fi3/vi

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frams: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking, Reading, Representing"

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a1de0-f137-11ee-8e33-066a39b724af

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated URL:
N/A

Updated Text:
"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1: Lesson 10: Activity 2: Launch

Original URL:
https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF\
pli=1

Original Text:
"Are there enough pencils at your table for each student to get one?"

Updated URL:
N/A

Updated Text:
"Are the number of pencils at your table equal to the number of students at your table?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

Original Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language. Consider providing the sentence stem, "I counted by __." to support students use of academic language."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

Original URL:

Original Text:
9

Updated URL:
N/A

Updated Text:
I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 4, Student-facing Task Statement

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:
"Sort the shape cards into two groups."

Updated URL:
N/A

Updated Text:
"Sort the irregular two-dimensional figures into groups."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 7, Activity 1, Access for English Language Learners

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d55a-

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say

when they present to the class. "Practice what you will say when you share with the class. Talk about what is

important to say, and decide who will speak and who will show."

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. "Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, "The _____ straw was shorter than the _____ straw."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3: Lesson 6: Activity 1: Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d031-f137-11ee-88e9-066a39b724af

Original Text:

If needed, ask "What is the name of this shape?"

Updated URL:

N/A

Updated Text:

"What is the name of this shape?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 21, Activity 1, Questions 1-2

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369a45b-f137-11ee-8605-066a39b724af

Original Text:
"Work with your partner to figure out which number is more. Circle the number that is more."

Updated URL:
N/A

Updated Text:
"Work with your partner to figure out which number is more, which means greater. Circle the number that is more.".

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:
"Display a couple of shape cards"

Updated URL:

N/A

Updated Text:
"Display a couple of irregular shape cards"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 5, Actvity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:
shower

Updated URL:
N/A

Updated Text:
show

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4: Lesson 15: Activity 1: Question 1

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-f137-11ee-91e1-066a39b724af

Original Text:
Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 19, Lesson Snythesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3895aa7-f137-11ee-aa95-066a39b724af

Original Text:

"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated URL:

N/A

Updated Text:

Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 19, Activity 1, Questions 1-3

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699cce-f137-11ee-8582-066a39b724af

Original Text:

things

Updated URL:

N/A

Updated Text:

items

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3696964-f137-11ee-820b-066a39b724af

Original Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language. Consider providing the sentence stem, "I counted by __." to support students use of academic language."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 5, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695ac7-f137-11ee-8116-066a39b724af

Original Text:
"Today we made groups that had more, fewer, or the same number of objects as a given group…."

Updated URL:
N/A

Updated Text:
Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 17, Activity 1, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d389437a-f137-11ee-a9c9-066a39b724af

Original Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated URL:

N/A

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 3, Lesson 4, Student-facing Task Statement

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"Sort the shape cards into two groups."

Updated URL:

N/A

Updated Text:

"Sort the irregular two-dimensional figures into groups."

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 3, Lesson 19, Activity 2, Synthesis

Original URL:

https://drive.google.com/file/d/1UH843gasyzF2hinZGNSEJsl98hb_UoKb/view?usp=sharing

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated URL:

N/A

Updated Text:

" How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated URL:

N/A

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find _____. There are _____ objects in my community."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 21, Activity 1, Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369a45b-f137-11ee-8605-066a39b724af

Original Text:

"Work with your partner to figure out which number is more. Circle the number that is more."

Updated URL:

N/A

Updated Text:

"Work with your partner to figure out which number is more, which means greater. Circle the number that is more.".

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated URL:

N/A

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 1, Warm-up, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388bf24-f137-11ee-a4e6-066a39b724af

Original Text:

Stop counting and recording at 77.

Updated URL:

N/A

Updated Text:

Stop counting and recording at 100.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated URL:
N/A

Updated Text:
""Work together with your group to get enough pencils so that every person in the group is equal to one pencil."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 19, Lesson Snythesis

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3895aa7-f137-11ee-aa95-066a39b724af

Original Text:
"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated URL:
N/A

Updated Text:
Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 19, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699dae-f137-11ee-8592-066a39b724af

Original Text:
Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Updated URL:
N/A

Updated Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 1, Student Facing Task

Original URL:
https://drive.google.com/file/d/1uIyTVShpKixQyclUKNm4JVLwkZ0zBRjw/vie
usp=sharing

Original Text:
Write the names and values of the coins you know.

Updated URL:
N/A

Updated Text:

Write the names and values of the coins you know. Dimes. Penny. Nickel. Quarter.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 8, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:

Tell your partner what happened in the story.

Updated URL:

N/A

Updated Text:

Use your two-color counters to tell your partner what happened in the story.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 19, Activity 2, Activity Snythesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3895aa7-f137-11ee-aa95-066a39b724af

Original Text:

"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated Text:

"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 19, Activity 2, Synthesis

Original URL:

https://drive.google.com/file/d/1UH843gasyzF2hinZGNSEJsl98hb_UoKb/vie usp=sharing

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated URL:

N/A

Updated Text:

" How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-f137-11ee-9482-066a39b724af

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite students to chorally repeat this sentence in unison 1-2 times.

Updated URL:

N/A

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 6, Lesson 11, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38813f4-f137-11ee-9e13-066a39b724af

Original Text:

Count to 90 1-2 times as a class.

Updated URL:

N/A

Updated Text:

Count to 90 1-2 times as a class.

"Can we count higher than 90?"

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

Original URL:

https://drive.google.com/file/d/1bLGs6jBXtDXcozb2redY7xqjfh4l_4j9/view?usp=sharing

Original Text:

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated URL:

N/A

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 1, Warm-up, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388bf24-f137-11ee-a4e6-066a39b724af

Original Text:

Stop counting and recording at 77.

Updated URL:

N/A

Updated Text:

Stop counting and recording at 100.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369127b-f137-11ee-bca5-066a39b724af

Original Text:

3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated URL:

N/A

Updated Text:

3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a36bc-f137-11ee-8fdf-066a39b724af

Original Text:

There were 5 balls on the playground.

Updated URL:

N/A

Updated Text:

Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 13, Acitvity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36980b9-f137-11ee-83a6-066a39b724af

Original Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 10, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38885dd-f137-11ee-a2c9-066a39b724af

Original Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that

looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

Updated URL:
N/A

Updated Text:
Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 8, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:
Tell your partner what happened in the story.

Updated URL:
N/A

Updated Text:
Use your two-color counters to tell your partner what happened in the story.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated URL:

N/A

Updated Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 8, Activity 2, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3691c95-

Original Text:

Match the cards that have the same number of things.

Updated URL:

N/A

Updated Text:

Match the cards that have the same number of items.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 11, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38813f4-f137-11ee-9e13-066a39b724af

Original Text:

Count to 90 1-2 times as a class.

Updated URL:

N/A

Updated Text:

Count to 90 1-2 times as a class.

"Can we count higher than 90?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

N/a

Updated URL:

N/A

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 15, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a57ec-f137-11ee-9211-066a39b724af

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated URL:

N/A

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction.".

Change Type: Editorial Change

Current Page Number(s):

Location:
Unit 2,Lesson 5, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:
Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated URL:
N/A

Updated Text:
Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-f137-11ee-9482-066a39b724af

Original Text:
Complete the recording sheet with a drawing and an expression.

Updated URL:
N/A

Updated Text:
Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 13, Acitvity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36980b9-f137-11ee-83a6-066a39b724af

Original Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated URL:

N/A

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 22, Activity 2, Activity Section

Original URL:

https://drive.google.com/file/d/1VtzmeZY8jjKmj9MT4YuPqdgtROMJKwjK/viusp=sharing

Original Text:

Distribute scenario cards to groups of students.

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 1, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388c481-f137-11ee-a51a-066a39b724af

Original Text:

Draw two representations, labelled Tyler and Priya:

Updated URL:

N/A

Updated Text:

Draw two representations, labeled Tyler and Priya:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated URL:
N/A

Updated Text:
"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 8, Activity 2, Support for English Language Learners

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3691c95-f137-11ee-bd3e-066a39b724af

Original Text:
Match the cards that have the same number of things.

Updated URL:
N/A

Updated Text:
Match the cards that have the same number of items.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a3634-f137-11ee-8fd4-066a39b724af

Original Text:

There were 4 markers at school.

Updated URL:

N/A

Updated Text:

Use drawings to solve the problem. There were 4 markers at school.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 2: Launch

Original URL:

https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF
pli=1

Original Text:

"Are there enough pencils at your table for each student to get one?"

Updated URL:

N/A

Updated Text:

"Are the number of pencils at your table equal to the number of students at your table?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 5, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695ac7-f137-11ee-8116-066a39b724af

Original Text:

"Today we made groups that had more, fewer, or the same number of objects as a given group...."

Updated URL:

N/A

Updated Text:

Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 16, Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a5888-f137-11ee-921b-066a39b724af

Original Text:

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated URL:

N/A

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a1de0-f137-11ee-8e33-066a39b724af

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated URL:

N/A

Updated Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 16, Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a5888-

Original Text:

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated URL:

N/A

Updated Text:

"Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 7, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d55a-f137-11ee-8946-066a39b724af

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say

when they present to the class. "Practice what you will say when you share with the class. Talk about what is

important to say, and decide who will speak and who will show."

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. "Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, "The _____ straw was shorter than the _____ straw."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2,Lesson 5, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:
Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated URL:
N/A

Updated Text:
Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

Original URL:
https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF'pli=1

Original Text:

Represent the data shown in your table in a picture graph.

Updated URL:

N/A

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday. Represent the data shown in your table in a picture graph.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369f603-f137-11ee-8b70-066a39b724af

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 22, Activity 2, Activity Section

Original URL:

https://drive.google.com/file/d/1VtzmeZY8jjKmj9MT4YuPqdgtROMJKwjK/viusp=sharing

Original Text:

Distribute scenario cards to groups of students.

Updated URL:

N/A

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 1, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388c481-f137-11ee-a51a-066a39b724af

Original Text:

Draw two representations, labelled Tyler and Priya:

Updated URL:

N/A

Updated Text:

Draw two representations, labeled Tyler and Priya:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c410-f137-11ee-881c-066a39b724af

Original Text:

Invite students to place their object on one part of the carpet or table.

Updated URL:

N/A

Updated Text:

Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a _____." Shapes ___ and _____ are both circles."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4: Lesson 15: Activity 1: Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a551f-f137-11ee-91e1-066a39b724af

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated URL:

N/A

Updated Text:

Students will have to drag and drop answers to match the statement lists

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a3634-f137-11ee-8fd4-066a39b724af

Original Text:

There were 4 markers at school.

Updated URL:

N/A

Updated Text:

Use drawings to solve the problem. There were 4 markers at school.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36927e0-f137-11ee-bdf5-066a39b724af

Original Text:

"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated URL:

N/A

Updated Text:

"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388449a-f137-11ee-a08d-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 19, Activity 2, Activity Snythesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3895aa7-f137-11ee-aa95-066a39b724af

Original Text:

"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated URL:

N/A

Updated Text:

"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

Original URL:

https://drive.google.com/file/d/1_hhS9n7p2Yan8mmoXJddueBihMj80fi3/vi

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frams: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking, Reading, Representing"

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 9, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3696964-f137-11ee-820b-066a39b724af

Original Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language.

Updated URL:

N/A

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language. Consider providing the sentence stem, "I counted by __." to support students use of academic language."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

Original URL:

https://docs.google.com/document/d/18ICnSNRCTYb0nqMi2YeDUe1qmlF\pli=1

Original Text:

Represent the data shown in your table in a picture graph.

Updated URL:

N/A

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday. Represent the data shown in your table in a picture graph.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369a45b-f137-11ee-8605-066a39b724af

Original Text:

9

Updated URL:

N/A

Updated Text:

I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-

[f137-11ee-8826-066a39b724af](#)

Original Text:

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated URL:
N/A

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c410-f137-11ee-881c-066a39b724af

Original Text:
Invite students to place their object on one part of the carpet or table.

Updated URL:
N/A

Updated Text:
Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a ____." Shapes ___ and ____ are both circles."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3: Lesson 6: Activity 1: Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369d031-f137-11ee-88e9-066a39b724af

Original Text:

If needed, ask "What is the name of this shape?"

Updated URL:

N/A

Updated Text:

"What is the name of this shape?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388da58-f137-11ee-a5ef-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new

number aloud. Listen for and clarify questions about adding and taking away.

Updated URL:

N/A

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 19, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699dae-f137-11ee-8592-066a39b724af

Original Text:
Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Updated Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388449a-f137-11ee-a08d-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated URL:
N/A

Updated Text:
MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 5, Actvity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3695963-f137-11ee-8100-066a39b724af

Original Text:
shower

Updated URL:
N/A

Updated Text:
show

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 19, Lesson Snythesis

Original URL:

Original Text:

"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated URL:

N/A

Updated Text:

Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

Original URL:

https://drive.google.com/file/d/1_hhS9n7p2Yan8mmoXJddueBihMj80fi3/vi

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frams: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking, Reading, Representing"

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 19, Activity 1, Questions 1-3

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699cce-f137-11ee-8582-066a39b724af

Original Text:

things

Updated URL:

N/A

Updated Text:

items

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-f137-11ee-9482-066a39b724af

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite students to chorally repeat this sentence in unison 1-2 times.

Updated URL:

N/A

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369a45b-f137-11ee-8605-066a39b724af

Original Text:

9

Updated URL:

N/A

Updated Text:

I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Student-facing Task Statement

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"Sort the shape cards into two groups."

Updated URL:

N/A

Updated Text:

"Sort the irregular two-dimensional figures into groups."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 17, Activity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d389437a-f137-11ee-a9c9-066a39b724af

Original Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated URL:

N/A

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369127b-f137-11ee-bca5-066a39b724af

Original Text:

3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated URL:

N/A

Updated Text:

3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388da58-f137-11ee-a5ef-066a39b724af

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new

number aloud. Listen for and clarify questions about adding and taking away.

Updated URL:

N/A

Updated Text:

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 21, Activity 1, Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369a45b-f137-11ee-8605-066a39b724af

Original Text:

"Work with your partner to figure out which number is more. Circle the number that is more."

Updated URL:

N/A

"Work with your partner to figure out which number is more, which means greater. Circle the number that is more.".

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 10, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d38885dd-f137-11ee-a2c9-066a39b724af

Original Text:
Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

Updated URL:
N/A

Updated Text:
Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"Display a couple of shape cards"

Updated URL:

N/A

Updated Text:

"Display a couple of irregular shape cards"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 13, Acitvity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36980b9-f137-11ee-83a6-066a39b724af

Original Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated URL:

N/A

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 19, Activity 1, Questions 1-3

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3699cce-f137-11ee-8582-066a39b724af

Original Text:
things

Updated URL:
N/A

Updated Text:
items

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 8, Launch

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:

Tell your partner what happened in the story.

Updated URL:

N/A

Updated Text:

Use your two-color counters to tell your partner what happened in the story.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 1, Student Facing Task

Original URL:

https://drive.google.com/file/d/1uIyTVShpKixQyclUKNm4JVLwkZ0zBRjw/view?usp=sharing

Original Text:

Write the names and values of the coins you know.

Updated URL:

N/A

Updated Text:

Write the names and values of the coins you know. Dimes. Penny. Nickel. Quarter.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

N/a

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 17, Activity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d389437a-f137-11ee-a9c9-066a39b724af

Original Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 19, Activity 2, Synthesis

Original URL:

https://drive.google.com/file/d/1UH843gasyzF2hinZGNSEJsl98hb_UoKb/vie
usp=sharing

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated URL:

N/A

Updated Text:

" How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 3, Activity 1, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a7ea4-f137-11ee-9482-066a39b724af

Original Text:
Complete the recording sheet with a drawing and an expression.

Updated URL:
N/A

Updated Text:
Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388ece1-f137-11ee-a6d3-066a39b724af

Original Text:

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated URL:

N/A

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find _____. There are _____ objects in my community."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 1, Warm-up, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d388bf24-f137-11ee-a4e6-066a39b724af

Original Text:

Stop counting and recording at 77.

Updated URL:

N/A

Updated Text:

Stop counting and recording at 100.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369c4a5-f137-11ee-8826-066a39b724af

Original Text:

"Display a couple of shape cards"

Updated URL:

N/A

Updated Text:

"Display a couple of irregular shape cards"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3692d32-f137-11ee-be28-066a39b724af

Original Text:

"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated URL:

N/A

Updated Text:

""Work together with your group to get enough pencils so that every person in the group is equal to one pencil."

Math, Grade 1 (IMRA)

Program: Texas Math: Grade 1 Powered by Kiddom

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 12, Activity 1, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:
-Groups of 2

-Give students access to connecting cubes or two-color counters.

Updated URL:
N/A

Updated Text:
-Groups of 2

-Give students access to connecting cubes or two-color counters.

-"What does it mean to have a plan? Can you give me an example?" (To know how you want to do something. If you need to be at soccer at 6, you may plan when to leave your house.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 12, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

Display previously identified student work.

"How did they solve the problem?"

Write an equation to match each method of solving.

Updated URL:

N/A

Updated Text:

Display previously identified student work.

-"Can you share your plan or strategy for solving the problem?" (I decided to act it out and solve it.)

-How did you change your plan once you startd working on the problem?" (I through drawing might be easier. So I drew circles to solve it.)

-How can formulating a plan help us to solve story problems?" (It makes you think about the problem instead of just trying to rush to solve it.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL:

Original Text:

If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL:

N/A

Updated Text:

- If students struggle with the separate start unknown problem, consider asking,

- "How can this part-part-whole mat help you get started?"

- "What do you know? What do you need to find?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL:

Original Text:

Display $15 − 6 = $ ___ and $6 + $ ___ $= 15$

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL:
N/A

Updated Text:
- Display student work and the model for problem 1.
- "How did you use the model to help you solve this problem?" (I crossed off 6 cubes for Noah. I counted the rest.)

- Display ___ - 8 = 12 and 8 + 12 + ___ and the part-part-whole model.
- "How do these statements show how to find the number of stickers Elena

started with?" (She has some stickers and gave 8 away. She gave 8 stickers

away and still had 12. So you can add them to get a total.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 1

Original URL:
https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/
usp=drive_link

Original Text:

The image does not include row lines.

Updated URL:

N/A

Updated Text:

Row lines added to the table provided.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 2, Activity 2, Student Task Statement

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b428b23-f138-11ee-a40f-024417c032f7

Original Text:

How can both methods be correct? Show your thinking using drawings, numbers, or words.

Updated URL:

N/A

Updated Text:

How can both methods be correct? Show your thinking using drawings, numbers, or words. Share your answer with your partner.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL:

Original Text:

If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL:

N/A

Updated Text:

Display the model for question 1. If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL:

Original Text:
Display 15 − 6= ___ and 6 + ___ =15

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL:
N/A

Updated Text:
- Display student work and the model for problem 1.

image in this file:
https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/vie

- "How did you use the model to help you solve this problem?" (I wrote a 7 in the yellow rectangle because it was the smallest number. I knew the longest rectangle was my total.)

- "Turn and talk with your partner. In question 2, did you know your total, or did you need to find a total?" (We needed a total.)

- 1 minute: partner work

- Share responses and student work. Highlight students who marked the model to justify thinking.

- "How can using a model help us to solve a problem?" (It can help me see I

need a total. It helps me think of a related fact I can use.)

- Consider writing an equation and allowing students to create a model they

want to use to solve the problem.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 6, Activity 1, Questions 1-2

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b70c360-f138-11ee-88c6-024417c032f7

Original Text:
1. These are rectangles.
What is the same about all these rectangles?
2. These are not rectangles.
What makes these shapes different from the rectangles?

Updated URL:
N/A

Updated Text:
1. Circle the shapes you identify as rectangles.

image in this file:
https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/
2. Circle the shapes you identify as triangles.

image in this file:
https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 13, Activity 2, MLR Section

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4246d9-f138-11ee-9fbb-024417c032f7

Original Text:

MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging "more" and "fewer." For example, revoice the student statement "three" as "three more students" or "Three more students voted for crayons than markers."

Advances: Listening, Speaking, Conversing

Updated URL:

N/A

Updated Text:

"MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging ""more"" and ""fewer."" For example, revoice the student statement ""three"" as ""three more students"" or ""Three more students voted for crayons than markers.""

Advances: Listening, Speaking, Conversing"

Display sentence stems for students to choose from.

_____ more students voted for _____.

_____ fewer students voted for _____ than _____.

_____ more students voted for _____ than _____.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 7, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b43615b-f138-11ee-b1a3-024417c032f7

Original Text:

Display 68 and 86.

Updated URL:

N/A

Updated Text:

"Display 68 and 86 in standard and pictorial form."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 14, Warm-up, Launch

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b64db7c-f138-11ee-bf6e-024417c032f7

Original Text:

Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

1 minute: quiet think time

Updated URL:

N/A

Updated Text:

Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

"Is anyone's estimate less than 30? Is anyone's estimate greater than 60?"

1 minute: quiet think time

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 14, Warm-up, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b64db7c-f138-11ee-bf6e-024417c032f7

Original Text:
Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

1 minute: quiet think time

Updated URL:
N/A

Updated Text:

Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

"Is anyone's estimate less than 30? Is anyone's estimate greater than 60?"

1 minute: quiet think time

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 8, Activity 2, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text:
Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and two-digit numbers. Find all the cards that show the same number. Each group should have three cards that match, but they might be different kinds of representations."

- "Work with your partner to explain how the cards match or why some cards don't belong with a group."

- 8 minutes: partner work time

- As students work, consider asking:

-"Why did you match these cards together? How do they match?"

-"Would Card __ match with this group of cards? Why or why not?"

-"How could you explain how your cards match using the words tens and ones?"

-"How are the cards in this group the same? How are they different?"

Updated URL:
N/A

Updated Text:
Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and numbers in expanded form. Find all the cards that represent the same number. Each group should have three cards that match, but they might be different kinds of representations."

- "Work with your partner to explain how the cards match or why some cards don't belong with a group."

- 8 minutes: partner work time

- As students work, consider asking:

- "Why did you match these cards together? How do they match?"

- "Would Card __ match with this group of cards? Why or why not?"

- "How could you explain how your cards match using the expanded form?"

- "How are the cards in this group the same? How are they different?"

Change Type: Editorial Change
Current Page Number(s):

Location:
Unit 4, Lesson 8, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text:
Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.

- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.

- Highlight the use of terms like tens, ones, and digits.

Updated URL:
https://drive.google.com/file/d/1m2v5btMqR25hCTstyLO0_OZcMAYUw0w6usp=drive_link

Updated Text:
Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.

- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.

- "How do we represent 118 in expanded form?" (100 + 10 + 18)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 21, Activity 2, Student-facing Task Statement , Student Responses

Original URL:

https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/usp=sharing

Original Text:

Represent the data shown in your table in a bar graph.

Table # _____

Updated URL:

N/A

Updated Text:

Let's collect data as a class. What is your favorite fruit? We will tally the results on the board:

- Apples: ____ students

- Bananas: ____ students

- Oranges: ____ students

Use the data to draw a picture graph using simple pictures. Label the graph and explain how

each picture represents one student's choice.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 12, Warm Up, Question 3

Original URL:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

Original Text:

N/A

Updated URL:

N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes: image found in file
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text:

Display the chart from the previous activity, a rectangular prism, and a triangular prism.

Updated URL:

N/A

Updated Text:

Display the chart from the previous activity, a rectangular prism, and a cone.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 1,

Original URL:

https://drive.google.com/file/d/1N2TasYR92C6hpBn-AqWu0oUPYvLZ8xH6/view?usp=drive_link

Original Text:

The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Updated URL:

N/A

Updated Text:

The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Note that adding the value of quarters may be beyond the grade level. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 2, Launch

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-

Original Text:

- Groups of 2

- Give each group access to the bags and one of each shape to look at.

- Display the chart from the previous activity, a rectangular prism, and a triangular prism.

- "What do you notice about each of these solid shapes?" (All the flat sides on this block are rectangles. Two of the sides on this block are triangles and the rest are rectangles.)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Share responses.

Updated URL:

N/A

Updated Text:

- Groups of 2

- Give each group access to the bags and one of each shape to look at.

- Display a cylinder and a cone.

- "Turn and talk with your partner. Be ready to identify these two shapes."

- 1 minute partner discussion.

- "Identify these two shapes." (A cylinder. A cone.)

- Display chart from yesterday.

- "How could we describe these two shapes?" (A cylinder has 2 flat faces. The cone has only one face. The cone has a vertex.)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Share responses.

- "Now, you will try to identify shapes."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text:
What helped you identify which shape was in the bag? (Feeling flat sides or round sides. Feeling how many corners were on the shape. Feeling the shape of the sides.)

Updated URL:
N/A

Updated Text:
- Display shapes from the bags (cones, cylinders, squares, spheres, etc.)

- Hold up a shape and ask, "Talk with your partner, and be ready to identify this shape."

- 1 minute: partner work

- "What is the name of this shape?" (A cube. A cone. A square.)

- Invite selected students to share some of the geometric language you heard.

- "What helped you identify which shape was in the bag?" (If it didn't have any depth, I knew it was a 2-D shape. I counted the faces if it was a 3-D shape.)
- Ask students to clarify the meaning of a word or phrase.

- "When we started math today, we described a cylinder and a cone by their

attributes. Can you give me an attribute for the cone?" (It is 3-D. It has a vertex.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 13, Activity 3, Question 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71024f-f138-11ee-8c45-024417c032f7

Original Text:
Prompt for Multipart Question

Updated URL:
N/A

Updated Text:
Draw the minute and hour hand on the clock to show the time the activity happens.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 21, Activity 2, Student-facing Task Statement

Original URL:

https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/
usp=sharing

Original Text:

Table # ____

Updated URL:

N/A

Updated Text:

Delete the original text.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 8, Activity 1, Launch

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-
b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-
f138-11ee-9162-024417c032f7

Original Text:

REQUIRED MATERIALS

- Connecting cubes in towers of 10 and singles.

- Paper

Updated URL:

N/A

Updated Text:

Required Materials

- Connecting cubes in towers of 10 and singles

- Paper

- Whiteboard

- Whiteboard marker

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 8, Activity 1, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text:
LAUNCH

- Give each student a piece of blank paper and access to connecting cubes in towers of 10 and singles.

- "We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together."

- Display the number 84.

- "What are some ways that I can represent this number?" (I can draw 8 tens and 4 ones, 7 tens and 14 ones, 80 + 4, 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4, 70 + 14)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Record responses.

- If needed, ask:

- "How can we represent 84 using only 6 tens?"

- "What other addition expressions could we write?"

Updated URL:
N/A

Updated Text:
Launch
- Students should have their whiteboards and markers in front of them.

- "We are going to use the pictorial model to represent a given number. We can use a line to represent tens and a square to represent ones."

- "Decompose the number 84 on your whiteboard."

- Ask a student to share their model. (I drew 8 tens and 4 ones)

- "How can we use our pictorial models to represent our thinking? (I can use them to make an expression)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- "What is another way we can decompose the number 84?"

- If needed, ask:

-"How can we represent 84 with only 6 tens?"
- Ask students with different decompositions to share their work with the class.

- " Next, we are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number

in as many different ways as you can. You need to include at least three

expressions and at least two different pictorial models of your number decomposed. Let's make a page together."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 1, Warm-up, New Question

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4336c6-f138-11ee-af20-024417c032f7

Original Text:

N/A

Updated URL:

N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes found here:
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 15, Warm-up, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

"Is anyone's estimate less than 20? Is anyone's estimate greater than 30?"

"Based on this discussion does anyone want to revise their estimate?"

Updated URL:
N/A

Updated Text:
"Is anyone's estimate less than 20?" "What strategy did you use to make your estimation?"

"Is anyone's estimate greater than 30?" "What strategy did you use to make your estimation?"

"Based on this discussion does anyone want to revise their estimate?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 15, Warm-up, Question 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:
How many cranes are there in the image?

Record an estimate that is:

Updated URL:
N/A

Updated Text:
How many cranes are there in the image?

Record an estimate in each column.

Describe how you determined the estimate in each column.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 7, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:
Activity Narrative

- 10 minutes: partner work time

- As students work, consider asking:

- "How do you say this two-digit number?"

- "What is your plan for building the number?"

- "How many tens does this number have?"

- "How many ones does this number have?"

Updated URL:
N/A

Updated Text:
ACTIVITY NARRATIVE

- Today, you will decompose a number in three different ways. You can decompose the number as any sum of hundreds, tens, or ones. But all three ways must equal the same number you selected. Your number must be larger than 20 and smaller than 121."

- Monitor for students who:

- choose numbers with three digits

- Represent their number as one tower with different-colored cubes for each piece (one long tower of 24, but 14 are blue and 6 are orange).

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 7, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:
ACTIVITY SYNTHESIS

- Display the number 24 and a base-ten drawing of 4 tens and 2 ones.

- "Tyler made a drawing of 24. Do you agree with how he showed 24? Why or why not?" (No, because he drew 4 tens and 2 ones instead of 2 tens and 4 ones. He made the number 42 instead of 24.)

- "Tyler's drawing shows 42, not 24. They both have the digits 2 and 4, but they are in different places, which makes them different numbers."

Updated URL:
N/A

Updated Text:
ACTIVITY SYNTHESIS

- Select students to share their models.

- "For this model, all the cubes are connected. Can you share how it represents your number?" (It shows a total of 24, but the colors show the two parts.)

- Thinking of this model, how can we represent it as the sum of its parts?" (14 + 6 = 24.)

- How did you use the digits in the two-digit number (or three-digit) you created to figure out how to make the collection of connecting cubes?" (I know the digit on the left shows how many tens, so we got that many towers of ten. The digit on the right shows how many ones, so we got that many single cubes.)

- "How did you come up with a new way to decompose your number?" (I knew that 20 is two tens or 20 ones.)

- "Now, let's do a gallery walk to observe other collections."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 12, Warm-up, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text:
#VALUE!

Updated URL:
N/A

Updated Text:
- "Why can we use these connecting cubes to skip count by 10?" (They are in groups of 10.)

- Share student responses from question 1.
- "How many cubes are there?" (40.)

- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

- "How can skip counting by 10 help us when we are solving problems? (It is faster than counting by 1 for each block.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 15, Warm-up, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:
Group of 2

Display the image.

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Updated URL:
N/A

Updated Text:
Group of 2

Display the image.

"What strategy can we use to determine an estimate for how many

cranes are in the image?"

1 minute: quiet think time

2 minutes: share strategy with partner

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 12, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:
Display previously identified student work.

"How did they solve the problem?"

Write an equation to match each method of solving.

Updated URL:
N/A

Updated Text:
Display previously identified student work.

-"Can you share your plan or strategy for solving the problem?" (I decided to act it out and solve it.)

-How did you change your plan once you startd working on the problem?" (I through drawing might be easier. So I drew circles to solve it.)

-How can formulating a plan help us to solve story problems?" (It makes you think about the problem instead of just trying to rush to solve it.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 7, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:

Required Materials

- Connecting cubes in towers of 10 and singles

- Number cards 0-10

Updated URL:

N/A

Updated Text:

Required Materials

- Connecting cubes in towers of 10 and singles

- Number cards 0 - 9 (three sets per group)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:
Display 15 − 6= ___ and 6 + ___ =15

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL:
N/A

Updated Text:
- Display student work and the model for problem 1.
- "How did you use the model to help you solve this problem?" (I crossed off 6 cubes for Noah. I counted the rest.)

- Display ___ - 8 = 12 and 8 + 12 + ___ and the part-part-whole model.
- "How do these statements show how to find the number of stickers Elena

started with?" (She has some stickers and gave 8 away. She gave 8 stickers

away and still had 12. So you can add them to get a total.)

Change Type: Editorial Change
Current Page Number(s):

Location:
Unit 8, Lesson 5, Activity 1, Question 3 & 4

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:
3. Together, Diego and Tyler saw 15 shooting stars during the show.

Diego saw 6 shooting stars. Tyler saw the rest.

How many shooting stars did Tyler see?
4. In the gift shop, Elena bought 12 star stickers.

She also bought some planet stickers.

Elena bought 20 stickers.

How many planet stickers did she buy?

Updated URL:
N/A

Updated Text:
3. Together, Diego and Tyler saw 15 shooting stars during the show. Diego saw 6 shooting stars. Tyler saw the rest. How many shooting stars did Tyler see? Use the model to show your thinking.

image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...
4. Elena has some stickers. She gave 8 to her sister, and now she has 12. How many stickers did Elena have to start with? Use the model to show your thinking.

image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 26, Activity 1, Student Task Statement

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4321ea-f138-11ee-addf-024417c032f7

Original Text:

Show your thinking with drawings, numbers, or words using one of the tools below.

Updated URL:

N/A

Updated Text:

Show your thinking using drawings or words and provide the addition and subtraction number sentence.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 15, Warm-up, Activity

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

"Discuss your thinking with your partner."

Updated URL:

N/A

Updated Text:

"Discuss how you estimated the number of cranes with your partner."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 12, Activity 1, Activity Narrative 1 & 2

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

Narrative 1: The purpose of this activity is for students to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed, rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they have access to connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem.

Narrative 2 end text: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Updated URL:

N/A

Updated Text:

Narrative 1 change: The purpose of this activity is for students to formulate a plan to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they can implement their plan using connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem. They also have the opportunity

to discuss how they revised their problem-solving plan once they started working.

Narrative 2 addition at the end: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:
Display 15 − 6= ___ and 6 + ___ =15

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL:
N/A

Updated Text:
- Display student work and the model for problem 1.

image in this file:

https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/vie

- "How did you use the model to help you solve this problem?" (I wrote a 7 in the yellow rectangle because it was the smallest number. I knew the longest rectangle was my total.)

- "Turn and talk with your partner. In question 2, did you know your total, or did you need to find a total?" (We needed a total.)

- 1 minute: partner work

- Share responses and student work. Highlight students who marked the model to justify thinking.

- "How can using a model help us to solve a problem?" (It can help me see I

need a total. It helps me think of a related fact I can use.)

- Consider writing an equation and allowing students to create a model they

want to use to solve the problem.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 5, Activity 1, Question 1 & 2

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:
1. There are 7 first graders and some second graders at the planetarium.

There are 18 students at the planetarium.

How many second graders are at the planetarium?

2. When the show started, 18 stars lit up in the sky.

13 stars were bright.

Some of the stars were dim.

How many stars were dim?

Updated URL:

N/A

Updated Text:

1. There are 7 first graders and some second graders at the planetarium. There are 11

students at the planetarium. How many second graders are at the planetarium?

Use the blank model to show your thinking.

2. Lin has some glow-in-the-dark stars. 6 of the stars are small, and 5 of the stars are

large. How many glow-in-the-dark stars does Lin have? Use the model to show your

thinking.

background image in this file:
https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/vie

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 1, MLR Supports

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b433754-f138-11ee-af2b-024417c032f7

Original Text:
MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson

Updated URL:
N/A

Updated Text:
MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson.

Advances: Conversing, Reading

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 1

Original URL:
https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/usp=drive_link

Original Text:
The image does not include row lines.

Updated URL:
N/A

Updated Text:

Row lines added to the table provided.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 3, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b650ef8-f138-11ee-812b-024417c032f7

Original Text:

"Be ready to explain your thinking in a way that others will understand."

Updated URL:

N/A

Updated Text:

"Be ready to use your manipulatives to explain your thinking."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 15, Warm-up, Activity

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

"Discuss your thinking with your partner."

Updated URL:

N/A

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 8, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text:

Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.

- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.

- Highlight the use of terms like tens, ones, and digits.

Updated URL:

https://drive.google.com/file/d/1m2v5btMqR25hCTstyLO0_OZcMAYUw0w6usp=drive_link

Updated Text:

Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.

- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the

representations more precisely with attention to how they show amounts of tens and ones.

- "How do we represent 118 in expanded form?" (100 + 10 + 18)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 1, Activity 1, Questions 1-2

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41f4f6-f138-11ee-9ab4-024417c032f7

Original Text:
1. Some kids were at the library.

Then some of the kids went home.
What do you notice?

What do you wonder?
2. There were 9 kids at the library.

Then 2 of the kids went home.
How many kids are at the library now?

Updated URL:
N/A

Updated Text:
Use your cubes or counters to show your thinking. Upload your work to show your thinking.
1. There were 9 kids at the library.

Then 2 of the kids went home.
How many kids are at the library now?
2. There are some comic books in the library.

The library bought 3 more comic books.

Now there are 15 comic books in the library
How many comic books did the library start with?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 12, Warm Up, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text:
"Who can restate the pattern in different words?"

"What do you predict would come after 82? Why?"

Updated URL:
N/A

Updated Text:
- "How can we use connecting cubes to skip count by tens?"

- "Who can restate the pattern in different words?"

- "What do you predict would come after 82? Why?"

- Share student responses from question 1.

- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 6, Activity 1, Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b70c360-f138-11ee-88c6-024417c032f7

Original Text:

1. These are rectangles.
What is the same about all these rectangles?
2. These are not rectangles.
What makes these shapes different from the rectangles?

Updated URL:

N/A

Updated Text:

1. Circle the shapes you identify as rectangles.

image in this file:
https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/
2. Circle the shapes you identify as triangles.

image in this file:
https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 9, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Original Text:

"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects."

Updated URL:

N/A

Updated Text:

"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects, such as cubes."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 7, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b43615b-f138-11ee-b1a3-024417c032f7

Original Text:

Display 68 and 86.

Updated URL:

N/A

Updated Text:

"Display 68 and 86 in standard and pictorial form."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 8, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text:

1. We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together.

Updated URL:
N/A

Updated Text:
1.

We are going to create a class book. First you will plan out

your page. Pick your favorite number between 20 and 100. You

will represent your number in as many different ways as you

can. You need to include at least three expressions and at least

two different pictorial models of your number decomposed.

Let's make a page together."

image: see file https://drive.google.com/file/d/1ZJ-LZA9GYKTAdsFZpvfkfdlU2VoauXFf/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 2, Activity Synthesis

Original URL:

Original Text:
What helped you identify which shape was in the bag? (Feeling flat sides or round sides. Feeling how many corners were on the shape. Feeling the shape of the sides.)

Updated URL:
N/A

Updated Text:
- Display shapes from the bags (cones, cylinders, squares, spheres, etc.)

- Hold up a shape and ask, "Talk with your partner, and be ready to identify this shape."

- 1 minute: partner work

- "What is the name of this shape?" (A cube. A cone. A square.)

- Invite selected students to share some of the geometric language you heard.

- "What helped you identify which shape was in the bag?" (If it didn't have any depth, I knew it was a 2-D shape. I counted the faces if it was a 3-D shape.)
- Ask students to clarify the meaning of a word or phrase.

- "When we started math today, we described a cylinder and a cone by their

attributes. Can you give me an attribute for the cone?" (It is 3-D. It has a vertex.)

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 1, Lesson 21, Activity 2, Student-facing Task Statement , Student Responses

Original URL:
https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/
usp=sharing

Original Text:
Represent the data shown in your table in a bar graph.

Table # _____

Updated URL:
N/A

Updated Text:
Let's collect data as a class. What is your favorite fruit? We will tally the results on the board:

- Apples: ____ students

- Bananas: ____ students

- Oranges: ____ students

Use the data to draw a picture graph using simple pictures. Label the graph and explain how

each picture represents one student's choice.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 6, Activity 1, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-
b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b421497-
f138-11ee-9ca2-024417c032f7

Original Text:
Monitor for students who solve in the following ways and can explain their thinking clearly:

objects or drawings and count all

objects or drawings and count on

numbers and count on

Updated URL:
N/A

Updated Text:
Monitor for students who solve in the following ways and can explain their thinking clearly:

objects, symbols, or drawings and count all

objects, symbols, or drawings and count on

numbers and count on

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text:
Display the chart from the previous activity, a rectangular prism, and a triangular prism.

Updated URL:
N/A

Updated Text:

Display the chart from the previous activity, a rectangular prism, and a cone.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 8, Activity 1, Launch

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text:

LAUNCH

- Give each student a piece of blank paper and access to connecting cubes in towers of 10 and singles.

- "We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together."

- Display the number 84.

- "What are some ways that I can represent this number?" (I can draw 8 tens and 4 ones, 7 tens and 14 ones, 80 + 4, 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4, 70 + 14)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Record responses.

- If needed, ask:

- "How can we represent 84 using only 6 tens?"

- "What other addition expressions could we write?"

Updated URL:
N/A

Updated Text:
Launch
- Students should have their whiteboards and markers in front of them.

- "We are going to use the pictorial model to represent a given number. We can use a line to represent tens and a square to represent ones."

- "Decompose the number 84 on your whiteboard."

- Ask a student to share their model. (I drew 8 tens and 4 ones)

- "How can we use our pictorial models to represent our thinking? (I can use them to make an expression)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- "What is another way we can decompose the number 84?"

- If needed, ask:

-"How can we represent 84 with only 6 tens?"
- Ask students with different decompositions to share their work with the class.

- " Next, we are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number

in as many different ways as you can. You need to include at least three

expressions and at least two different pictorial models of your number decomposed. Let's make a page together."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text:
1.

- Pick a bag.

- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.

- Each partner tells which shape they think it is and why.

- Look in the bag to check.

- Pick a different bag.

Updated URL:
N/A

Updated Text:
1.

- Pick a bag.

- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.

- Each partner identifies the shape and justifies their thinking.

- Ex- "It is a cylinder because it is curved and has 2 faces." It is a cone because it is 3-D and has a vertex."

- Look in the bag to check.

- Pick a different bag.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 9, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Original Text:
"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Updated URL:
N/A

Updated Text:

"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Monitor students to ensure they include a representation as part of their answer.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 13, Activity 3, Question 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71024f-f138-11ee-8c45-024417c032f7

Original Text:
Prompt for Multipart Question

Updated URL:
N/A

Updated Text:
Draw the minute and hour hand on the clock to show the time the activity happens.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 7, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:

ACTIVITY SYNTHESIS

- Display the number 24 and a base-ten drawing of 4 tens and 2 ones.

- "Tyler made a drawing of 24. Do you agree with how he showed 24? Why or why not?" (No, because he drew 4 tens and 2 ones instead of 2 tens and 4 ones. He made the number 42 instead of 24.)

- "Tyler's drawing shows 42, not 24. They both have the digits 2 and 4, but they are in different places, which makes them different numbers."

Updated URL:

N/A

Updated Text:

ACTIVITY SYNTHESIS

- Select students to share their models.

- "For this model, all the cubes are connected. Can you share how it represents your number?" (It shows a total of 24, but the colors show the two parts.)

- Thinking of this model, how can we represent it as the sum of its parts?" (14 + 6 = 24.)

- How did you use the digits in the two-digit number (or three-digit) you created to figure out how to make the collection of connecting cubes?" (I know the digit on the left shows how many tens, so we got that many

towers of ten. The digit on the right shows how many ones, so we got that many single cubes.)

- "How did you come up with a new way to decompose your number?" (I knew that 20 is two tens or 20 ones.)

- "Now, let's do a gallery walk to observe other collections."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 7, Activity 1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:
1.

- Partner 1 draws 2 number cards and uses them to make a two-digit number.

- Each partner says the number.

- Partner 2 builds the number using cubes.

- Partner 1 checks to see if they agree.

- Each partner makes a drawing of the number and records how many tens and ones.

- Switch roles and repeat.

Updated URL:
N/A

1. Using your connecting cubes, decompose your number in three different ways. Upload a picture of your work.
Explain or show your reasoning using one of the tools below.
Image mark up for evaluating responses:
https://drive.google.com/file/d/1mF5Gv-Zb2JtDrGW3y3mFzzWIGnGCh_Zf/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 1, Warm-up, New Question

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4336c6-f138-11ee-af20-024417c032f7

Original Text:
N/A

Updated URL:
N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes found here:
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 15, Warm-up, Activity Synthesis

Original URL:

Original Text:

"Is anyone's estimate less than 20? Is anyone's estimate greater than 30?"

"Based on this discussion does anyone want to revise their estimate?"

Updated URL:

N/A

Updated Text:

"Is anyone's estimate less than 20?" "What strategy did you use to make your estimation?"

"Is anyone's estimate greater than 30?" "What strategy did you use to make your estimation?"

"Based on this discussion does anyone want to revise their estimate?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 7, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:

Required Materials

- Connecting cubes in towers of 10 and singles

- Number cards 0-10

Updated URL:

N/A

Updated Text:
Required Materials

- Connecting cubes in towers of 10 and singles

- Number cards 0 - 9 (three sets per group)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 7, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:
Launch

- Groups of 2

- Give each group a set of number cards, connecting cubes in towers of 10 and singles, and recording sheets.

-Ask students to take out the cards with 10 on them.

- "We are going to play a game called Make It. You will work with your partner to make a two-digit number and represent the number in different ways."

- Display two number cards and the recording sheet.

- "First, one partner picks two number cards and makes a two-digit number. I picked a [3] and a [5]. What two-digit numbers can I make?" (35 or 53)

- Demonstrate writing one of the numbers on the recording sheet.

-"Now both partners say the number."

- 'Then, the partner who made the number watches the other partner build the number with connecting cubes. Make sure you both agree on how to build the number. Then both partners complete the recording sheet with a drawing and the number of tens and ones."

Updated URL:
N/A

Updated Text:
Launch

- Groups of 2

- Display a number between 20 and 120.

- "Let's use our cubes to decompose the number 24 in three different ways."

- Select students to help you build 24 as the sum of so many tens and ones. Ex- 2 towers of 10 and 4 cubes, two towers of 12, and a tower of 14 and 6. Consider writing expressions to match the model.

-"How are these models similar? How are they different?" (They all equal 24. They all use cubes. The blocks are arranged differently.)

- 1 minute: partner work

- Share responses.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 5, Activity 1, Question 3 & 4

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:

3. Together, Diego and Tyler saw 15 shooting stars during the show.

Diego saw 6 shooting stars. Tyler saw the rest.

How many shooting stars did Tyler see?
4. In the gift shop, Elena bought 12 star stickers.

She also bought some planet stickers.

Elena bought 20 stickers.

How many planet stickers did she buy?

Updated URL:
N/A

Updated Text:

3. Together, Diego and Tyler saw 15 shooting stars during the show. Diego saw 6 shooting stars. Tyler saw the rest. How many shooting stars did Tyler see? Use the model to show your thinking.

image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...
4. Elena has some stickers. She gave 8 to her sister, and now she has 12. How many stickers did Elena have to start with? Use the model to show your thinking.

image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 3, Lesson 12, Warm-up, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text:
- "Count by 10, starting at 2."

- Record as students count.

- Stop counting and recording at 52.

Updated URL:
N/A

Updated Text:
- Display a group of ten cubes connected together.

- "Let's count to determine how many cubes are connected."

- Point to each cube and have students choral count with you.

- "How many cubes do I have?" (10)

- Display a bundle of connecting cubes

connecting cubes image found here:
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

- "How can we use skip counting to count how many cubes we have? (We can count in groups of 10.)

- "Let's skip count by 10."

- Count the collection of cubes by skip counting in groups of 10 and record skip count.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 2, Activity 2, Student Task Statement

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b428b23-f138-11ee-a40f-024417c032f7

Original Text:

How can both methods be correct? Show your thinking using drawings, numbers, or words.

Updated URL:

N/A

Updated Text:

How can both methods be correct? Show your thinking using drawings, numbers, or words. Share your answer with your partner.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 12, Activity 1, Activity Narrative 1 & 2

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

Narrative 1: The purpose of this activity is for students to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed, rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1).

When students open their books and work on the problem, they have access to connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem.

Narrative 2 end text: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Updated URL:

N/A

Updated Text:

Narrative 1 change: The purpose of this activity is for students to formulate a plan to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they can implement their plan using connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem. They also have the opportunity to discuss how they revised their problem-solving plan once they started working.

Narrative 2 addition at the end: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 12, Activity 1, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

-Groups of 2

-Give students access to connecting cubes or two-color counters.

Updated URL:
N/A

Updated Text:
-Groups of 2

-Give students access to connecting cubes or two-color counters.

-"What does it mean to have a plan? Can you give me an example?" (To know how you want to do something. If you need to be at soccer at 6, you may plan when to leave your house.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 5, Activity 1, Question 1 & 2

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:
1. There are 7 first graders and some second graders at the planetarium.

There are 18 students at the planetarium.

How many second graders are at the planetarium?
2. When the show started, 18 stars lit up in the sky.

13 stars were bright.

Some of the stars were dim.

How many stars were dim?

N/A

Updated Text:
1. There are 7 first graders and some second graders at the planetarium. There are 11

students at the planetarium. How many second graders are at the planetarium?

Use the blank model to show your thinking.
2. Lin has some glow-in-the-dark stars. 6 of the stars are small, and 5 of the stars are

large. How many glow-in-the-dark stars does Lin have? Use the model to show your

thinking.

background image in this file:
https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/vie

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:
If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL:
N/A

Updated Text:
- If students struggle with the separate start unknown problem, consider asking,

- "How can this part-part-whole mat help you get started?"

- "What do you know? What do you need to find?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 2, MLR Section

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4246d9-f138-11ee-9fbb-024417c032f7

Original Text:
MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging "more" and "fewer." For example, revoice the student statement "three" as "three more students" or "Three more students voted for crayons than markers."

Advances: Listening, Speaking, Conversing

Updated URL:
N/A

"MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging ""more"" and ""fewer."" For example, revoice the student statement ""three"" as ""three more students"" or ""Three more students voted for crayons than markers.""

Advances: Listening, Speaking, Conversing"

Display sentence stems for students to choose from.

_____ more students voted for _____.

_____ fewer students voted for _____ than _____.

_____ more students voted for _____ than _____.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 26, Activity 1, Student Task Statement

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4321ea-f138-11ee-addf-024417c032f7

Original Text:
Show your thinking with drawings, numbers, or words using one of the tools below.

Updated URL:
N/A

Updated Text:
Show your thinking using drawings or words and provide the addition and subtraction number sentence.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 1, Activity 1, Questions 1-2

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989;991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41f4f6-f138-11ee-9ab4-024417c032f7

Original Text:
1. Some kids were at the library.

Then some of the kids went home.
What do you notice?

What do you wonder?
2. There were 9 kids at the library.

Then 2 of the kids went home.
How many kids are at the library now?

Updated URL:
N/A

Updated Text:
Use your cubes or counters to show your thinking. Upload your work to show your thinking.
1. There were 9 kids at the library.

Then 2 of the kids went home.
How many kids are at the library now?
2. There are some comic books in the library.

The library bought 3 more comic books.

Now there are 15 comic books in the library
How many comic books did the library start with?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text:

If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL:

N/A

Updated Text:

Display the model for question 1. If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 12, Warm Up, Question 3

Original URL:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

Original Text:

N/A

Updated URL:

N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes: image found in file
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 1, MLR Supports

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b433754-f138-11ee-af2b-024417c032f7

Original Text:
MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson

Updated URL:
N/A

Updated Text:
MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record

words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson.

Advances: Conversing, Reading

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 1,

Original URL:
https://drive.google.com/file/d/1N2TasYR92C6hpBn-AqWu0oUPYvLZ8xH6/view?usp=drive_link

Original Text:
The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Updated URL:
N/A

Updated Text:
The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Note that adding the value of quarters may be beyond the grade level. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 3, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b650ef8-f138-11ee-812b-024417c032f7

Original Text:

"Be ready to explain your thinking in a way that others will understand."

Updated URL:

N/A

Updated Text:

"Be ready to use your manipulatives to explain your thinking."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 8, Activity 2, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text:

Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and two-digit numbers. Find all the cards that show the same number. Each group should have three cards that match, but they might be different kinds of representations."

- "Work with your partner to explain how the cards match or why some cards don't belong with a group."

- 8 minutes: partner work time

- As students work, consider asking:

-"Why did you match these cards together? How do they match?"

-"Would Card __ match with this group of cards? Why or why not?"

-"How could you explain how your cards match using the words tens and ones?"

-"How are the cards in this group the same? How are they different?"

Updated URL:
N/A

Updated Text:
Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and numbers in expanded form. Find all the cards that represent the same number. Each group should have three cards that match, but they might be different kinds of representations."

- "Work with your partner to explain how the cards match or why some cards don't belong with a group."

- 8 minutes: partner work time

- As students work, consider asking:

- "Why did you match these cards together? How do they match?"

- "Would Card __ match with this group of cards? Why or why not?"

- "How could you explain how your cards match using the expanded

form?"

- "How are the cards in this group the same? How are they different?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 21, Student-facing Task Statement , Student Responses

Original URL:
https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/
usp=sharing

Original Text:
N/A

Updated URL:
N/A

Updated Text:
In this activity, students will use data to create picture graphs. This activity will help them understand how to organize information visually and interpret data through simple pictorial representations.
Introduction to Data and Picture Graphs:

- Begin by explaining what data is: information that we collect about things.

- Show examples of data in everyday life (e.g., favorite fruits, number of pets, types of transportation).

- Introduce picture graphs as a way to show data visually using pictures.

Explain Picture Graphs:

- Show a simple picture graph (e.g., a graph showing favorite fruits with pictures of apples, bananas, and oranges).

- Explain that each picture represents a certain number of items (often one picture equals one item).

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 12, Warm Up, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text:
"Who can restate the pattern in different words?"

"What do you predict would come after 82? Why?"

Updated URL:
N/A

Updated Text:
- "How can we use connecting cubes to skip count by tens?"

- "Who can restate the pattern in different words?"

- "What do you predict would come after 82? Why?"

- Share student responses from question 1.

- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

Change Type: Editorial Change
Current Page Number(s):

Location:

Unit 1, Lesson 21, Activity 2, Student-facing Task Statement

Original URL:

https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/
usp=sharing

Original Text:

Table # ___

Updated URL:

N/A

Updated Text:

Delete the original text.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 9, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-
b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-
f138-11ee-9e28-024417c032f7

Original Text:

"Share your thinking with your partner. Show your thinking using
drawings, numbers, words, or objects."

Updated URL:

N/A

Updated Text:

"Share your thinking with your partner. Show your thinking using
drawings, numbers, words, or objects, such as cubes."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 8, Activity 1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989;991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text:
1. We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together.

Updated URL:
N/A

Updated Text:
1.

We are going to create a class book. First you will plan out

your page. Pick your favorite number between 20 and 100. You

will represent your number in as many different ways as you

can. You need to include at least three expressions and at least

two different pictorial models of your number decomposed.

Let's make a page together."

image: see file https://drive.google.com/file/d/1ZJ-LZA9GYKTAdsFZpvfkfdlU2VoauXFf/view?...

Change Type: Editorial Change

Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 2, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text:
- Groups of 2

- Give each group access to the bags and one of each shape to look at.

- Display the chart from the previous activity, a rectangular prism, and a triangular prism.

- "What do you notice about each of these solid shapes?" (All the flat sides on this block are rectangles. Two of the sides on this block are triangles and the rest are rectangles.)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Share responses.

Updated URL:
N/A

Updated Text:
- Groups of 2

- Give each group access to the bags and one of each shape to look at.

- Display a cylinder and a cone.

- "Turn and talk with your partner. Be ready to identify these two shapes."

- 1 minute partner discussion.

- "Identify these two shapes." (A cylinder. A cone.)

- Display chart from yesterday.

- "How could we describe these two shapes?" (A cylinder has 2 flat faces. The cone has only one face. The cone has a vertex.)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Share responses.

- "Now, you will try to identify shapes."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 15, Warm-up, Question 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:
How many cranes are there in the image?

Record an estimate that is:

Updated URL:
N/A

Updated Text:
How many cranes are there in the image?

Record an estimate in each column.

Describe how you determined the estimate in each column.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 6, Activity 1, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b421497-f138-11ee-9ca2-024417c032f7

Original Text:
Monitor for students who solve in the following ways and can explain their thinking clearly:

objects or drawings and count all

objects or drawings and count on

numbers and count on

Updated URL:
N/A

Updated Text:
Monitor for students who solve in the following ways and can explain their thinking clearly:

objects, symbols, or drawings and count all

objects, symbols, or drawings and count on

numbers and count on

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 7, Activity 1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:

1.

- Partner 1 draws 2 number cards and uses them to make a two-digit number.

- Each partner says the number.

- Partner 2 builds the number using cubes.

- Partner 1 checks to see if they agree.

- Each partner makes a drawing of the number and records how many tens and ones.

- Switch roles and repeat.

Updated URL:

N/A

Updated Text:

1. Using your connecting cubes, decompose your number in three different ways. Upload a picture of your work.

Explain or show your reasoning using one of the tools below.

Image mark up for evaluating responses:

https://drive.google.com/file/d/1mF5Gv-Zb2JtDrGW3y3mFzzWIGnGCh_Zf/view?...

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 8, Activity 1, Launch

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text:

REQUIRED MATERIALS

- Connecting cubes in towers of 10 and singles.

- Paper

Updated URL:

N/A

Updated Text:

Required Materials

- Connecting cubes in towers of 10 and singles

- Paper

- Whiteboard

- Whiteboard marker

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 2, Question 1

Original URL:

Original Text:

1.

- Pick a bag.

- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.

- Each partner tells which shape they think it is and why.

- Look in the bag to check.

- Pick a different bag.

Updated URL:
N/A

Updated Text:

1.

- Pick a bag.

- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.

- Each partner identifies the shape and justifies their thinking.

- Ex- "It is a cylinder because it is curved and has 2 faces." It is a cone because it is 3-D and has a vertex."

- Look in the bag to check.

- Pick a different bag.

Change Type: Editorial Change

Current Page Number(s):
Location:
Unit 2, Lesson 9, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Original Text:
"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Updated URL:
N/A

Updated Text:
"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Monitor students to ensure they include a representation as part of their answer.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 7, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text:
Launch

- Groups of 2

- Give each group a set of number cards, connecting cubes in towers of 10 and singles, and recording sheets.

-Ask students to take out the cards with 10 on them.

- "We are going to play a game called Make It. You will work with your partner to make a two-digit number and represent the number in different ways."

- Display two number cards and the recording sheet.

- "First, one partner picks two number cards and makes a two-digit number. I picked a [3] and a [5]. What two-digit numbers can I make?" (35 or 53)

- Demonstrate writing one of the numbers on the recording sheet.

-"Now both partners say the number."

- 'Then, the partner who made the number watches the other partner build the number with connecting cubes. Make sure you both agree on how to build the number. Then both partners complete the recording sheet with a drawing and the number of tens and ones."

Updated URL:
N/A

Updated Text:
Launch

- Groups of 2

- Display a number between 20 and 120.

- "Let's use our cubes to decompose the number 24 in three different ways."

- Select students to help you build 24 as the sum of so many tens and ones. Ex- 2 towers of 10 and 4 cubes, two towers of 12, and a tower of 14 and 6. Consider writing expressions to match the model.

-"How are these models similar? How are they different?" (They all equal 24. They all use cubes. The blocks are arranged differently.)

- 1 minute: partner work

- Share responses.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 7, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-

Original Text:
Activity Narrative

- 10 minutes: partner work time

- As students work, consider asking:

- "How do you say this two-digit number?"

- "What is your plan for building the number?"

- "How many tens does this number have?"

- "How many ones does this number have?"

Updated URL:
N/A

Updated Text:
ACTIVITY NARRATIVE

- Today, you will decompose a number in three different ways. You can decompose the number as any sum of hundreds, tens, or ones. But all three ways must equal the same number you selected. Your number must be larger than 20 and smaller than 121."

- Monitor for students who:

- choose numbers with three digits

- Represent their number as one tower with different-colored cubes for each piece (one long tower of 24, but 14 are blue and 6 are orange).

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 12, Warm-up, Launch

Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text:

- "Count by 10, starting at 2."

- Record as students count.

- Stop counting and recording at 52.

Updated URL:

N/A

Updated Text:

- Display a group of ten cubes connected together.

- "Let's count to determine how many cubes are connected."

- Point to each cube and have students choral count with you.

- "How many cubes do I have?" (10)

- Display a bundle of connecting cubes

connecting cubes image found here:
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/

- "How can we use skip counting to count how many cubes we have? (We can count in groups of 10.)

- "Let's skip count by 10."

- Count the collection of cubes by skip counting in groups of 10 and record skip count.

Change Type: Editorial Change
Current Page Number(s):

Location:
Unit 3, Lesson 12, Warm-up, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text:
#VALUE!

Updated URL:
N/A

Updated Text:
- "Why can we use these connecting cubes to skip count by 10?" (They are in groups of 10.)

- Share student responses from question 1.
- "How many cubes are there?" (40.)

- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

- "How can skip counting by 10 help us when we are solving problems? (It is faster than counting by 1 for each block.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 15, Warm-up, Launch

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:

Group of 2

Display the image.

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Updated URL:

N/A

Updated Text:

Group of 2

Display the image.

"What strategy can we use to determine an estimate for how many cranes are in the image?"

1 minute: quiet think time

2 minutes: share strategy with partner

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Math, Grade 2 (IMRA)

Program: Texas Math: Grade 2 Powered by Kiddom

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

Change Type: Editorial Change

Current Page Number(s):

Location:

Activity 1, Synthesis

Original URL:

https://drive.google.com/file/d/1WpbZAHWLfEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive_link

Original Text:

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, corners, and sides.

Updated URL:

N/A

Updated Text:

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, vertices, and sides.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 11

Original URL:

https://drive.google.com/file/d/1M4jlGuEDuzPud_-DEjuUEJ-YYPMaUluk/view

Original Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated URL:

N/A

Updated Text:

Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 2, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731

Original Text:

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated URL:

N/A

Updated Text:

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a shape that has 7 vertices?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 9, Lesson 1, Activity 1, Student Response

Original URL:

https://drive.google.com/file/d/1j_CeQhaDHsrt4H0KB2Zg42nMO7k-RjQp/view

Original Text:

Students will graph the function y=5x, where 'y' represents the total savings and 'x' represents time in weeks.

Updated Text:

Students will graph the function y=5x, where 'y' represents the total savings and 'x' represents time in weeks. Students are not expected to solve using functions, this is an extension beyond second-grade standards

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 10, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731

Original Text:

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

Updated URL:

N/A

Updated Text:

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

"What are some problem situations that these number sentences could represent? In question 3, create some situations for questions 1 and 2, and then share them with your partner."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 2

Original URL:
https://drive.google.com/file/d/1QhwmZEOjnAFBwltEIlGAf83Iu4QTSSuy/vic

Original Text:
The purpose of this activity is for students to measure the lengths they estimated in the previous activity with a centimeter ruler to find the actual lengths. As needed, encourage students to use base-ten blocks to check their measurements to help them assess their accuracy and deepen their understanding of how length is represented on the ruler (MP2, MP6). Access for English Language Learners MLR2 Collect and Display. Collect the language students use to explain how they are measuring. Display words and phrases such as: "ruler," "edge," "measure," "length," "centimeter," "estimate," "longer," and "shorter." During the Synthesis, invite students to suggest ways to update the display: "What are some other words or phrases we should include?" Invite students to borrow language from the display as needed."

Updated URL:
N/A

Updated Text:
MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 9, Lesson 1, Activity 12 Student Response

Original URL:
https://drive.google.com/file/d/1j_CeQhaDHsrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing

Original Text:

Students will calculate the interest as 5% of $100, which is $5. After 1 year, they will have $105.

They will graph the function y=100*1.05^x, where 'y' represents the total savings and 'x' represents time in years. After 5 years, they will have approximately $127.63.

Updated URL:

N/A

Updated Text:

Students will calculate the interest as 5% of $100, which is $5. After 1 year, they will have $105.

After 5 years, they will have approximately $127.63.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 6, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fed732-f138-11ee-98e2-06dd2b7bf731

Original Text:

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Updated URL:

N/A

Updated Text:

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Who would like to share how they decomposed their shapes in question 2? Was there only one correct way to decompose these shapes, or were there multiple ways to decompose them?

What connections can we make between composing and decomposing shapes?

Change Type: Editorial Change
Current Page Number(s):
Location:
Activity 1, Synthesis

Original URL:
https://drive.google.com/file/d/1WpbZAHWLfEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive_link

Original Text:
Highlight the use of terms like triangle, circle, rectangle, square, hexagon, corners, and sides.

Updated URL:
N/A

Updated Text:
Highlight the use of terms like triangle, circle, rectangle, square, hexagon, vertices, and sides.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 9, Lesson 7, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421fc0e1-f138-11ee-b404-06dd2b7bf731

Original Text:

Invite previously identified students to share different methods for finding the values.

Updated URL:

N/A

Updated Text:

Invite previously identified students to share different methods for finding the values.

Who would like to share one of their word problems from question 4? Please create a diagram for this new word problem, and then share it with your partner. How were your diagrams similar? How were they different?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 9, Lesson 1, Activity 1, Student Response

Original URL:

https://drive.google.com/file/d/1j_CeQhaDHsrt4H0KB2Zg42nMO7k-RjQp/view

Original Text:

Students will graph the function y=5x, where 'y' represents the total savings and 'x' represents time in weeks.

Updated URL:

N/A

Updated Text:

Students will graph the function y=5x, where 'y' represents the total savings and 'x' represents time in weeks. Students are not expected to solve using functions, this is an extension beyond second-grade standards

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 2, Activity Narrative

Original URL:
https://drive.google.com/file/d/1fuEgUBmo7J9w4UdicPJtDVLo79Oj7ER_/view?usp=drive_link

Original Text:
In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary.

Updated URL:
N/A

Updated Text:
In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary. Students are not expected to combine different sized fractions to create a fraction greater than one.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 2

Original URL:
https://drive.google.com/file/d/1QhwmZEOjnAFBwltEIlGAf83Iu4QTSSuy/view

Original Text:

The purpose of this activity is for students to measure the lengths they estimated in the previous activity with a centimeter ruler to find the actual lengths. As needed, encourage students to use base-ten blocks to check their measurements to help them assess their accuracy and deepen their understanding of how length is represented on the ruler (MP2, MP6). Access for English Language Learners MLR2 Collect and Display. Collect the language students use to explain how they are measuring. Display words and phrases such as: "ruler," "edge," "measure," "length," "centimeter," "estimate," "longer," and "shorter." During the Synthesis, invite students to suggest ways to update the display: "What are some other words or phrases we should include?" Invite students to borrow language from the display as needed."

Updated URL:

N/A

Updated Text:

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 4, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41febb11-f138-11ee-97dc-06dd2b7bf731

Original Text:

Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube? (No. It has 6 squares, but some aren't the same size.)

N/A

Updated Text:

"Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube?" (No. It has 6 squares, but some aren't the same size.)

Share your solids from question 5 with your partner. Did you come up with the same shapes? If not, what was different about them?

Can somebody please share their solids with the class?

Let's do one more together- we are all going to create a triangular prism! This is a 5-sided solid with triangles on either end, and rectangles connecting them. Compose your triangular prism with a partner. Once you are done, we will all take turns sharing ours.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 14, Activity 2, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e547b2-f138-11ee-85f5-06dd2b7bf731

Original Text:

The purpose of this activity is for students to interpret data represented in a line plot. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Updated URL:

N/A

Updated Text:

The purpose of this activity is for students to interpret data represented in a line plot, using line plots in second grade may be a beyond-grade-level extension. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 4, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731

Original Text:
How was it the same or different when finding the sum versus finding the difference? (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

Updated URL:
N/A

Updated Text:
"How was it the same or different when finding the sum versus finding the difference?" (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

"How did you use your knowledge of place value to find the sums and differences in question 5?"

Change Type: Editorial Change
Current Page Number(s):

Location:

Unit 2, Lesson 11, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4bc8d-f138-11ee-bd6b-06dd2b7bf731

Original Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated URL:

N/A

Updated Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Review the action verbs in the first column of the class poster (environmental print) posted in the classroom. For each set of the sentence frames, discuss with students what each term means and why you would "describe" vs "justify" details with their classmates. For key terms used in the sentence starters, allow students to share how the image helps represent the word for each section. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 11

Original URL:

https://drive.google.com/file/d/1M4jlGuEDuzPud_-DEjuUEJ-YYPMaUluk/view

Original Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated URL:

N/A

Updated Text:

Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 16, Activity 2, Activity Narrative

Original URL:

https://drive.google.com/file/d/1fuEgUBmo7J9w4UdicPJtDVLo79Oj7ER_/view?usp=drive_link

Original Text:

In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary.

Updated URL:

N/A

Updated Text:

In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary. Students are not expected to combine different sized fractions to create a fraction greater than one.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 2, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731

Original Text:

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated URL:

N/A

Updated Text:

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a shape that has 7 vertices?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 2, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e547b2-f138-11ee-85f5-06dd2b7bf731

Original Text:

The purpose of this activity is for students to interpret data represented in a line plot. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Updated URL:

N/A

Updated Text:

The purpose of this activity is for students to interpret data represented in a line plot, using line plots in second grade may be a beyond-grade-level extension. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 11, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4bc8d-f138-11ee-bd6b-06dd2b7bf731

Original Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated URL:

N/A

Updated Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Review the action verbs in the first column of the class poster (environmental print) posted in the classroom. For each set of the sentence frames, discuss with students what each term means and why

you would "describe" vs "justify" details with their classmates. For key terms used in the sentence starters, allow students to share how the image helps represent the word for each section. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 9, Lesson 1, Activity 1, Student Response

Original URL:

https://drive.google.com/file/d/1j_CeQhaDHsrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing

Original Text:

Students will graph the function y=5x, where 'y' represents the total savings and 'x' represents time in weeks. After 26 weeks (6 months), they will have $130, and after 52 weeks (1 year), they

will have $260.

Updated URL:

N/A

Updated Text:

Students will create a graph that shows how the total savings will grow each week of the year. After 26 weeks (6 months), they will have $130, and after 52 weeks (1 year), they will have $260.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 10, Activity 2, Activity Synthesis

Original URL:

Original Text:

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

Updated URL:

N/A

Updated Text:

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

"What are some problem situations that these number sentences could represent? In question 3, create some situations for questions 1 and 2, and then share them with your partner."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 6, Activity 2, Activity Synthesis

Original URL:

Original Text:

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Updated URL:

N/A

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Who would like to share how they decomposed their shapes in question 2? Was there only one correct way to decompose these shapes, or were there multiple ways to decompose them?

What connections can we make between composing and decomposing shapes?

Change Type: Editorial Change
Current Page Number(s):
Location:
Activity 1

Original URL:
https://drive.google.com/file/d/1WpbZAHWLfEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive_link

Original Text:
As students sort, they may sort by defining attributes such as number of sides or corners.

Updated URL:
N/A

Updated Text:
As students sort, they may sort by defining attributes such as number of sides or vertices.

Change Type: Editorial Change
Current Page Number(s):

Location:

Unit 9, Lesson 7, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421fc0e1-f138-11ee-b404-06dd2b7bf731

Original Text:

Invite previously identified students to share different methods for finding the values.

Updated URL:

N/A

Updated Text:

Invite previously identified students to share different methods for finding the values.

Who would like to share one of their word problems from question 4? Please create a diagram for this new word problem, and then share it with your partner. How were your diagrams similar? How were they different?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 2, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731

Original Text:

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated Text:

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a two dimensional shape that has 7 vertices?

Change Type: Editorial Change

Current Page Number(s):

Location:

Talking Math Slides, Slide 13

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:

Dinner at Panda Palace Video

Updated Text:

Replace with Playground Guests now embedded on slide 14

Rough Cut link to replacement video:

https://drive.google.com/file/d/1VfHqcPFn4oYMPyODYv7f3ztqyIgXbj_E/view

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 9, Lesson 1, Activity 1, Student Response

Original URL:

https://drive.google.com/file/d/1j_CeQhaDHsrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing

Original Text:

Students will graph the function y=5x, where 'y' represents the total savings and 'x' represents time in weeks. After 26 weeks (6 months), they will have $130, and after 52 weeks (1 year), they

will have $260.

Updated URL:

N/A

Updated Text:

Students will create a graph that shows how the total savings will grow each week of the year. After 26 weeks (6 months), they will have $130, and after 52 weeks (1 year), they will have $260.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 4, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41febb11-f138-11ee-97dc-06dd2b7bf731

Original Text:

Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube? (No. It has 6 squares, but some aren't the same size.)

Updated URL:

N/A

Updated Text:

"Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube?" (No. It has 6 squares, but some aren't the same size.)

Share your solids from question 5 with your partner. Did you come up with the same shapes? If not, what was different about them?

Can somebody please share their solids with the class?

Let's do one more together- we are all going to create a triangular prism! This is a 5-sided solid with triangles on either end, and rectangles connecting them. Compose your triangular prism with a partner. Once you are done, we will all take turns sharing ours.

Change Type: Editorial Change
Current Page Number(s):
Location:
Activity 1

Original URL:
https://drive.google.com/file/d/1WpbZAHWLfEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive_link

Original Text:
As students sort, they may sort by defining attributes such as number of sides or corners.

Updated URL:
N/A

Updated Text:
As students sort, they may sort by defining attributes such as number of sides or vertices.

Change Type: Editorial Change
Current Page Number(s):

Location:

Unit 7, Lesson 4, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731

Original Text:

How was it the same or different when finding the sum versus finding the difference? (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

Updated URL:

N/A

Updated Text:

"How was it the same or different when finding the sum versus finding the difference?" (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

"How did you use your knowledge of place value to find the sums and differences in question 5?"

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 6, Lesson 2, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731

Original Text:

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated URL:
N/A

Updated Text:
"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a two dimensional shape that has 7 vertices?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 9, Lesson 1, Activity 12 Student Response

Original URL:
https://drive.google.com/file/d/1j_CeQhaDHsrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing

Original Text:
Students will calculate the interest as 5% of $100, which is $5. After 1 year, they will have $105.

They will graph the function y=100*1.05^x, where 'y' represents the total savings and 'x' represents time in years. After 5 years, they will have approximately $127.63.

Updated URL:
N/A

Updated Text:
Students will calculate the interest as 5% of $100, which is $5. After 1 year, they will have $105.

After 5 years, they will have approximately $127.63.

Math, Grade 3 (IMRA)

Program: Texas Math: Grade 3 Powered by Kiddom

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 15, Activity 2, Student Facing Task

Original URL:
https://drive.google.com/file/d/1TZy99sAa9ElpZvjhYFJ2i8x4X0z0qD-b/view?usp=sharing

Original Text:
Solve the following two-step problem: Olivia has 345 stickers. She buys 162 more stickers, then gives 76 to her friend. How many stickers does she have now?

Updated URL:
N/A

Updated Text:
Solve the following two-step problem. Use strategies based on place value.: Olivia has 345 stickers. She buys 162 more stickers, then gives 76 to her friend. How many stickers does she have now?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 2, Activity 2, Activity Synthesis

Original URL:

Original Text:
Have 2-3 students display their shaded rectangles.

For each rectangle, ask, "How did you know what fraction of the rectangle your partner shaded?" (I counted the equal parts in the rectangle. There were four equal parts, so I knew my partner shaded a fourth.)

Updated URL:
N/A

Updated Text:
- Select students to share how they described the shaded portion of their card.

- "How would you describe the part you shaded on your card?" (I described it as 1⁄8 because 1 out of 8 is shaded.)

- "Could you describe your partner's shaded portion the same way?" (Yes. They shaded

1⁄8 like me.)

-"Thinking about problem 2, which person did you agree with and why?" (I agree with Tyler because they both shaded 1⁄4 of their figure. I agree with Mai because the

triangles are larger than the squares in Tyler's drawing.)

- Share responses and highlight those that reason each drawing represents 1⁄4.

-"Today, we had identical figures and decomposed them into equal shares. Were the shares we created identical?" (Yes. Each figure represented had 8 shares.)

-"Did the equal shares need to be the same shape to represent the same

amount?" (No. I had 8 equal triangles, but my partner had 8 equal rectangles.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 9, Lesson 8, Activity 2, Student Response

Original URL:

https://drive.google.com/file/d/1cDRUip59yHsBUn_x3nRwWehh4vR7u8qx/usp=drive_link

Original Text:

Students will calculate total repayment amount based on the scenario, for example: Borrowing $200 while making payments of $50 for 3 months, it will take them 1 more month to pay back the loan.

Updated URL:

N/A

Updated Text:

Students will calculate total repayment amount based on the scenario, for example: Borrowing $200 at a 5% monthly interest rate for 3 months, the total repayment amount would be $215.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 16, Activity 1, Student Task Statement Question 3

Original URL:

https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b607b2-f138-11ee-9c55-06215d1efb8b

Original Text:

Part A 5/2

Part B 5/3

Part C 5/4

Updated URL:
N/A

Updated Text:
Part A 2 1/2

Part B 1 2/3

Part C 1 1/4

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 6, Activity 2, Student Task Statement

Original URL:
https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8296e810-f138-11ee-80ce-06215d1efb8b

Original Text:
Use a strategy of your choice to find the value of each sum.

Updated URL:
N/A

Updated Text:
Use a strategy of your choice to find the value of each sum. Record the steps you took to find the sum value.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 14, Activity 2

Original URL:

https://drive.google.com/file/d/1up-sWNyueEBewe4JfnZ7WFbxJCgBppAQ/view?usp=sharing

Original Text:

Student-facing Task Statement

You bought 5 packs of stickers, with each pack containing 6 stickers. How many stickers did you buy in total?

Student Response

Students should write the equation '5 x 6 = 30' to find the total number of stickers.

Updated URL:

N/A

Updated Text:

Student-facing Task Statement

You bought 5 packs of stickers, with each pack containing 6 stickers. Each of your 3 friends wants 10 stickers. Do you have enough stickers?

Student Response

Students should write the equation '5 x 6 = 30' to find the total number of stickers. Students should write the equation '3 x 10 = 30' to figure out that they have the right amount of stickers for 3 friends.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3 > Section Level Planning Guide > Talking Math Slideshow > Slide 25, Notes section

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno usp=sharing

Original Text:

N/A

Updated URL:

N/A

Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For third graders, students should take turns playing the linked games and work in pairs to analyze patterns in the image of dominoes. Display the following sentence frames for all to see: "I noticed ___, so I matched . . ." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 22, Activity 2, Student Response

Original URL:

https://drive.google.com/file/d/1HLHvt2ytGVQoYXcPfDnCvTsPF2Uy3INv/vi usp=drive_link

Original Text:

Student Response

Students provide detailed solutions to two-step problems, describing the strategies used for each step. Sample response: For 'You buy a toy for

$450 and sell it for $625, how much profit did you make?', students first subtract to find the cost difference, then add to find the total profit.

Updated URL:
N/A

Updated Text:
Student Response

Students provide detailed solutions to two-step problems, describing the strategies used for each step. Sample response: For 'You buy a toy for $450 and sell it for $625, how much money did you make?', students first subtract to find the cost difference, then add to find the total value remaining.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 10, Activity 2, Student Task Statement Question 1

Original URL:
https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b5c153-f138-11ee-990f-06215d1efb8b

Original Text:
Use your fraction strips from an earlier lesson to find as many equivalent fractions as you can that are equivalent to 1/2.

Updated URL:
N/A

Updated Text:
Use your fraction strips or a variety of objects from an earlier lesson to find as many equivalent fractions as you can that are equivalent to 1/2.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 37, Activity 2, Student Response

Original URL:

https://drive.google.com/file/d/1qo-yxq8YWh5kmsWz97Pzb7rBl5rPu6FG/view?usp=sharing

Original Text:

Student Response

Students may choose a problem like 'You buy 3 packs of pencils with 250 pencils in each pack. You give 350 pencils to your class. How many pencils do you have left?' They draw models representing the packs of pencils, the sharing, and write the equations 3 x 250 - 350 = x to find x = 400.

Updated URL:

N/A

Updated Text:

Student Response

Students may choose a problem like 'You buy 3 packs of pencils with 250 pencils in each pack. You give 350 pencils to your class. How many pencils do you have left?' They draw models representing the packs of pencils, the sharing, and write the equations 250 + 250 + 250 = 750 and then 750-350 = x to find x = 400.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 7, Activity 1, Required Materials

Original URL:

https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:829703d8-f138-11ee-81a3-06215d1efb8b

Original Text:

Base-ten blocks

Tools for creating a visual display

Updated URL:
N/A

Updated Text:

Base-ten blocks

Tools for creating a visual display

Pencil and Paper

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 2, Activity 2, Activity

Original URL:
https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57d57-f138-11ee-95b0-06215d1efb8b

Original Text:
"Work with your partner to complete the first problem. Partition each rectangle and label each part."

5-7 minutes: partner work time

For each rectangle, have a group share how they partitioned the rectangle into equal-sized parts and what fraction they used to label each part.

"Complete part a of the next problem on your own. Partition the rectangle and shade to show a fraction, but don't label it. Don't tell your partner how you are partitioning or what number you are showing."

2 minutes: independent work time

"Now, trade rectangles with your partner and answer the next part of the problem using their rectangle. When you are both finished, share your reasoning."

1-2 minutes: independent work time

1-2 minutes: partner work time

Updated URL:
N/A

Updated Text:
- "Decide which person will be Partner A and which person will be Partner B.

-"Work with your partner to complete your card but do not show your partner until I tell you." Example of cards:

- Partner A-decompose the rectangle into 8 equal triangles. Shade 1 of your triangles.

- Partner B-decompose the rectangle into 8 equal rectangles. Shade 1 of your rectangles.

- Option to have cards with decomposed rectangles and students shade 1 piece on their card.

insert image from this file:
https://drive.google.com/file/d/1UYgjq33b0uMuep6CzgRmPjoI81YD90I4/vi

-2-3 minutes: independent work time

-"Reveal your work to your partner and take a few minutes to answer question 1."

-Select partners to share how they decomposed their rectangles and what they noticed was similar and different.

-"What did you notice that was the same as your partner?" (We each decomposed our rectangle into 8 parts. We both shaded 1. The main rectangles are congruent.)

-What did you notice that was different about your figures? (We decomposed them differently. I made triangles and they made rectangles.)

-2 minutes: independent work time

-"Turn and talk with your partner. How would you describe the part you shaded on your card?"

- 1-2 minutes: partner discussion

- Monitor for students who can name the shaded portion as a fractional amount.

-"Now, take a few minutes to work on problem 2 with your partner."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 9, Lesson 8, Activity 2, Student Task Statement

Original URL:
https://drive.google.com/file/d/1cDRUip59yHsBUn_x3nRwWehh4vR7u8qx/usp=drive_link

Original Text:
Given your scenario, calculate the total amount the borrower needs to repay the lender, including interest.

Updated URL:
N/A

Updated Text:

Given your scenario, calculate the total amount the borrower needs to repay the lender.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 1, Activity 1, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1GbbvPctt85rPSo21vjd4k9M3-EXOVkh5/view?usp=drive_link

Original Text:

- Share different models among the class.

- Discuss how different models represent place value.

- Highlight how the models make addition clear.

Updated URL:

N/A

Updated Text:

- Share different models among the class.

- Discuss how different models represent place value.

- Highlight how the models make addition clear.

-Consider replicating the same sequence but allowing students to complete problems up to 1,000.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 3, Activity 1, Student Task Statement

Original URL:

https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:828b0664-f138-11ee-bfb9-06215d1efb8b

Original Text:

Find the value of each sum in any way that makes sense to you.

Updated URL:

N/A

Updated Text:

Find the value of each sum in any way that makes sense to you. Consider using mental math.

Math, Grade 4 (IMRA)

Program: Texas Math: Grade 4 Powered by Kiddom

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 2, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text:

Activity Synthesis

Select one group to share each set of sorted cards and explain how they knew the representations belong together.

"How did you know what fraction and decimal to write for the diagram without any matches?"

Select a student to share their response to the last problem. Highlight the equivalence of 0.2 and 0.20 as shown in the Student Responses.

Updated URL:
N/A

Updated Text:
Activity Synthesis

● Select one group to share each set of sorted cards and explain how they knew

the representations belong together.

● "How did you know what fraction and decimal to write for the diagram

without any matches?"

● Select a student to share their models for the last problem. Highlight the

equivalence of 0.2 and 0.20 as shown in the Student Responses.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 7, Student Narrative

Original URL:

Original Text:
Activity Narrative

Record answers and strategy.

Keep expressions and work displayed.

Repeat for each expression.

Updated URL:
N/A

Updated Text:
Student Narrative

Activity Narrative

● "Work in your groups to answer questions 1-3".

● 5-10 minutes: independent work time

● Monitor for students who:

○ Interpret the remainder being ignored

○ Interpret the remainder as needing to be added to the quotient

○ Interpret the remainder as the answer

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 3, Activity 2, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text:
"Work with your partner to complete this table. Inch tiles and grid paper are available if you'd like them."

10 minutes: partner work time

Monitor for different ways students find the number of rectangles, such as:

building the rectangles from inch tiles

drawing rectangles on grid paper

drawing rectangles freehand

listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Updated URL:
N/A

Updated Text:
● "Work with your partner to complete this table. Inch tiles, grid

paper, and pencils are provided for you to record your

thinking."

● 10 minutes: partner work time

● Monitor for different ways students find and record with pencil

the number of rectangles, such as:

○ building the rectangles from inch tiles

○ drawing rectangles on grid paper

○ drawing rectangles freehand

○ listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 1, Activity Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b703e7-f139-11ee-8db6-0615c5aec7b1

Original Text:

Tyler used an algorithm to find the value of 64×87

.Image can be seenat this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/
How do you think he arrived at the last five numbers? Record your thinking. Be prepared to share it with a partner.
Note for Evaluating Responses

Sample response:
28 is the product of 7 in 87 and 4 in 64.

420 is the product of 7 in 87 and 60 in 64.

320 is the product of 80 in 87 and 4 in 64.

4,800 is the product of 80 in 87 and 60 in 64.

5,568 is the sum of the four partial products above it.
2. Use Tyler's method to find the value of 31×15

. Then, draw a diagram to check your answer.

Image can be seen at this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/

Updated URL:

N/A

Updated Text:

1. Tyler used the standard algorithm to find the value of 67 x 87.

Image can be seen at this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/\
How do you think he arrived at the last three numbers? Record your thinking.

Be prepared to share it with a partner.

Sample response:

● 448 is the product of 7 times 4 and 7 times 60.

● 5,120 is the product of 80 times 4 and 80 x 60.

● 5,568 is the sum of 448 and 5,120.
2. Use Tyler's method to find the value of 31×15. Then, draw a diagram to

check your answer.

Sample response:
Image can be seen at this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/\

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 3, Activity 2, Questions

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text:
Complete the table and be prepared to explain or show your reasoning.

Updated URL:

N/A

Updated Text:
Using a pencil, complete the table and be prepared to explain or show your reasoning.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 2, Activity 1, Materials

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text:
Required Materials

Materials to Copy
Card Sort: Diagrams of Fractions & Decimals

Updated URL:
N/A

Updated Text:
Required Materials

● Card Sort: Diagrams of Fractions & Decimals

● Base-Ten manipulatives

○ Unit cubes (ones)

○ Rods (tens)

○ Flats (hundred)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 1, Activity 1, Launch

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4e41-f139-11ee-ae6a-0615c5aec7b1

Original Text:

Launch

Groups of 2

Give students access to colored pencils.

Updated URL:

N/A

Updated Text:

Launch

● Groups of 2

● Give each group of students a collection of flats, rods, and units.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 9, Activity 1, Activity

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b695d-f139-11ee-a6a7-0615c5aec7b1

Original Text:

Question Statement

To subtract different fractions from 116

, Noah draws "jumps" on number lines.
image can be seen at this URL:
https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdKHtybDlO/
Part A

The first diagram shows how he finds 11/6−7/6

. What is the value of 11/6−7/6?

Note for Evaluating Responses

4/6

Updated Text:
1. To subtract different fractions from 11/6, Noah creates a pictorial representation.

image can be seen at this URL:
https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdKHtybDlO/
Part A

What is the fractional amount Noah is subtracting?

Part B

Write an equation to represent Noah's subtraction problem.
2. Create a pictorial representation for 8/3 - 2/3. Upload your model to justify your thinking.
3. Noah had 11/6 of pizza remaining before lunch. After lunch, he still has some pizza left.

image can be seen at this URL:
https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdKHtybDlO/

Part A.

How much pizza does Noah have after lunch?

Part B

Which number line best represents Noah's subtraction?
Image can be seen at this URL:
https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdKHtybDlO/

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 13, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53c81-f139-11ee-b6d9-0615c5aec7b1

Original Text:
Use your strategy to order these numbers from least to greatest.

84,381

87,696

847,040

Updated URL:
N/A

Updated Text:
Student Facing Task

Use your strategy to order these numbers from least to greatest.

1. 845,679,208

2. 5,456,208

3. 845,793,208

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 9, Activity 1, Launch

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b695d-f139-11ee-a6a7-0615c5aec7b1

Original Text:
Launch

Groups of 2

Display the first three number line diagrams in the activity.

"How are these diagrams the same as the diagrams we saw in an earlier lesson? How are they different?" (Same: They use jumps to show a change. Each space between tick marks represents a unit fraction. Different: There is only one jump. The arrows point to the left.)

1 minute: quiet think time

Share responses.

"How do we know that the point represents 116

?" (Each space represents 1 sixth. The point is 11 sixths from 0.)

Updated URL:
N/A

Updated Text:

Launch

● Groups of 2

● Display a fraction subtraction expression.

● "Work with your partner to represent and solve."

● Monitor for students who use fraction bars or draw partitioned rectangles.

● Invite selected students to share their thinking.

● "How can we solve this expression using a model?" (We can use our fraction

bars. We could draw rectangles and divide it into equal parts.)

● "Now, you will solve fraction subtraction problems."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a60fb6-f139-11ee-be70-0615c5aec7b1

Original Text:
Activity Synthesis

Have selected students share diagrams and explain how they show "times as many".

If needed, use cubes to represent statements.

"How could you write an equation to compare Kiran's and Jada's cubes?"

"What do the numbers in the equation represent in the situation?" (Four is the "4 times as many". Two is how many Kiran had. Eight is how many Jada had.)

Write equations for each situation and ask about what students notice about the relationships.

Updated URL:
N/A

Updated Text:
● Have students share their justifications for the strip diagram they selected.

● Display the strip diagrams from question 2.
image can be seen at this URL:
https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/vi
● "Where there strip diagrams that were easy to elimanate? Why?" (Yes. For D,

Hubert is supposed to have six times as many as Natalie.)

● "How did the labels for A and B help you to reason the strip diagram?" (The

strip diagrams each show 6 times as many as 24. The labels help me identify the

correct person.)

● Display the strip diagrams groups created for problem 2.

● 3-5 minutes: gallery walk.

● "What is something you noticed about the strip diagrams you class created for

problem 2?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a4d91b-f139-11ee-b362-0615c5aec7b1

Original Text:
Activity Synthesis

Select 1-2 students to share equations for the second problem. "120,450: Let's practice saying this number together as a class." "What digit is in the thousands place in this number?" (zero) "How did Lin end up with a 0 in the thousands place, when she had 20 blocks with a value of 1,000?" (Each group of 10 thousands makes 1 unit of ten-thousand. Since there are 2 groups of 10 thousands, there are 2 ten-thousands.) "How can we explain the number represented by 10 blocks with the value of 10,000 each?" (Ten groups of 10,000 is 100,000. We can also reason by counting by 10,000. Nine blocks with a value of 10,000 is 90,000, so 10 blocks would be 10,000 more than that, or 100,000.) Record the reasoning about the value of the blocks using equations:
$10×10=100$ $10×100=1,000$ $10×1,000=10,000$ $10×10,000=100,000$

Updated URL:
N/A

Updated Text:
Activity Synthesis

● Select 1-2 students to share their expanded notation for the second problem.

● "3,120,450: Let's practice reading this number together as a class."

● "What digit is in the thousands place in this number?" (0)

● "How did Lin end up with a 0 in the thousands place when she had 20 blocks

with a value of 1,000?" (Each group of 10 thousand makes 1 unit of ten

thousands. Since there are 2 groups of 10 thousands, there are 2

ten-thousands.)

● "How can we explain and represent the number represented by 10 blocks with

the value of 10,000 each?" (Ten groups of 10,000 is 100,000. 10 x 10,000.)

● How can we explain and represent the 3 in 3,120,450 using expanded

notation?" (3 groups of 1 billion. 3 x 1,000,000,000.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 4, Activity 1, Advancing Student Thinking

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text:
Advancing Student Thinking

Students may arrange the numbers by looking only at the digits in the numbers, without attending to the relative sizes of each decimal. (For example, they may say that 0.45 is greater than 0.9 because 45 is greater

than 9.) Consider asking them to name the numbers and think about them in terms of tenths and hundredths, or to express them in fraction notation.

Updated URL:
N/A

Updated Text:
Advancing Student Thinking

Students may respond that 0.20 and 0.2 are not "the same." Consider asking:

- "How would you represent each number using your manipulatives?"

- "What is the same about the amounts, and what is not the same?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 21, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b79039-f139-11ee-92e3-0615c5aec7b1

Original Text:
Activity Synthesis

Select 1-2 students to share their reasoning and responses.

If not clarified in students' explanations, discuss a possible path for finding out the number of tickets sold over the two days using the given information. (For instance: Each ticket is $9 and we know the total amount of money earned by selling tickets in one day, $3,132. If we divide the total amount earned by the price of each ticket, we can find out how many tickets were sold on one day. 3,132÷9=348

. If 348 tickets were sold on one day, then 348×2

or 696 tickets were sold in the two days. We can also multiply $3,132 by 2 first then divide by $9 to get the total number of tickets.)

Updated URL:
N/A

Updated Text:
● Read problem 4-"Diego has two stacks of tickets with 43 tickets in each stack.

He wants to give an equal number of his tickets to 9 friends, and any

remaining tickets will go to his brother. How many tickets will Diego give to

his brother?

● "What did you do first to solve the problem?" (I multiplied 43 x2 to get the

total number of tickets.)

● 'What did you do next?" (I divided 86÷9.)

● Display student work. Highlight strategies and those who recognize 86÷9=9

with a remainder of 6.

● How can we interpret the remainder? (The remainder in this problem

represents the answer.)

Change Type: Editorial Change
Current Page Number(s):

Location:
Unit 4, Lesson 2, Activity 1, Activity Question 3

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text:
Description

Prompt for the Multipart Question

Part A

Are 0.20 and 0.2 equivalent?
A. Yes, they are equivalent.

B. No, they are not equivalent.
Part B

Use fractions and a diagram to explain your reasoning.
Note for Evaluating Responses

Sample reasoning: 0.2 is 210

and 0.20 is 20100

. The two fractions are equivalent, so the two decimals are also equivalent. The diagram for 0.2 and 0.20 would both show 20 small squares shaded out of 100.

Updated Text:
Students will use their concrete manipulative to represent numbers as decimals. They will be able

to upload their work to demonstrate their understanding. A sample

response has been provided.

Use your manipulatives to create models that represent each number as a decimal.

3.
Part A

Are 0.20 and 0.2 equivalent?
Part B

Use your models to explain your thinking.

Explain or show your reasoning using one of the tools below.

Image can be found at this URL:
https://drive.google.com/file/d/1yEGxIcRfhtyKQOTlmrybd5OpjYRcoyFC/vie

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 7, Advancing Student Thinking

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17faa61-f139-11ee-9698-0615c5aec7b1

Original Text:
n/a

Updated URL:
N/A

Updated Text:
Advancing Student Thinking

For students struggling to interpret the remainder for problem 2,

consider asking: "Is she

just going to throw these beads away?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 3, Activity 2, Questions

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text:

Complete the table and be prepared to explain or show your reasoning.

Updated URL:

N/A

Updated Text:

Using a pencil, complete the table and be prepared to explain or show your reasoning.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 19, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b764b3-f139-11ee-913c-0615c5aec7b1

Original Text:

Lesson Synthesis

"Today we learned to use an algorithm that uses partial quotients to divide numbers."

"How would you explain 'partial quotients' to a classmate who might be absent today?" (We can find a quotient in parts—dividing a portion of the dividend at a time—until there is no more or until there is not enough of the dividend to divide. Each quotient is called a partial quotient.)

"Suppose we'd like to find the value of 738÷9

and know we could decompose the 738 into parts. How would we know what numbers to choose?" (Look for multiples of 9. Try to start with the largest multiple of 9 and 10 within 738.)

"What are some ways to decompose 738 into multiples of 9?" (720+18

, or 450+270+18

, among others.)

Display:

image can be seen at this URL:

https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/vie

"We saw two ways of recording partial quotients-by writing a series of equations and by recording the steps of division vertically. Where can we see the partial quotients in each one?"

Updated URL:
N/A

Updated Text:
Lesson Synthesis

"Today we learned to use an algorithm that uses partial quotients to divide numbers."

"How would you explain 'partial quotients' to a classmate who might be absent today?" (We can find a quotient in parts—dividing a portion of the dividend at a time—until there is no more or until there is not enough of the dividend to divide. Each quotient is called a partial quotient.)

"Imagine you're explaining the concept of 'standard algorithm' to a friend

who missed

today's class. How would you do it?" (We used to find a quotient in parts using multiples we

knew. We would do that until there was no more, and then we would add it up.)

Consider placing students in groups of 2-4 and assigning a method for division.

"Suppose we'd like to find the value of 738÷9 in multiple ways. Work with your partner to

represent the quotient using either partial quotients or the standard algorithm."

Display student work. Possible examples:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 9, Activity 1, Activity Synthesis

Original URL:

Original Text:
Invite students to share their expressions in expanded form and what they noticed about the value of the 4.

"What do you notice about the value of the 6 in each number? The value of the 2?" (The value of the 6 is different in each number. It is first 600, then 6,000, then 60,000.)

Students may talk about the number of zeros in each number. Shift their

focus to the place value of the 6- hundreds, thousands, ten-thousands.

"How is the value of the 2 in 46,200 related to the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000 and the same digit in 46,200 has a value of 200. 2,000 is ten times the value 200.)

"What multiplication equation could we write to represent the relationship between the 2 in 46,200 and 462,000?" ($2,000=200×10$

)

"We can also write this equation using division: $2,000÷200=10$

."

Updated URL:
N/A

Updated Text:
Consider drawing or displaying a place value chart to record thinking and

highlight the relationship of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.
● Invite students to share their expressions in expanded notation and

record the value of 4 on the place value chart.

● "What do you notice about the value of the 4 in each number?" (The

value of the 4 is different in each number. It is first 400, then 4,000, then

40,000.)

● Students may discuss the number of zeros in each number. They should

shift their focus to the value determined by the place of the

4—hundreds, thousands, or tens of thousands.

● "Discuss with your partner. How is the value of the 2 in 46,200 related to

the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000,

and the same digit in 46,200 has a value of 200. 2,000 is ten times

greater than the value of 200. The value of the 2 in 4,6200 is 200, and the value of the 2 in 462,000 is 2,000. 200 is one-tenth the value of

2000.)

● 1-2 minutes: partner discussion

● Share and record thinking

● "When looking at the relationship between the places in our place value

system, we can interpret the value of each place-value position as 10

times (10x) the position to the right and as one-tenth (1/10) of the value

of the place to its left."

● Display the number 499,000 from the card sort.

● Work with your partner groups to interpret the relationship between

the 9s in this number. "

● Display statement prompts.

○ The value of the 9 in the ten thousands place is _____the value

of the 9 in the thousands place. (10 times or 10x)

○ The value of the 9 in the thousands place is _____ the value of

the 9 in the ten thousands place. (one-tenth or 1/10)
● Share and record responses.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 2, Activity 1, Launch

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text:

Launch

Groups of 2-4

Give one set of cards from the blackline master to each group.

Updated URL:

N/A

Updated Text:

Launch

● Groups of 2-4

● Give each group of students a collection of flats, rods, and units.

● Give one set of cards from the blackline master to each group.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 3, Activity 2, Required Materials

Original URL:

Original Text:
Grid paper

Inch tiles

Updated URL:
N/A

Updated Text:
Grid paper

Pencil

Inch tiles

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 1, Activity 1, Activity Synthesis

Original URL:

Original Text:
Activity Synthesis

Invite students to share the decimals for the diagrams in the first problem. Record their responses for all to see.

"How are the diagrams in the last problem different from those in the first problem?" (They represent numbers greater than 1.)

"How did you figure out how to write each fraction as a decimal?"

If not mentioned in students' responses, point out that we can think of

$\frac{120}{100}$

as $1 + \frac{20}{100}$

. The 1 whole goes in the ones place, to the left of the decimal point, and the 20 hundredths goes on the right of the decimal point.

"The decimal 1.20 can be read 'one and 20 hundredths'. The decimal 1.33 can be read 'one and 33 hundredths'."

Updated URL:
N/A

Updated Text:
Activity Synthesis

● Invite students to share the models they created and how they wrote the number as

a decimal.

● Record their responses for all to see.

● "How are the models in the last problem different from those in the first two

problems?" (They represent numbers greater than 1.)

● "How did you figure out how to write each number as a fraction and decimal?"
● If not mentioned in students' responses, point out that we can think of $1\frac{20}{100}$

as $1 + \frac{20}{100}$. The 1 whole goes in the ones place, to the left of the decimal point,

and the 20 hundredths goes on the right of the decimal point.

● "The decimal 1.20 is read as 'one and 20 hundredths'. The decimal 1.33 is read 'one

and 33 hundredths'."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 1, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b703e7-f139-11ee-8db6-0615c5aec7b1

Original Text:
Activity Narrative

"Take a few minutes to make sense of Tyler's calculation. Be prepared to explain your thinking."

3-4 minutes: independent work time on the first problem
MLR1 Stronger and Clearer Each Time
"Share your analysis of Tyler's calculation with a partner. Take turns being the speaker and the listener. If you are the speaker, share your ideas and writing so far. If you are the listener, ask questions and give feedback to help your partner improve their work."

2 minutes: structured partner discussion

Consider displaying these prompts to support students' conversations:

"Can you explain how multiplying _____ and _____ gives _____?"

"Can you use the phrase 'partial products' in your explanation?"

Repeat with 1-2 different partners.

"Revise your initial draft based on the feedback you got from your partners."

2-3 minutes: independent work time

"Now try using Tyler's method to complete the last problem and use a diagram to check your work."

5 minutes: independent work time on the last problem

Updated URL:
N/A

Updated Text:
Activity Narrative:

● "Take a few minutes to make sense of Tyler's calculation. Be prepared to explain

your thinking."

● 3-4 minutes: independent work time on the first problem

MLR1 Stronger and Clearer Each Time

● "Share your analysis of Tyler's calculation with a partner. Take turns being the

speaker and the listener. If you are the speaker, share your ideas and writing so

far. If you are the listener, ask questions and give feedback to help your partner

improve their work."

● 2 minutes: structured partner discussion

● Consider displaying these prompts to support students' conversations:

○ "Can you explain how multiplying _____ and _____ gives _____?"

○ "Can you use the phrase standard algorithm' in your explanation?"
● Repeat with 1-2 different partners.

● "Revise your initial draft based on the feedback you got from your partners."

● 2-3 minutes: independent work time

● "Now, try using Tyler's method to complete the last problem and check your

work using a diagram."

● 5 minutes: independent work time on the last problem

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 13, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53c81-f139-11ee-b6d9-0615c5aec7b1

Original Text:
Activity Synthesis

MLR1 Stronger and Clearer Each Time

"Share your strategy for comparing multi-digit numbers with your partner. Take turns being the speaker and the listener. If you are the speaker, share your ideas and writing so far. If you are the listener, ask questions and give feedback to help your partner improve their explanation."

3-4 minutes: structured partner discussion

Repeat with 1-2 other partners.

"Revise your initial description based on the feedback you got from your partners."

2-3 minutes: independent work time

Invite students to briefly share their ordered sets of numbers from the last problem and their reasoning. Record and display their responses.

If not mentioned in students' explanations, point out that in the last set of numbers, the third digit (in the thousands place) in each 630,951 and 631,051 is what tells us how the two numbers compare. The third digit (in the hundreds place) also tells us how 63,591 and 63,951 compare.

Updated URL:
N/A

Updated Text:
Activity Synthesis

MLR1 Stronger and Clearer Each Time

● "Share your strategy for comparing multi-digit numbers with your partner. Take

turns being the speaker and the listener. If you are the speaker, share your ideas and

writing so far. If you are the listener, ask questions and give feedback to help your

partner improve their explanation."

● 3-4 minutes: structured partner discussion

● Repeat with 1-2 other partners.

● "Revise your initial description based on the feedback you got from your partners."

● 2-3 minutes: independent work time
● Invite students to briefly share their ordered sets of numbers from the last problem

and their reasoning. Record and display their responses.

● If not mentioned in students' explanations, point out that in the last set of numbers

(question 4), the sixth digit (in the hundred thousands place) in each 845,679,208

and 845,793,208 helps us understand how these two numbers compare.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 9, Activity 1, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b695d-f139-11ee-a6a7-0615c5aec7b1

Original Text:
Activity Narrative

"Each of Noah's diagrams represents subtraction from 116

. Think about what number is being subtracted and what the result of the subtraction might be."

"Work with your partner on the first two problems."

5-7 minutes: partner work time

Invite students to share their responses to the first problem.

"Where do you see the numbers being subtracted?" (The number of spaces jumped)

"Where do you see the result of the subtraction?" (The point where the arrow lands)

For the second problem, poll the class on which equations they thought the diagram could represent (for example: only the first, only the second, only the third, the first two, all three, and so on). Invite students from each camp to share their reasoning.

Make sure students recognize why the diagram can represent all three equations. (See Student Responses.)

2 minutes: independent work on the last problem

Updated URL:
N/A

Updated Text:
Activity Narrative

● Groups of 2

● 5-8 minutes: worktime

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 2, Student Facing Task Statement

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a60fb6-f139-11ee-be70-0615c5aec7b1

Original Text:

Student-Facing Task Statement

image can be seen at this URL:
https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/vi
1. Jada has 4 times as many cubes as Kiran. Draw a diagram to represent the situation.

image can be seen at this URL:
https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/vi
2. Diego has 5 times as many cubes as Kiran. Draw a diagram to represent the situation.

image can be seen at this URL:
https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/vi
3. Lin has 6 times as many cubes as Kiran. How many cubes does Lin have?

image can be seen at this URL:
https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/vi
Note for Evaluating Responses

Lin has 12 cubes.

mage can be seen at this URL:
https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/vi

Updated URL:
N/A

Updated Text:
1. Youth Sports had a total of 175 children sign up to play either baseball or soccer.

Baseball was able to form 8 teams with 11 players on each team. The rest of the

children signed up for soccer. Which equation and strip diagram can be used to find

s, the number of children who signed up to play soccer?

2. Natalie has completed 24 pages of her book, while Hubert has completed 6 times the

number of pages. Which strip diagram represents a way to find r, the total number of

pages both students have read?

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/vi

3. A factory makes 600 masks per day. They make 150 more hats per day than

masks. Create a strip diagram to represents t, the total number of masks and hats

that the factory makes each day?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 12, Activity 1, Student Activity

Original URL:

Original Text:

Student Facing Task Statement

Your teacher will give you a set of cards, each with a single digit, 0-9.

Use the cards for 2, 7, and 8 to make two different three-digit numbers. Use < or > to compare them.

Now include the digit 1 to make two different four-digit numbers. Compare the numbers.

Shuffle the cards. Repeat what you did earlier with new cards.

Four-digit numbers

Five-digit numbers

Six-digit numbers
For each pair you compared, how did you decide which number is greater?

Updated URL:
N/A

Updated Text:
Student Facing Task
Your teacher will give you a collection of cards, all with single digits, 0-9.

1. Use 8 cards to create a number.
2. Now, compare the number you made with the number your partner made. Use the

correct symbol to compare these two numbers.

3. Shuffle your collection of digits and repeat what you did but add one more

digit cards to your number. For the third round, add one more card. But you

must place a 1 in the highest place.
4. For each pair you compared, how did you decide which number is greater?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 4, Activity 1, Activity Synthesis

Original URL:

Original Text:
Activity Synthesis

Select previously identified students to share their responses and reasoning.

"After seeing these strategies, which one(s) do you prefer to use for ordering decimals? Why?"

Updated URL:
N/A

Updated Text:
Activity Synthesis

● Select one group to share each set of sorted cards and explain how they knew

the representations belong together.

● "How did you know what fraction and decimal to write for the diagram

without any matches?"

● Select a student to share their models for the last problem. Highlight the

equivalence of 0.2 and 0.20 as shown in the Student Responses.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 21, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b79039-f139-11ee-92e3-0615c5aec7b1

Original Text:

Activity Synthesis

Select 1-2 students to share their reasoning and responses.

If not clarified in students' explanations, discuss a possible path for finding out the number of tickets sold over the two days using the given information. (For instance: Each ticket is $9 and we know the total amount of money earned by selling tickets in one day, $3,132. If we divide the total amount earned by the price of each ticket, we can find out how many tickets were sold on one day. 3,132÷9=348

. If 348 tickets were sold on one day, then 348×2

or 696 tickets were sold in the two days. We can also multiply $3,132 by 2 first then divide by $9 to get the total number of tickets.)

Updated URL:

N/A

Updated Text:

● Read problem 4-"Diego had 28 tickets on Monday. He got 59 more on Tuesday.

He wants to give an equal number of tickets to 9 friends. He will give any

remaining tickets to his brother. How many tickets will Diego give to his

brother?

● "What did you do first to solve the problem?" (I added the number of tickets

from Monday and Tuesday to get the total.)

● 'What did you do next?" (I divided 87÷9.)

● Display student work. Highlight strategies and those who recognize 87÷9=9

with a remainder of 6.

● How can we interpret the remainder? (The remainder in this problem

represents the answer.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 4, Activity 1, Materials

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text:
N/A

Updated URL:
N/A

Updated Text:
Required Materials

● Card Sort: Diagrams of Fractions & Decimals

● Base-Ten manipulatives

○ Unit cubes (ones)

○ Rods (tens)

○ Flats (hundred)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 7, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17faa61-f139-11ee-9698-0615c5aec7b1

Original Text:

Activity Synthesis

"How does knowing the first and third quotients help you find the last quotient?" (Since 12+60=72

, we can add the answers to those quotients to get the answer to the last problem.)

Consider asking:

"Who can restate _____'s reasoning in a different way?"

"Did anyone have the same strategy but would explain it differently?"

"Did anyone approach the expression in a different way?"

"Does anyone want to add on to_____'s strategy?"

Updated URL:

N/A

Updated Text:

Activity Synthesis

Invite selected students to share their answer for question 1.

"What do you think we should do with the remaining beads?" (I think we

can ignore it

because it doesn't answer the question.)

"When we have a remainder, we will need to interpret or understand the remainder. For

this problem, we can ignore the remainder."

Invite selected students to share their answer for problem 2.

"How many containers will Callie need?" (Callie needs 8 containers. She isn't just going to

throw the remaining beads away.)

"We can interpret this remainder as needing to add 1 to the quotient."

Invite selected students to share their answer for problem 3.
"How many beads will Callie give to her sister?" (4. That is the same as the remainder.)

"We can interpret this remainder as the answer."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 9, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text:
Invite students to share their expressions in expanded form and what they noticed about the value of the 4.

"What do you notice about the value of the 6 in each number? The value of the 2?" (The value of the 6 is different in each number. It is first 600, then 6,000, then 60,000.)

Students may talk about the number of zeros in each number. Shift their focus to the place value of the 6- hundreds, thousands, ten-thousands.

"How is the value of the 2 in 46,200 related to the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000 and the same digit in 46,200 has a value of 200. 2,000 is ten times the value 200.)

"What multiplication equation could we write to represent the relationship between the 2 in 46,200 and 462,000?" ($2,000=200×10$

)

"We can also write this equation using division: $2,000÷200=10$

."

Updated URL:
N/A

Updated Text:
Consider drawing or displaying a place value chart to record thinking and

highlight the relationship of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.
● Invite students to share their expressions in expanded notation and

record the value of 4 on the place value chart.

● "What do you notice about the value of the 4 in each number?" (The

value of the 4 is different in each number. It is first 400, then 4,000, then

40,000.)

● Students may discuss the number of zeros in each number. They should

shift their focus to the value determined by the place of the

4—hundreds, thousands, or tens of thousands.

● "Discuss with your partner. How is the value of the 2 in 46,200 related to

the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000,

and the same digit in 46,200 has a value of 200. 2,000 is ten times

greater than the value of 200. The value of the 2 in 4,6200 is 200, and
the value of the 2 in 462,000 is 2,000. 200 is one-tenth the value of

2000.)

● 1-2 minutes: partner discussion

● Share and record thinking

● "When looking at the relationship between the places in our place value

system, we can interpret the value of each place-value position as 10

times (10x) the position to the right and as one-tenth (1/10) of the value

of the place to its left."

● Display the number 499,000 from the card sort.

● Work with your partner groups to interpret the relationship between

the 9s in this number. "

● Display statement prompts.

○ The value of the 9 in the ten thousands place is _____the value

of the 9 in the thousands place. (10 times or 10x)

○ The value of the 9 in the thousands place is _____ the value of

the 9 in the ten thousands place. (one-tenth or 1/10)
● Share and record responses.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 19, Activity Question 2

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b764b3-f139-11ee-913c-0615c5aec7b1

Original Text:
Here is Andre and Elena's work. Each student made one or more errors. Identify the errors each student made. Then, show a correct computation.

image can be seen at this URL:
https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/vie
Note for Evaluating Responses

Sample response:
Andre subtracted 2,000, which should've been 5×400

but he wrote 40 instead. The quotient should've been 400+60+3

, or 463.

Elena didn't finish the division. There is a remainder of 16, which can still be divided by 5 to get a whole-number partial quotient of 3. There's a remainder of 1.

The quotient should've been 300+100+60+3

, or 463.

Updated URL:
N/A

Updated Text:
2. Here is Andre and Elena's work using the standard algorithm. Each student made one or

more errors. Identify the errors each student made. Then, show a correct computation.

image can be seen at this URL: https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/vie

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 3, Activity 2, Required Materials

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text:
Grid paper

Inch tiles

Updated URL:
N/A

Updated Text:
Grid paper

Pencil

Inch tiles

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 2, Activity 1, Advancing Student Thinking

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text:

ADVANCED STUDENT THINKING

Students may respond that 0.20 and 0.2 are not "the same." Consider asking:

"How would you represent each number on a square grid?"

"What is the same about the amounts and what is not the same?"

Updated URL:

N/A

Updated Text:

Advancing Student Thinking

Students may respond that 0.20 and 0.2 are not "the same." Consider asking:

● "How would you represent each number using your manipulatives?"

● "What is the same about the amounts, and what is not the same?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 3, Activity 2, Activity Narrative

Original URL:

https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text:

"Work with your partner to complete this table. Inch tiles and grid paper are available if you'd like them."

10 minutes: partner work time

Monitor for different ways students find the number of rectangles, such as:

building the rectangles from inch tiles

drawing rectangles on grid paper

drawing rectangles freehand

listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Updated URL:

N/A

Updated Text:

● "Work with your partner to complete this table. Inch tiles, grid

paper, and pencils are provided for you to record your

thinking."

● 10 minutes: partner work time

● Monitor for different ways students find and record with pencil

the number of rectangles, such as:

○ building the rectangles from inch tiles

○ drawing rectangles on grid paper

○ drawing rectangles freehand

○ listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 1, Activity 1, Activity Questions 2-3

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4e41-f139-11ee-ae6a-0615c5aec7b1

Original Text:
The shaded part of this diagram represents 0.01 or "1 hundredth."

image can be found in this URL:
https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/vi∈
The shaded parts of this diagram represent 0.10 or "10 hundredths."

They also represent 0.1 or "1 tenth."

image can be found in this URL:
https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/vi∈
Numbers like 0.01, 0.10, and 0.1 are written as decimals.

Look at the shaded parts of each diagram from the first problem below.
Write the numbers they represent as decimals.

image can be found in this URL:
https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/vie

Updated Text:
Students will use their concrete manipulative to represent numbers as decimals. They will be

able to upload their work to demonstrate their understanding. Sample responses for each part of

questions 2 and 3 have been provided.

Use your manipulatives to create a model that represents each number as a decimal. Write

the value as a decimal.

Part A

Five hundredths

image can be found in this URL:
https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/vie
Part B

Sixty-three hundredths

Part C

Three tenths

Part D
Ten tenths

Part E

Ninety-seven hundredths

3. Use your manipulatives to create a model that represents each number as a whole

number and a decimal. Write the value as a fraction.

Part A

One and thirty-three hundredths

Part B

One and twenty-tenths

image can be found in this URL:
https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/vie

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b703e7-f139-11ee-8db6-0615c5aec7b1

Original Text:
Activity Synthesis

To clarify the steps in Tyler's notation, consider itemizing each step and using color coding, as shown here:

image can be seen at this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/\
Also consider displaying a corresponding diagram for 64×87

and inviting students to make connections to an algorithm.

image can be seen at this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/v

Updated URL:
N/A

Updated Text:
Activity Synthesis

To clarify the steps in Tyler's notation, consider itemizing each step and using color coding, as shown here:

image can be seen at this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/v
Also consider displaying a corresponding diagram for 64×87

and inviting students to make connections to an algorithm.

○ How is using partial products similar to the standard algorithm?

○ How is it different?"

image can be seen at this URL:
https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/v
● Invite students to share their solution for 31 x 15.

● "What do you notice about the standard algorithm here compared to 64 x 87?" (I did

not have to regroup any tens.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 1, Activity 1, Materials

Original URL:

Original Text:
Required Materials

Colored pencils

Updated URL:
N/A

Updated Text:
Required Materials

- Colored pencils

- Base-Ten manipulatives

○ Unit cubes (ones)

○ Rods (tens)

○ Flats (hundred)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 9, Activity 1, Activity Synthesis

Original URL:

Original Text:
Activity Synthesis

Focus the discussion on the last expression 83−1

.

"How did you subtract 1, a whole number, from 83

, a fraction?" (Start at 83

and jump to the left 3 thirds, to land at 53

. Start at 1 and find out how far to jump to the right to reach 83

.)

"How could you subtract 1 from 83

if you didn't have a number line?" (I could:

Think of 1 as 33

and subtract 33

from 83

, which gives 53

.

Think about how many thirds to add to 33

to get 83

.

Think of 83

as 223

and subtract 1 from it, which gives 123

.)

Updated Text:
Activity Synthesis

● Invite students to share how they determined their equation based on the

model for question 1.

● "How does the model support your equations?" (I could see there were 11

one-sixth pieces. I could see Noah got rid of 7 of the one-sixth pieces.)

● "How many pieces of pizza did Noah have left?" (4/6 pieces.)

● "How did the model help you select the best number line?" (I could think of the

pieces crossed out as the 'jump' on the number line.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 9, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a4e60b-f139-11ee-b3c1-0615c5aec7b1

Original Text:
Question Statement 3

Write each number in expanded form.
Part A

4,620

Note for Evaluating Responses

4,000+600+20

N/A

Updated Text:

Student Facing Task

3. Represent the value of each number in expanded notation.

A. 4,620

B. 46,200

C. 462,000

4. What is the value of the 4 in each number?

A. 4,000

B. 40,000

C. 400,000

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 12, Activity 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a52d08-f139-11ee-b61a-0615c5aec7b1

Original Text:

Activity Synthesis

Select students to display their number statements and read them. Ask if the class agrees with their comparison.

"How did you decide which number is greater? Did you compare every digit?"

Select students who wrote numbers with the same first digit (or the same first two digits) to share their number statements. Ask them to explain how they compared the numbers.

If no students mentioned that the digits in some places matter more than those in others, ask them about it.

"Did you pay attention only to some digits but not others?"

"Which ones did you prioritize? Were there any you tended to ignore?"

Updated URL:
N/A

Updated Text:

Activity Synthesis

● Select students to display their number statements. Ask if the class

agrees with the comparison.

● "How did you decide which number is greater? Did you compare every

digit?" (I looked at the highest place value. I had a 1 in the billions place,

and my partner had a 1 in the billions place. So we compared the

hundred millions place.)
● Select students who wrote numbers with the same first digit (or the

same first two digits) to share their number statements. Ask them to

explain how they compared the numbers.

● "Does the length of the number created (a hundreds number compared

to a billions number) change the strategies we use to compare the

numbers?" (No. A billions number has more digits, but I can still use

place value to compare.)

● If no students mentioned that the digits in some places matter more

than those in others, ask them about it.

○ "Did you pay attention only to some digits but not others?"

○ "Which ones did you prioritize? Were there any you tended to

ignore?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 4, Activity 1, Activity

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text:
Order the numbers from least to greatest. Use a number line if it is helpful.

image can be found at this URL:
https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...

Updated Text:
Students will use their concrete manipulative to represent numbers as decimals. They will be able

to upload their work to demonstrate their understanding. Sample responses have been provided.
1. Order the numbers from least to greatest. Use your manipulatives to justify your

thinking.

image can be seen at this URL:
https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...
2. Order the numbers from greatest to least. Use your manipulatives to justify your

thinking.

mage can be seen at this URL:
https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 2,Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a60fb6-f139-11ee-be70-0615c5aec7b1

Original Text:

Activity Narrative

MLR7 Compare and Connect

"Create a visual display that shows your thinking about the cubes in each problem and include details to help others understand your thinking."

6-8 minutes: independent or group work

3 minutes: gallery walk

"How does each representation show 'times as many'?"

30 seconds quiet think time

1 minute: partner discussion

Monitor for students who create diagrams that are similar to connecting cube images and discrete tape diagrams to share in the synthesis.

Updated URL:
N/A

Updated Text:
Activity Narrative

MLR7 Compare and Connect

● "Create a visual display that shows your thinking about the number of children

who signed up for soccer."

● 6-8 minutes: independent or group work

● 3 minutes: gallery walk

● "How do these representations show baseball? Soccer?"

● 30 seconds quiet think time

● 1 minute: partner discussion

● Monitor for students who create diagrams that show both sports and the

relationship between baseball and soccer.

● "Now, you will work with your partner to answer questions 2 and 3."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 4, Activity 1, Launch

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text:
Launch

Groups of 2

Display the six decimals in the first problem.

"How do we name these decimals in terms of tenths and hundredths? Let's read each one aloud."

Display the six decimals in the second problem.

"Take turns reading each decimal with your partner. Name them in terms of tenths and hundredths."

1 minute: partner work time

Updated URL:

N/A

Updated Text:
Launch

● Groups of 2-4

● Give each group of students a collection of flats, rods, and units.

● Give one set of cards from the blackline master to each group.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 7, Question 1/Student-Facing Task

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17faa61-f139-11ee-9698-0615c5aec7b1

Original Text:
Find the value of each expression mentally.

image can be seen at this URL:
https://drive.google.com/file/d/1_Bd2OYUy910_kOHFd6Gq3FX91ZPqhbtI/v

Updated URL:
N/A

Updated Text:
Student Activity

Student Facing Task

1. Callie has 60 beads. She wants to make 8 identical bracelets and use as many beads as

possible. How many beads will be on each bracelet?

2. Callie has 60 beads. She wants to put 8 beads in each container. How many containers

will she need?

3. Callie has 60 stickers. She wants to give an equal number of stickers to 8 friends and the

leftover stickers to her sister. How many stickers will Callie give to her sister?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 3, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a4d91b-f139-11ee-b362-0615c5aec7b1

Original Text:
Activity Narrative

"Complete the first problem on your own and then we'll talk about it as a class."

3 minutes: independent work time

Select 1-2 students to share their responses to the first problem.

"How would we write this number using expanded form?"
(40,000+9,000+800+30)

"Remember, when we write a number as a sum of hundreds, tens, and ones, we are using expanded form."

Updated URL:
N/A

Activity Narrative

● "Complete the first problem independently, and then we'll discuss it

as a class."

● 3 minutes: independent work time

● Select 1-2 students to share their responses to the first problem.

● "How would we write this number using expanded notation?"

● (4 x 10,000) + (9 x 1,000) + (8 x 100) + (30 x 1)

● "Remember, when we write a number as the value of its individual

digits (ex-hundreds, tens, and ones), we represent the value using

expanded notation."

Math, Grade 5 (IMRA)

Program: Texas Math: Grade 5 Powered by Kiddom

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 3, Activity 2

Original URL:

https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/vusp=sharing

Original Text:

"p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson."

Updated URL:
N/A

Updated Text:
Updates to Citation

As part of the errata process we will be revising this citation to read: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading "
[We will be created a printable document representing common sentence frames, for

teachers to post in the classroom. A draft of the poster set is included below.]

Change Type: Editorial Change
Current Page Number(s):
Location:
Decimal Division, Activity 1, Activity Synthesis

Original URL:
https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq8

Original Text:
Synthesis

Share a student's explanation of what the model represents.

"How are the representations the same? How are they different?" (They both show models using whole and partial whole amounts.. They each have equal amounts in each grouping. One used a whole of 6 squares, and one used a whole made of 4 squares.)

"Do these models represent situations about sharing? Can we represent equal sharing situations of whole numbers? Of fractions? Of decimals?"

How does the key on the models help your understanding of dividing whole numbers and decimals?

Updated URL:
N/A

Updated Text:
Synthesis

• Have a group share their model.

• "How can we prove that our answer is correct?" (Multiply by 11 to see if we get

13.75.)

• "Is 11 times 1.25 equal to 13.75?" (Yes)

• "How would the model and answer change if 8 blocks equaled 1 whole instead of 4?"

(Each group would have 10 blocks instead of 5, but the answer would still be 1.25)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 5.3J, Activity 1, Activity Synthesis

Original URL:

https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit

Original Text:

Display the expression 1/3 ÷ 6 and a diagram from the lesson:

"How does this model represent the expression?" (The whole diagram is divided into six equal pieces, and each sixth is divided into three equal pieces.)

"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Updated URL:

N/A

Updated Text:

Display the expression and ask :1/3 ÷ 6

"How did you use your rectangles to represent the expression?" (I cut each of the 6

rectangles into 3 equal pieces which represents division)

"What do you notice about the size of the pieces when we are dividing into fractional

parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It

takes more pieces to make a whole amount.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 12, Activity 1, Launch

Original URL:

Original Text:

Groups of 2 or 4

"Here is a short paragraph from a newspaper article from 2018."

Display "Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada."

"What are some questions you have after reading this?" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

"The trash fits in 60 shipping containers and will be returned in a large cargo ship over water."

"What does a shipping container look like?"

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

Updated URL:

N/A

Updated Text:

"Groups of 2 or 4

""Here is a short paragraph from a newspaper article from 2018.""

Display ""Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada.""

""What are some questions you have after reading this?"" (Where is

Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

""The trash fits in 60 shipping containers and will be returned in a large cargo ship over water.""

""What does a shipping container look like?""

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.
As students work through the problems, ensure that they justify and evaluate their answer.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 12, Activity 1, Launch

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d

Original Text:
Groups of 2 or 4

"Here is a short paragraph from a newspaper article from 2018."

Display "Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada."

"What are some questions you have after reading this?" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

"The trash fits in 60 shipping containers and will be returned in a large cargo ship over water."

"What does a shipping container look like?"

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

Updated URL:
N/A

Updated Text:
"Groups of 2 or 4

""Here is a short paragraph from a newspaper article from 2018.""

Display ""Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada.""

""What are some questions you have after reading this?"" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

""The trash fits in 60 shipping containers and will be returned in a large cargo ship over water.""

""What does a shipping container look like?""

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

As students work through the problems, ensure that they justify and evaluate their answer.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, Question 4

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3ff71-f13a-11ee-83cb-02ee8932281d

Original Text:
Use the number lines to find which hundredth of a gram the doubloon weights are each closest to.

Updated URL:
N/A

Updated Text:
Use the number lines to find which hundredth of a gram the doubloon weights are rounded to.

Change Type: Editorial Change
Current Page Number(s):
Location:
Decimal Division, Activity 1, Student Task Statement and Student Responses

Original URL:
https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq8

Original Text:
Does the expression 4.53 represent this model? Explain or show your reasoning.

Does the expression 4.53 represent this model? Explain or show your reasoning.

Find the value of 4.53? Explain or show your reasoning.

Sample responses:

Yes. I can see there are 4 whole candy bars and half a candy bar. All of the bars are 3 equal groups.

Sample responses:

Yes. I can see how some candy bars have been broken into 3 groups. There are whole and parts of the whole shown.

3. There is 1.5 in each group. I know because I can see that each group has one whole candy bar and half of another.

Updated URL:

N/A

Updated Text:

Work with your group to complete the following questions.

1. Using your blocks, create a model of the expression 13. 75 ÷ 11. How do you know

the model represents the expression? Explain or show your reasoning.

2. How many blocks are in each group? What is the value of each group?

3. What is 13. 75 ÷ 11?

Student Responses

1. Sample response:

There are 11 groups and each group has 1 whole in it, as well as an extra 0.25, which

gives 13 wholes and 0.75 extras.

2. Sample response:

There are 5 blocks in each group, and each group is worth 1.25 since 4

blocks is a

whole and 1 block is 0.25 of a whole.

3. 13. 75 ÷ 11 = 1. 25

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 6, Warm-up Activity directions for teachers.

Original URL:
https://drive.google.com/file/d/1XJTLQIaBJAvChaW4FrUXiwNo567GoMqL/v
usp=sharing

Original Text:
Activity:

Share and record answers and strategies.

Repeat with each statement.

Updated URL:
N/A

Updated Text:
Activity.

Share and record answers and strategies. Choose students to discuss examples of multiple representations based on reasoning. Ask questions such as:

1. Who solved this problem using a different strategy?

Repeat with each statement.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 6, Warm-up Activity directions for teachers.

Original URL:

https://drive.google.com/file/d/1XJTLQIaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing

Original Text:

Activity:

Share and record answers and strategies.

Repeat with each statement.

Updated URL:

N/A

Updated Text:

Activity.

Share and record answers and strategies. Choose students to discuss examples of multiple representations based on reasoning. Ask questions such as:

1. Who solved this problem using a different strategy?

Repeat with each statement.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 9, Activity 1

Original URL:

https://docs.google.com/document/d/17R78hh4yitu34RkLkcE2CiXGxpyfckC/edit

Original Text:

1. Sort the cards by area. Record your sorting results. Be prepared to explain your choices.

2. For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning.

Updated URL:

N/A

Updated Text:

1. Find the area of each shape.

2. Sort the cards by area.

3. Explain how you sorted the shapes and the measurements of the shapes in the category.

4 For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 12, Activity 1, Question 1

Original URL:

https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips or fraction tiles if needed.

Updated URL:

N/A

Updated Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips to help you solve the following problems.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 4, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d

Original Text:
Invite students to share the expanded form of the decimal 0.527.

Display the expression: (5×0.1)+(2×0.01)+(7×0.001)
"What is the value of the 5 in 0.527?" (5 tenths)

"How does the expanded form show this?" (It shows the 5 is 5×0.1

or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does the expanded form show this?" (It shows the 7 is 7×0.001

or 7 thousandths.)

"How is going from word form to expanded form different than going from decimal form to expanded form?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Updated URL:
N/A

Invite students to share the expanded notation of the decimal 0.527.

Display the expression: (5×0.1)+(2×0.01)+(7×0.001)
"What is the value of the 5 in 0.527?" (5 tenths)

"How does expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does expanded notation show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded notation different than going from decimal form to expanded notation?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 5.3Jii, Lesson Synthesis

Original URL:
https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text:
"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations representing dividing a whole number by a unit fraction."

Display:

2÷1/2=4

2÷1/3=6

2÷1/4=8

2÷1/6=12

"These are some of the equations we discussed today. Why is the quotient getting larger in each equation?" (Because the size of the piece is getting smaller, so there will be more pieces.)

Display: 3÷1/6=18

"Here is another equation we discussed. In this equation, the size of the piece is the same as the equation above it. Why is the quotient larger than when 2 is divided by 16?" (3 is being divided into smaller pieces, instead of 2, so you get more pieces.)

"We are going to learn more about the relationships between the numbers in division equations with unit fractions in the next lesson."

Updated URL:
N/A

Updated Text:
Add to synthesis:

Teachers will select paper examples from their students to display

that match the equations being discussed from the lesson.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 4, Cool-down question 1.

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:31079e12-

Original Text:

1. Choose two of the quadrilaterals. What are they called?

Updated URL:

N/A

Updated Text:

1a. Choose two of the quadrilaterals. What are they called?

1b. Use the Venn Diagram to compare and contrast the attributes of the two shapes. [A Venn diagram will be provided for students to complete]

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 4, Activity 2 Student-facing task statements and Notes for Evaluating Responses.

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d

Original Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded form.
2. Here are the weights of some gold nuggets in word form. Write the weights in expanded form.
3b. How does the expanded form of 0.527 show the value of each digit in the decimal?
Note for Evaluating Response:

The expanded form highlights the value of each digit. The expanded form of 0.527 is (5 X 0.1) + (2 X 0.01) + (7 X 0.001) . The products in the expanded form give the value of each digit.

Updated URL:

N/A

Updated Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded notation.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded notation.

3b. How does the expanded notation of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

Expanded notation highlights the value of each digit. The expanded form of 0.527 is (5 X 0.1) + (2 X 0.01) + (7 X 0.001) . The products in expanded notation give the value of each digit.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5.3J, Activity 1, Questions 1-2

Original URL:

https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit

Original Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the larger rectangles.

Using fraction strips, create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking. Work with a partner to write an expression that represents your model.

2. Which expression could represent the model shown? Explain your thinking.

a. 1/4 ÷ 3

b. 4 ÷ 1/3

c. 3 ÷ 1/4

d. 1/3 ÷ 4

Student Responses

How students create and partition their models will vary. Example:
1. 1/3 ÷ 6. There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.
2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

Updated URL:
N/A

Updated Text:
Mai cut paper strips for a project. She wants to make three equal-sized smaller

rectangles from one of the 6 larger rectangles.

a. Cut your piece of paper along the lines to form 6 rectangles.

b. Use your rectangles to create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking.

c. Work with your partner to write an expression that represents your model
2. Which expression could represent the model shown? Explain your thinking.

A. 1/ 4 ÷ 3

B. 4 ÷1/3

C. 3 ÷ 1/4

D. 1/3 ÷ 4

Student Responses

1a. How students create and partition their models will vary. Example:
1b. . There were 6 equal pieces, and I broke a piece into 3 parts. I know
when I break 1/3 ÷ 6

objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts
to make .

Change Type: Editorial Change
Current Page Number(s):
Location:
Add to page

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc00ea-f13a-11ee-9d77-02ee8932281d

Original Text:
N/A

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1j4Uwhef0VNer1Sl1hRvGbxdTpP0JMOpK/v

Change Type: Editorial Change
Current Page Number(s):
Location:
Add to page

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc00ea-f13a-11ee-9d77-02ee8932281d

Original Text:

N/A

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1j4Uwhef0VNer1Sl1hRvGbxdTpP0JMOpK/v

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 23, cool-down, questions 1-2

Original URL:

https://docs.google.com/spreadsheets/d/1QhOsOzqnWiGua0AUvdT4D-QS8zQY-BlUNOJpPoouGr0/edit?gid=1569892810#gid=1569892810

Original Text:

2. Find the value of 7.5 ÷ 5

Updated URL:

N/A

Updated Text:

2. Find the value of 7.5 ÷ 5. Explain and show your reasoning.

Change Type: Editorial Change

Current Page Number(s):

Location:

Decimal Division, Activity 1, Activity Synthesis

Original URL:

https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq

Original Text:

Synthesis

Share a student's explanation of what the model represents.

"How are the representations the same? How are they different?" (They both show models using whole and partial whole amounts.. They each have equal amounts in each grouping. One used a whole of 6 squares, and one used a whole made of 4 squares.)

"Do these models represent situations about sharing? Can we represent equal sharing situations of whole numbers? Of fractions? Of decimals?"

How does the key on the models help your understanding of dividing whole numbers and decimals?

Updated URL:
N/A

Updated Text:
Synthesis

• Have a group share their model.

• "How can we prove that our answer is correct?" (Multiply by 11 to see if we get

13.75.)

• "Is 11 times 1.25 equal to 13.75?" (Yes)

• "How would the model and answer change if 8 blocks equaled 1 whole instead of 4?"

(Each group would have 10 blocks instead of 5, but the answer would still be 1.25)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 17, Activity 2, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d

Original Text:
Activity Narrative:

8-10 minutes: Group work time

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Updated URL:
N/A

Updated Text:
Activity Narrative:

8-10 minutes: Group work time

Ensure that students use rectangles or another object to solve the problem.

Monitor for students who:

Determine the cost for each color rectangle needed and then determine

the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 17, Activity 2, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d

Original Text:
Activity Narrative:

8-10 minutes: Group work time

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Updated URL:
N/A

Updated Text:

Activity Narrative:

8-10 minutes: Group work time

Ensure that students use rectangles or another object to solve the problem.

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 13, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30ddd583-f13a-11ee-b23d-02ee8932281d

Original Text:
Lesson Synthesis

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations to represent dividing a whole number by a unit fraction."
Display:
2÷12=4
2÷13=6

2÷14=8

2÷16=12

Updated URL:

N/A

Updated Text:

Images have been added here.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 1, Question 4

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3ff71-f13a-11ee-83cb-02ee8932281d

Original Text:

Use the number lines to find which hundredth of a gram the doubloon weights are each closest to.

Updated URL:

N/A

Updated Text:

Use the number lines to find which hundredth of a gram the doubloon weights are rounded to.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 5, Activity 2, Growing Prism - Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc27dc-f13a-11ee-a015-02ee8932281d

Original Text:
MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers.

Advances: Conversing, Reading

Updated URL:
N/A

Updated Text:
MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers by having students identify these pieces in the image of the base of the rectangular prism. These vocabulary words, with an associated picture describing the word, should also posted in the room or be viewable by students at all times.
Advances: Conversing, Reading

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 3, Activity 2

Original URL:
https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing

Original Text:
"p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson."

Updated URL:

N/A

Updated Text:
Updates to Citation

As part of the errata process we will be revising this citation to read: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading "
[We will be created a printable document representing common sentence frames, for

teachers to post in the classroom. A draft of the poster set is included below.]

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 9, Activity 1

Original URL:
https://docs.google.com/document/d/17R78hh4yitu34RkLkcE2CiXGxpyfck·C/edit

Original Text:
1. Sort the cards by area. Record your sorting results. Be prepared to explain your choices.

2. For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning.

Updated URL:
N/A

Updated Text:

1. Find the area of each shape.

2. Sort the cards by area.

3. Explain how you sorted the shapes and the measurements of the shapes in the category.

4 For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 4, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d

Original Text:
Invite students to share the expanded form of the decimal 0.527.

Display the expression: (5×0.1)+(2×0.01)+(7×0.001)
"What is the value of the 5 in 0.527?" (5 tenths)

"How does the expanded form show this?" (It shows the 5 is 5×0.1

or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does the expanded form show this?" (It shows the 7 is 7×0.001

or 7 thousandths.)

"How is going from word form to expanded form different than going from decimal form to expanded form?" (The decimal form shows the

place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Updated URL:
N/A

Updated Text:
Invite students to share the expanded notation of the decimal 0.527.

Display the expression: (5×0.1)+(2×0.01)+(7×0.001)
"What is the value of the 5 in 0.527?" (5 tenths)

"How does expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does expanded notation show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded notation different than going from decimal form to expanded notation?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 5.3J, Activity 1, Activity Synthesis

Original URL:
https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit

Original Text:

Display the expression 1/3 ÷ 6 and a diagram from the lesson:
"How does this model represent the expression?" (The whole diagram is divided into six equal pieces, and each sixth is divided into three equal pieces.)
"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).
"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Updated URL:
N/A

Updated Text:
Display the expression and ask :1/3 ÷ 6
"How did you use your rectangles to represent the expression?" (I cut each of the 6

rectangles into 3 equal pieces which represents division)

"What do you notice about the size of the pieces when we are dividing into fractional

parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It

takes more pieces to make a whole amount.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 5.3Jii, Lesson Synthesis

Original URL:
https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text:

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations representing dividing a whole number by a unit fraction."

Display:

$2 \div 1/2 = 4$

$2 \div 1/3 = 6$

$2 \div 1/4 = 8$

$2 \div 1/6 = 12$

"These are some of the equations we discussed today. Why is the quotient getting larger in each equation?" (Because the size of the piece is getting smaller, so there will be more pieces.)

Display: $3 \div 1/6 = 18$

"Here is another equation we discussed. In this equation, the size of the piece is the same as the equation above it. Why is the quotient larger than when 2 is divided by 16?" (3 is being divided into smaller pieces, instead of 2, so you get more pieces.)

"We are going to learn more about the relationships between the numbers in division equations with unit fractions in the next lesson."

Updated URL:
N/A

Updated Text:
Add to synthesis:

Teachers will select paper examples from their students to display

that match the equations being discussed from the lesson.

Change Type: Editorial Change

Current Page Number(s):

Location:

Decimal Division, Activity 1, Student Task Statement and Student Responses

Original URL:

Original Text:

Does the expression 4.53 represent this model? Explain or show your reasoning.

Does the expression 4.53 represent this model? Explain or show your reasoning.

Find the value of 4.53? Explain or show your reasoning.

Sample responses:

Yes. I can see there are 4 whole candy bars and half a candy bar. All of the bars are 3 equal groups.

Sample responses:

Yes. I can see how some candy bars have been broken into 3 groups. There are whole and parts of the whole shown.

3. There is 1.5 in each group. I know because I can see that each group has one whole candy bar and half of another.

Updated URL:

N/A

Updated Text:

Work with your group to complete the following questions.

1. Using your blocks, create a model of the expression 13. 75 ÷ 11. How do you know

the model represents the expression? Explain or show your reasoning.

2. How many blocks are in each group? What is the value of each group?

3. What is 13. 75 ÷ 11?

Student Responses

1. Sample response:

There are 11 groups and each group has 1 whole in it, as well as an extra 0.25, which

gives 13 wholes and 0.75 extras.

2. Sample response:

There are 5 blocks in each group, and each group is worth 1.25 since 4 blocks is a

whole and 1 block is 0.25 of a whole.

3. $13.75 \div 11 = 1.25$

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 24, Activity 1, Activity Synthesis

Original URL:

Original Text:
Ask previously identified students to share their thinking for the last two problems.
Display expression: $0.5 \div 2$

"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)
Display expression: $0.75 \div 5$

"How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that' s 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d

Updated Text:

● Ask previously identified students to share their thinking for problems 3 and 4.

● Display expression: $0.5 \div 2$

● "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)

● Display expression $0.75 \div 5$

● "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

● Ask previously identified students to share their thinking for problem 5.

● Display expression $50.25 \div 25$

● "What strategies can you use to find the value of this expression?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 24, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d

Original Text:

Ask previously identified students to share their thinking for the last two problems.

Display expression: 0.5÷2
"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)

Display expression: 0.75÷5
"How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that' s 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated URL:
N/A

Updated Text:
● Ask previously identified students to share their thinking for problems 3 and 4.

● Display expression: 0. 5 ÷ 2

● "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)

● Display expression 0. 75 ÷ 5

● "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

● Ask previously identified students to share their thinking for problem 5.

● Display expression 50. 25 ÷ 25

● "What strategies can you use to find the value of this expression?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 12, Activity 1, Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d

Original Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage.

Updated URL:

N/A

Updated Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression. Justify and evaluate your answer.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage. Justify and evaluate your answer.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 12, Activity 1, Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d

Original Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage.

Updated URL:
N/A

Updated Text:
1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression. Justify and evaluate your answer.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage. Justify and evaluate your answer.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 12, Activity 1, Question 1

Original URL:
https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text:
Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips or fraction tiles if needed.

Updated URL:
N/A

Updated Text:
Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips to help you solve the following problems.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 23, cool-down, questions 1-2

Original URL:

https://docs.google.com/spreadsheets/d/1QhOsOzqnWiGua0AUvdT4D-QS8zQY-BlUNOJpPoouGr0/edit?gid=1569892810#gid=1569892810

Original Text:

2. Find the value of 7.5 ÷ 5

Updated URL:

N/A

Updated Text:

2. Find the value of 7.5 ÷ 5. Explain and show your reasoning.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 4, Cool-down question 1.

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:31079e12-f13a-11ee-9bbb-02ee8932281d

Original Text:

1. Choose two of the quadrilaterals. What are they called?

Updated URL:

N/A

Updated Text:

1a. Choose two of the quadrilaterals. What are they called?

1b. Use the Venn Diagram to compare and contrast the attributes of the two shapes. [A Venn diagram will be provided for students to complete]

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30ddd583-f13a-11ee-b23d-02ee8932281d

Original Text:

Lesson Synthesis

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations to represent dividing a whole number by a unit fraction."

Display:

$2÷12=4$

$2÷13=6$

$2÷14=8$

$2÷16=12$

Updated URL:

N/A

Updated Text:

Images have been added here.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 4, Activity 2 Student-facing task statements and Notes for Evaluating Responses.

Original URL:

Original Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded form.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded form.

3b. How does the expanded form of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

The expanded form highlights the value of each digit. The expanded form of 0.527 is (5 X 0.1) + (2 X 0.01) + (7 X 0.001) . The products in the expanded form give the value of each digit.

Updated URL:

N/A

Updated Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded notation.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded notation.

3b. How does the expanded notation of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

Expanded notation highlights the value of each digit. The expanded form of 0.527 is (5 X 0.1) + (2 X 0.01) + (7 X 0.001) . The products in expanded notation give the value of each digit.

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5.3J, Activity 1, Questions 1-2

Original URL:

https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit

Original Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the larger rectangles.

Using fraction strips, create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking. Work with a partner to write an expression that represents your model.

2. Which expression could represent the model shown? Explain your thinking.

a. 1/4 ÷ 3

b. 4 ÷ 1/3

c. 3 ÷ 1/4

d. 1/3 ÷ 4

Student Responses

How students create and partition their models will vary. Example:

1. 1/3 ÷ 6. There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

Updated Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller

rectangles from one of the 6 larger rectangles.

a. Cut your piece of paper along the lines to form 6 rectangles.

b. Use your rectangles to create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking.

c. Work with your partner to write an expression that represents your model

2. Which expression could represent the model shown? Explain your thinking.

A. $1/4 \div 3$

B. $4 \div 1/3$

C. $3 \div 1/4$

D. $1/3 \div 4$

Student Responses

1a. How students create and partition their models will vary. Example:
1b. . There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break $1/3 \div 6$

objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make .

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 5, Activity 2, Growing Prism - Support for English Language Learners

Original URL:

Original Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers.

Advances: Conversing, Reading

Updated URL:

N/A

Updated Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers by having students identify these pieces in the image of the base of the rectangular prism. These vocabulary words, with an associated picture describing the word, should also posted in the room or be viewable by students at all times.
Advances: Conversing, Reading

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 24, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d

Original Text:

Ask previously identified students to share their thinking for the last two problems.

Display expression: $0.5 \div 2$
"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)

Display expression: 0.75÷5

"How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that' s 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated URL:
N/A

Updated Text:

● Ask previously identified students to share their thinking for problems 3 and 4.

● Display expression: 0. 5 ÷ 2

● "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)

● Display expression 0. 75 ÷ 5

● "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

● Ask previously identified students to share their thinking for problem 5.

● Display expression 50. 25 ÷ 25

● "What strategies can you use to find the value of this expression?"

Geometry (IMRA)

Program: Texas Math: Geometry Powered by Kiddom

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Launch

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL:
N/A

Updated Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL:

N/A

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the BP = CP = 5.9

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL:
N/A

Updated Text:
Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated URL:

N/A

Updated Text:

Select previously identified students to share in this order who:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text:

Mentally evaluate all the missing angle measures in each figure.

Updated URL:

N/A

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math

- Digital tools

- Geometry toolkits"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL:
N/A

Updated Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL:

N/A

Updated Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated URL:

N/A

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.

- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.
If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change Type: Editorial Change
Current Page Number(s):
Location:
Add to page

Original Text:

N/A

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/v

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL:

N/A

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36a82-f1c8-11ee-bd7e-066a39b724af

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated URL:

N/A

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

N/A

Updated URL:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/\

Original Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL:
N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL:
N/A

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text:

"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL:

N/A

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL:

N/A

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 20, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL:
N/A

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ＿＿＿'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to ＿＿＿'s strategy?

- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?

-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)

- Does anyone have any additional conjectures?

Change Type: Editorial Change
Current Page Number(s):
Location:
Add to page

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text:
N/A

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/v

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL:

N/A

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the BP = CP = 5.9

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL:

N/A

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL:
N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated URL:

N/A

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL:

N/A

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated URL:

N/A

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).

- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.

- Ask students what key information a Pythagorean Triple tells you about triangles.

- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL:

N/A

Updated Text:

Geo 2.B.iii Revised-1.pdf

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL:

N/A

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into

triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change Type: Editorial Change

Current Page Number(s):

Location:
Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL:
https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY
usp=drive_link

Updated Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text:
The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?"
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL:
N/A

Updated Text:
The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students:

- Suppose we start out not knowing anything about the chord lengths, but

knowing the central angles are congruent.

- What can we prove and how does the proof differ from the one in the activity?

- Which tools did you utilize to find the precise angle measurements for angles created?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?

- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:
N/A

Updated Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL:
N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/\
usp=sharing

Original Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL:
N/A

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

- Discuss the answers students found for the surface area of the cone in problem #4.

- Ask a student to demonstrate how they applied the formula for the surface area of cones.

-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text:
2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL:
N/A

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL:
https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

-Is there anything on this list that you are wondering about now?

- Which tools did you utilize to investigate the diagonals of the two

figures?

- Were there any tools that were more useful than others in exploring the diagonals?

- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text:
Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL:
N/A

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:
- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL:
https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is

needed to prove the triangles are congruent.

- Which tools did you utilize to draw the triangles?

- Were there any tools that were more useful than others in exploring triangles?

- What conjectures about triangle congruence criterion did you come up with?

- Did anyone create a different triangle using that criteria?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Verify your hypothesis algebraically.
Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL:
N/A

Updated Text:
Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change Type: Editorial Change
Current Page Number(s):

Location:

Add to page

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text:

N/A

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/v

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 2, Launch

Original URL:

https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL:

N/A

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards

the discovery of the equation:

-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:
N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.

- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change

Current Page Number(s):

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:

N/A

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)

- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K

Original Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL:
N/A

Updated Text:
Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL:
N/A

Updated Text:
Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL:
N/A

Updated Text:
The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change Type: Editorial Change
Current Page Number(s):

Location:
Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text:
1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.

2. What do you notice and wonder about the diagonals?

3. Share one conjecture you believe is true based on your investigation.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL:

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL:
https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY usp=drive_link

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text:

Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
N/A

Updated URL:
N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side

lengths.

5. Given the following triangle, find the value of the altitude, h.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated URL:

N/A

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be

prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change Type: Editorial Change
Current Page Number(s):
Location:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in

the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL:
N/A

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change Type: Editorial Change
Current Page Number(s):

Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:
Select previously identified students to share in this order:

Updated URL:
N/A

Updated Text:
Select previously identified students to share in this order who:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL:

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

-Is there anything on this list that you are wondering about now?

- Which tools did you utilize to investigate the diagonals of the two figures?

- Were there any tools that were more useful than others in exploring the diagonals?

- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines

having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL:
N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Verify your hypothesis algebraically.

Updated URL:
N/A

Updated Text:
Use the distance formula to verify your hypothesis.

Change Type: Editorial Change
Current Page Number(s):
Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL:

N/A

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL:
N/A

Updated Text:
"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Launch

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both

influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text:
"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL:
N/A

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL:

Original Text:
The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?"
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL:
N/A

Updated Text:
The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.

- What can we prove and how does the proof differ from the one in the activity?

- Which tools did you utilize to find the precise angle measurements for angles created?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?

- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:
N/A

Updated Text:

Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:
Select previously identified students to share in this order:

Updated URL:
N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change Type: Editorial Change
Current Page Number(s):

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL:

N/A

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Student Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated URL:

N/A

Updated Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL:

N/A

Updated Text:

Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db... Unit 1, Lesson 19, Activity 19.1 Question 1 Mentally evaluate all the missing angle measures in each figure. "Evaluate all of the missing angle measures in each figure using any of the following:

Change Type: Editorial Change

Current Page Number(s):
Location:
Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/\
usp=drive_link

Original Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL:
N/A

Updated Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text:

Mentally evaluate all the missing angle measures in each figure.

Updated URL:

N/A

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math

- Digital tools

- Geometry toolkits"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 20, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to ____'s strategy?

- Do you agree or disagree? Why?

Updated URL:
N/A

Updated Text:
To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to ____'s strategy?

- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?

-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)

- Does anyone have any additional conjectures?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text:

Mentally evaluate all the missing angle measures in each figure.

Updated URL:

N/A

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math

- Digital tools

- Geometry toolkits"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Verify your hypothesis algebraically.

Updated Text:
Use the distance formula to verify your hypothesis.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text:
1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.

2. What do you notice and wonder about the diagonals?

3. Share one conjecture you believe is true based on your investigation.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL:

N/A

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share

their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated URL:
https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY usp=drive_link

Updated Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism?

(Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated URL:

N/A

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 10, Activity 2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c30009-f1c8-11ee-b73f-066a39b724af

Original Text:

Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.
Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.)
Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Updated URL:

N/A

Updated Text:

Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on

coordinates in a subsequent lesson.
Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.)
Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Is there another sequence of transformations that can transform figure H to figure R?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 20, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL:
N/A

Updated Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?

-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)

- Does anyone have any additional conjectures?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a

circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL:
N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).

- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.

- Ask students what key information a Pythagorean Triple tells you about triangles.

- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated URL:

N/A

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL:
N/A

Updated Text:
"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change Type: Editorial Change

Current Page Number(s):

Location:
Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/\
usp=drive_link

Original Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL:
N/A

Updated Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text:

In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available.

Updated URL:

N/A

Updated Text:

In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated Text:
- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

- Which tools did you utilize to draw the triangles?

- Were there any tools that were more useful than others in exploring triangles?

- What conjectures about triangle congruence criterion did you come up with?

- Did anyone create a different triangle using that criteria?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Launch

Original Text:
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL:
N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL:
N/A

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

- Discuss the answers students found for the surface area of the cone in problem #4.

- Ask a student to demonstrate how they applied the formula for the

surface area of cones.

-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL:
https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

-Is there anything on this list that you are wondering about now?

- Which tools did you utilize to investigate the diagonals of the two

figures?

- Were there any tools that were more useful than others in exploring the diagonals?

- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:
Select previously identified students to share in this order:

Updated URL:
N/A

Updated Text:
Select previously identified students to share in this order who:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL:

N/A

Updated Text:

Geo 2.B.iii Revised-1.pdf

Change Type: Editorial Change
Current Page Number(s):
Location:
Add to page

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text:
N/A

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/v

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:
N/A

Updated Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL:

N/A

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.

- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL:
N/A

Updated Text:
"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text:
2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL:
N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 14, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113d2c1-f1c8-11ee-b533-066a39b724af

Original Text:

What type of quadrilateral is it?

Updated URL:

N/A

Updated Text:

"What type of quadrilateral is it? Use the distance formula to support your claim and state which sides, if any, are congruent."

Note for evaluating purposes: "Make sure students used the distance formula and stated which sides are

congruent to each other."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No,

once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).

- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.

- Ask students what key information a Pythagorean Triple tells you about triangles.

- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated URL:
N/A

Updated Text:
Select previously identified students to share in this order who:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 20, Lesson Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL:
N/A

Updated Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?

-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)

- Does anyone have any additional conjectures?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
N/A

Updated URL:
N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Student Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated URL:

N/A

Updated Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL:

N/A

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change Type: Editorial Change
Current Page Number(s):
Location:
: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:

N/A

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)

- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:
1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text:

Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL:

N/A

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has

the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL:
N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL:

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated URL:

N/A

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL:

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL:

N/A

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.

- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into

triangles.)

Updated URL:
N/A

Updated Text:
Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL:
N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL:

N/A

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.

- What can we prove and how does the proof differ from the one in the

activity?

- Which tools did you utilize to find the precise angle measurements for angles created?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?

- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 20, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL:
N/A

Updated Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?

-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)

- Does anyone have any additional conjectures?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated URL:

N/A

Updated Text:

Select previously identified students to share in this order who:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 10, Activity 2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c30009-f1c8-11ee-b73f-066a39b724af

Original Text:

Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.
Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Updated URL:

N/A

Updated Text:

Invite students to share strategies such as, "Reflecting across the y-axis makes the x-values negative and keeps the y-values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.

Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Is there another sequence of transformations that can transform figure H to figure R?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL:
N/A

Updated Text:
"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change Type: Editorial Change

Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL:
N/A

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

- Discuss the answers students found for the surface area of the cone in problem #4.

- Ask a student to demonstrate how they applied the formula for the surface area of cones.

-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL:
N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text:
Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL:
N/A

Updated Text:
Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change Type: Editorial Change

Current Page Number(s):

Location:
Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL:
N/A

Updated Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL:

N/A

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no

one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Verify your hypothesis algebraically.

Updated URL:
N/A

Updated Text:
Use the distance formula to verify your hypothesis.

Change Type: Editorial Change

Current Page Number(s):

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL:
N/A

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to

have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change Type: Editorial Change

Current Page Number(s):

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:

N/A

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)

- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL:

N/A

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Change Type: Editorial Change
Current Page Number(s):
Location:
: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:
N/A

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)

- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text:
1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with

digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.

2. What do you notice and wonder about the diagonals?

3. Share one conjecture you believe is true based on your investigation.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL:
N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL:

N/A

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:
N/A

Updated Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL:
N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
N/A

Updated URL:
N/A

Updated Text:
4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

Original Text:
Verify your hypothesis algebraically.
Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL:
N/A

Updated Text:
Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/\

Original Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a

picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL:
N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:
N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).

- Ask students to explain how they applied what they know about

Pythagorean Triples to solve and answer Question #5.

- Ask students what key information a Pythagorean Triple tells you about triangles.

- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 14, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113d2c1-f1c8-11ee-b533-066a39b724af

Original Text:
What type of quadrilateral is it?

Updated URL:
N/A

Updated Text:
"What type of quadrilateral is it? Use the distance formula to support your claim and state which sides, if any, are congruent."
Note for evaluating purposes: "Make sure students used the distance formula and stated which sides are

congruent to each other."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL:
https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:
Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

-Is there anything on this list that you are wondering about now?

- Which tools did you utilize to investigate the diagonals of the two figures?

- Were there any tools that were more useful than others in exploring the diagonals?

- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/\
usp=drive_link

Original Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL:
N/A

Updated Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated URL:

N/A

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once

students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL:
N/A

Updated Text:
Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL:
N/A

Updated Text:
Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db... Unit 1, Lesson 19, Activity 19.1 Question 1 Mentally evaluate all the missing angle measures in each figure. "Evaluate all of the missing angle measures in each figure using any of the following:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:
#NAME?

Updated URL:
https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
#NAME?

Change Type: Editorial Change

Current Page Number(s):

Location:

Add to page

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text:

N/A

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/v

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text:

Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:
Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

Original Text:
Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL:
N/A

Updated Text:
Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL:
N/A

Updated Text:
Geo 2.B.iii Revised-1.pdf

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL:

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL:

N/A

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL:

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL:

N/A

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.

- What can we prove and how does the proof differ from the one in the activity?

- Which tools did you utilize to find the precise angle measurements for angles created?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?

- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text:
Mentally evaluate all the missing angle measures in each figure.

Updated URL:
N/A

Updated Text:
"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math

- Digital tools

- Geometry toolkits"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:

N/A

Updated Text:

Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.

- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL:

N/A

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text:
Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL:
N/A

Updated Text:
Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL:
N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Verify your hypothesis algebraically.

Updated URL:

N/A

Updated Text:

Use the distance formula to verify your hypothesis.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text:

"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL:

N/A

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text:
Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL:
N/A

Updated Text:
Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

#NAME?

Updated URL:

https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:

#NAME?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:
2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db... : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis Invite the previously selected students to share their methods of verification. What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Launch

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL:
N/A

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL:
N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy

such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-

[f1c8-11ee-b223-066a39b724af](#)

Original Text:
2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL:
N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K

Original Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL:
N/A

Updated Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same

slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL:
N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL:

https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

-Is there anything on this list that you are wondering about now?

- Which tools did you utilize to investigate the diagonals of the two figures?

- Were there any tools that were more useful than others in exploring the diagonals?

- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change Type: Editorial Change
Current Page Number(s):
Location:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL:
N/A

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/\
usp=drive_link

Original Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL:
N/A

Updated Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid

with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:
Select previously identified students to share in this order:

Updated URL:
N/A

Updated Text:
Select previously identified students to share in this order who:

Change Type: Editorial Change
Current Page Number(s):

Location:
Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/\

Original Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL:
N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text:
Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL:
N/A

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL:

N/A

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL:
N/A

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

- Discuss the answers students found for the surface area of the cone in problem #4.

- Ask a student to demonstrate how they applied the formula for the

surface area of cones.

-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL:

N/A

Updated Text:

"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL:

N/A

Updated Text:

Geo 2.B.iii Revised-1.pdf

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated URL:

N/A

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 2, Launch

Original URL:

Original Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL:
N/A

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL:
N/A

Updated Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text:
1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL:
N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.

2. What do you notice and wonder about the diagonals?

3. Share one conjecture you believe is true based on your investigation.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL:
N/A

Updated Text:
"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL:

https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnYusp=drive_link

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL:

N/A

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text:
Here are some questions for discussion:

Updated URL:
N/A

Updated Text:
Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).

- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.

- Ask students what key information a Pythagorean Triple tells you about triangles.

- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated URL:

N/A

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL:

N/A

Updated Text:

Geo 2.B.iii Revised-1.pdf

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

N/A

Updated URL:
N/A

Updated Text:
4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text:
Here are some questions for discussion:

Updated URL:
N/A

Updated Text:
Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change Type: Editorial Change
Current Page Number(s):

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:

N/A

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)

- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 14, Activity Synthesis

Original URL:

Original Text:

Invite students to share their reasoning for each question. Highlight students who carried information from one question to the next, such as recognizing that in a rectangle, opposite sides have equal length, so they only need to calculate 2 distances (rather than all 4).

Updated URL:

N/A

Updated Text:

"Invite students to share their reasoning for each question. Highlight students who found the distance of each side and used the congruence symbol to state which sides are congruent."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

- Discuss the answers students found for the surface area of the cone in problem #4.

- Ask a student to demonstrate how they applied the formula for the surface area of cones.

-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text:
Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL:

N/A

Updated Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL:

https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

- Which tools did you utilize to draw the triangles?

- Were there any tools that were more useful than others in exploring triangles?

- What conjectures about triangle congruence criterion did you come up with?

- Did anyone create a different triangle using that criteria?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text:

Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL:
N/A

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

Original Text:

Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL:

N/A

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the BP = CP = 5.9

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Student Question 1

Original URL:

Original Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated URL:

N/A

Updated Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL:
N/A

Updated Text:
The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.

- What can we prove and how does the proof differ from the one in the activity?

- Which tools did you utilize to find the precise angle measurements for angles created?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?

- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated URL:

N/A

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated URL:

N/A

Change Type: Editorial Change

Current Page Number(s):

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL:

N/A

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
N/A

Updated URL:
N/A

Updated Text:
4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text:

Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL:

N/A

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...

Updated URL:

N/A

Updated Text:

Geo 2.B.iii Revised-1.pdf

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL:
N/A

Updated Text:
Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36a82-f1c8-11ee-bd7e-066a39b724af

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/\

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL:
N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in

the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text:
Mentally evaluate all the missing angle measures in each figure.

Updated URL:
N/A

Updated Text:
"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math

- Digital tools

- Geometry toolkits"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 20, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL:
N/A

Updated Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?

-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)

- Does anyone have any additional conjectures?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text:
Ask students to justify why each of the statements is true or false, providing examples.

Updated URL:
N/A

Updated Text:
Ask students to examine and justify why each of the statements is true or false, providing examples.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.

- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL:

N/A

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/view?usp=drive_link

Original Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL:
N/A

Updated Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text:
2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL:
N/A

Updated Text:
2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db... : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis Invite the previously selected students to share their methods of verification. What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text:

The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?"
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL:
N/A

Updated Text:

The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.

- What can we prove and how does the proof differ from the one in the activity?

- Which tools did you utilize to find the precise angle measurements for angles created?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?

- What was the most challenging part of choosing which tool to use?
Give students 1-2 mintues of quiet work time and then time to share their

thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, Launch

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af

Original Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL:
N/A

Updated Text:
Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).
Have Students complete Question 1 in the activity.
Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the

opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/\

Original Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL:
N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL:

https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

-Is there anything on this list that you are wondering about now?

- Which tools did you utilize to investigate the diagonals of the two figures?

- Were there any tools that were more useful than others in exploring the diagonals?

- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db…

Updated URL:

N/A

Updated Text:

Geo 2.B.iii Revised-1.pdf

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text:

Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL:
N/A

Updated Text:
Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Verify your hypothesis algebraically.

Updated URL:
N/A

Updated Text:
Use the distance formula to verify your hypothesis.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL:

N/A

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once

students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL:
N/A

Updated Text:
Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL:
N/A

Updated Text:
Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Add to page

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text:
N/A

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/v

Change Type: Editorial Change

Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/\
usp=sharing

Original Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL:
N/A

Updated Text:
Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

- Discuss the answers students found for the surface area of the cone in problem #4.

- Ask a student to demonstrate how they applied the formula for the surface area of cones.

-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 14, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113d2c1-f1c8-11ee-b533-066a39b724af

Original Text:

Invite students to share their reasoning for each question. Highlight students who carried information from one question to the next, such as recognizing that in a rectangle, opposite sides have equal length, so they only need to calculate 2 distances (rather than all 4).

Updated URL:

N/A

Updated Text:

"Invite students to share their reasoning for each question. Highlight students who found the distance of each side and used the congruence symbol to state which sides are congruent."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

Original Text:
Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL:
N/A

Updated Text:
Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Launch

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL:
N/A

Updated Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text:

In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available.

Updated URL:

N/A

Updated Text:

In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:
N/A

Updated Text:
Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.
Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)
- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).

- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.

- Ask students what key information a Pythagorean Triple tells you about triangles.

- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change Type: Editorial Change
Current Page Number(s):
Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c35ef3-f1c8-11ee-bcd4-066a39b724af

Original Text:
Mentally evaluate all the missing angle measures in each figure.

Updated URL:
N/A

Updated Text:
"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math

- Digital tools

- Geometry toolkits"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text:
1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.

2. What do you notice and wonder about the diagonals?

3. Share one conjecture you believe is true based on your investigation.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3f470-f1c8-11ee-85dd-066a39b724af

Original Text:
Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:
Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Launch

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL:
N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:
Select previously identified students to share in this order:

Updated URL:
N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change Type: Editorial Change

Current Page Number(s):

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:

N/A

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)

- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1lQHoFGAWJAI6bBYLnnPTN91cnYJunoUK/\

Original Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?

Updated URL:
N/A

Updated Text:
Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculatons match? Should they?

- Do your nets result in the same polyhedra? Should they?

- Do your models match the picture you were given? Why or why not?
If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.
Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?

- How did the net help you find surface area?

- How did the net help you find the lateral area?
Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text:
Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated URL:
N/A

Updated Text:
Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations

- the Triangle Angle Sum Theorem
Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?
- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL:

N/A

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Verify your hypothesis algebraically.

Updated URL:

N/A

Updated Text:

Use the distance formula to verify your hypothesis.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

N/A

Updated URL:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.
5. Given the following triangle, find the value of the altitude, h.

Change Type: Editorial Change

Current Page Number(s):

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL:

https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

- Which tools did you utilize to draw the triangles?

- Were there any tools that were more useful than others in exploring triangles?

- What conjectures about triangle congruence criterion did you come up with?

- Did anyone create a different triangle using that criteria?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.

- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated URL:

N/A

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1tUn1AQGIKQscmpF5px0SqkydCn2QzD8K

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL:
N/A

Updated Text:
Invite students to share their equations, and display this image for all to see.
Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114b905-f1c8-11ee-bde6-066a39b724af

Original Text:
Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated URL:
N/A

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL:

https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated URL:

N/A

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text:

1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or rectangle.

2. What do you notice and wonder about the diagonals?

3. Share one conjecture you believe is true based on your investigation.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Verify your hypothesis algebraically.
Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL:

N/A

Updated Text:

Use the distance formula to verify your hypothesis.
Students may calculate the BP = CP = 5.9

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:
N/A

Updated Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-What other methods could be used to verify our hypothesis?" (The

equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.2, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a56c-f1c8-11ee-b223-066a39b724af

Original Text:
2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated URL:
N/A

Updated Text:
"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

Original Text:
1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.
If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 7, Activity 7.3, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11149eee-f1c8-11ee-bcb5-066a39b724af

Original Text:
The goal is to prove the converse of what was proved in the activity.
Display this image for all to see:
Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?"
Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.
Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated URL:
N/A

Updated Text:

The goal is to prove the converse of what was proved in the activity.

Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.

- What can we prove and how does the proof differ from the one in the activity?

- Which tools did you utilize to find the precise angle measurements for angles created?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures involving chords?

- What was the most challenging part of choosing which tool to use?

Give students 1-2 mintues of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:
Select previously identified students to share in this order:

Updated URL:
N/A

Updated Text:
Select students to share that used a variety of strategies. Share strategies in this order:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 20, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c36f9f-f1c8-11ee-bdd4-066a39b724af

Original Text:
To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?

Updated URL:
N/A

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate _____'s reasoning in a different way?

- Did anyone have the same strategy but would explain it differently?

- Did anyone solve the problem in a different way?

- Does anyone want to add on to _____'s strategy?

- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?

-What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)

- Does anyone have any additional conjectures?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text:
Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated URL:
N/A

Updated Text:
Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Launch

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated URL:
N/A

Updated Text:
Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:
- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d95330-f1c8-11ee-a01a-066a39b724af

Original Text:

Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:

Add to page

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2955b-f1c8-11ee-b118-066a39b724af

Original Text:

N/A

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/v

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to

draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Copy this figure using only the Pen tool and no other tools.

Updated URL:
N/A

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text:
"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL:
N/A

Updated Text:
"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, Launch

Original URL:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL:

N/A

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

Original URL:

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:
"Copy the figue by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated URL:
N/A

Updated Text:
Invite the previously selected students to share their methods of verification.

-"What is the definition of a circle?" (The set of points equidistant from the center.)

-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2ef65-f1c8-11ee-b64b-066a39b724af

Original Text:
Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated URL:

N/A

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.1, Question 1

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c012-f1c8-11ee-87db-066a39b724af

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated URL:

https://drive.google.com/file/d/15b1_oZjKkB9OIx8-NNwXzZgtHGoPGuxN/view?usp=drive_link

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

-Is there anything on this list that you are wondering about now?

- Which tools did you utilize to investigate the diagonals of the two figures?

- Were there any tools that were more useful than others in exploring the diagonals?

- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Copy this figure using only the Pen tool and no other tools.

Updated URL:
N/A

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 8, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/16sSL3CEaVtV8_HlwQ1mqTnaxNVTERY_U/\
usp=drive_link

Original Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated URL:
N/A

Updated Text:
Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:
- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated URL:
https://drive.google.com/file/d/11Za7fb3JXQPVnhV-Dz3oqR3FXaxEdHOu/view?usp=drive_link

Updated Text:
- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.

- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

- Which tools did you utilize to draw the triangles?

- Were there any tools that were more useful than others in exploring triangles?

- What conjectures about triangle congruence criterion did you come up with?

- Did anyone create a different triangle using that criteria?

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 3, Lesson 16, Activity 16.4, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d80dfe-f1c8-11ee-9426-066a39b724af

Original Text:
"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated URL:
N/A

Updated Text:
"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Activity Syntehsis

Original URL:

Original Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

Updated URL:

N/A

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?

- Why might the two areas be slightly different from each other?

- How can we define the surface area and lateral area of a cone?

- Discuss the answers students found for the surface area of the cone in problem #4.

- Ask a student to demonstrate how they applied the formula for the surface area of cones.

-Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c37fb0-f1c8-11ee-bed1-066a39b724af

Original Text:

Representing, Conversing: MLR 8 Discussion Supports.Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated URL:

N/A

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

Original URL:

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l).

Updated URL:

N/A

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p, passing through the point (-3,1) (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

Original URL:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated URL:

N/A

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

Original URL:

Original Text:

Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once

students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated URL:
N/A

Updated Text:
Ask students if $a2+b2=c2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a2+b2=c2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
Copy this figure using only the Pen tool and no other tools.

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools."

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11140ff6-f1c8-11ee-b76a-066a39b724af

Original Text:

Verify your hypothesis algebraically.

Students may calculate that BP = CP = 5.9 or demonstrate that B and C satisfy the equation of the circle.

Updated URL:

N/A

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the BP = CP = 5.9

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

Original URL:

Original Text:
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated URL:
N/A

Updated Text:
Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.
Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has

the endpoints P and Q

- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

Updated URL:
https://drive.google.com/file/d/1G3A1Knggum6BEp2M9x9bjrXAE9KaBDnY
usp=drive_link

Updated Text:
The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: SA = ab + Ph

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11158ce3-f1c8-11ee-8545-066a39b724af

Original Text:

Select previously identified students to share in this order:

Updated URL:

N/A

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c3b68a-f1c8-11ee-822a-066a39b724af

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.
Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.

- Angle C is 120 degrees.

- Segment AB is 5 centimeters.

- Segment AC is 2 centimeters.

- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated URL:

N/A

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional

Pythagorean Triples (problem #4).

- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.

- Ask students what key information a Pythagorean Triple tells you about triangles.

- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6c140-f1c8-11ee-87ec-066a39b724af

Original Text:
1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
1. Use the tools available to explore the diagonals of the parallelogram or

rectangle.

2. What do you notice and wonder about the diagonals?

3. Share one conjecture you believe is true based on your investigation.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 1, Lesson 19, Activity 1, Activity Synthesis

Original URL:
https://drive.google.com/file/d/1aw4g0Y2v0hE-PLHpUixxDqyysVWkmJer/view?usp=drive_link

Original Text:
Ask students to justify why each of the statements is true or false, providing examples.

Updated URL:
N/A

Updated Text:
Ask students to examine and justify why each of the statements is true or false, providing examples.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139a1f-f1c8-11ee-b285-066a39b724af

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated URL:

N/A

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d929ea-f1c8-11ee-9e6e-066a39b724af

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated URL:

N/A

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Publisher: Texas Education Agency, Open Education Resources

Math, Grade K (IMRA)

Program: Bluebonnet Learning Grade K Math, Edition 1

Component: K-5 Math Grade K Module 2 Succeed: Two-Dimensional and Three-Dimensional Shapes, Student Edition (ISBN: 9798890721075)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lessons 2, 5

Original URL:

https://www.texasgateway.org/system/files/documents/OER_GrK_M2_Succ

Original Text:

pg. 14 (Lesson 2) pg. 26 (Lesson 5)

Updated URL:

https://tea.sharefile.com/public/share/web-s254fcb3f7c7449d1b342d241186f8c91

Updated Text:

Text edits were made to lessons 2 and 5. Please see linked URL for specific edits.

Component: K-5 Math Grade K Module 2 Learn: Two-Dimensional and Three-Dimensional Shapes, Student Edition (ISBN: 9798890721051)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lessons 2, 5, 6, 7

Original URL:

https://www.texasgateway.org/system/files/documents/OER_GrK_M2_Lear

Original Text:

pg.14 (Lesson 2) pg. 30 (Lesson 5) pg. 34 (Lesson 6) pg. 38 (Lesson 7)

Updated URL:

https://tea.sharefile.com/public/share/web-s05cbc1303077482288299958b521ead1

Updated Text:

Text edits were made to lessons 2, 5, 6, and 7. Please see linked URL for specific edits.

Component: K-5 Math Grade K Assessments (ISBN: 9798890721242)

Change Type: Editorial Change
Current Page Number(s):
Location:
Mid-Module Assessment Task

Original URL:
https://www.texasgateway.org/system/files/documents/OERMath_GrK_AG

Original Text:
Module 5

Updated URL:
https://tea.sharefile.com/d-se1cbebc2fb5f4ee18abe40da43d20e01

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: K-5 Math Grade K Module 5 Succeed: Numbers 10-20, Counting to 100, and Understanding Work, Student Edition (ISBN: 9798890721198)

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 6-7, 9-10

Original URL:
https://www.texasgateway.org/system/files/documents/OER_GrK_M5_Succ

Original Text:
pgs 28-30 (Lesson 6) pgs. 32-34 (Lesson 7) pgs. 40-43 (Lesson 9) pgs. 44-46 (Lesson 10)

Component: K-5 Math Grade K Module 5 Learn: Numbers 10-20, Counting to 100, and Understanding Work, Student Edition (ISBN: 9798890721174)

Change Type: Editorial Change

Current Page Number(s):

Location:
Lesson 6-9, 14, 17-18

Original URL:

https://www.texasgateway.org/system/files/documents/OER_GrK_M5_Lear

Original Text:
pgs. 40-64 (Lesson 6-9) pgs. 94-98 (Lesson 14) pgs. 110 - 120 (Lesson 17-18)

Updated URL:

https://tea.sharefile.com/public/share/web-s3a80f3430eb84021b57adbcc906d74e2

Updated Text:
Text edits were made to the lessons 6-9, 14 and 17-18. Please see linked URL for specific edits.

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Current Page Number(s):

Location:
Letter to Families

Original URL:

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

Original Text:

Letter to Families

Updated URL:

https://tea.sharefile.com/public/share/web-sc872d354176249f1b0fe82b5b75c27eb

Updated Text:

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

Component: K-5 Math Grade K Module 2: Two-Dimensional and Three-Dimensional Shapes, Teacher Edition (ISBN: 9798890721044)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview Lessons 2, 5-8

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M2

Original Text:

pgs. 5, 15 (Module Overview) pgs. 34-42 (Lesson 2) pgs. 65 - 97 (Lesson 5 -8)

Updated URL:

https://tea.sharefile.com/public/share/web-sf92d8e9a4aa442d18a163b7dfd9dce68

Updated Text:

Text edits were made to the Module Overview as well as lessons 2 and 5-8.

Component: K-5 Math Grade K Course Guide (ISBN: 9798890723666)

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade K Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_CL

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-se5f47c1c70e342f8b2379097d9b033fb

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade K Module 6: Analyzing, Comparing, and Composing Shapes, Teacher Edition (ISBN: 9798890721204)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Lesson 2

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M6

Original Text:

pgs. 5-13 (Module Overview) pgs. 28 - 45 (Lesson 2)

Updated URL:

https://tea.sharefile.com/public/share/web-s2e28243dc8d44fd6a8abee81e123d78d

Updated Text:

Text edits were made to the Module Overview and Lesson 2.

Component: K-5 Math Grade K Module 4: Number Pairs, Addition and Subtraction to 10, Teacher Edition (ISBN: 9798890721129)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview Lesson 1, 12, 16 - 17, 31, 35

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M4

Original Text:

pgs. 5- 15 (Module Overview) pg. 25 (Lesson 1) pg. 120 (Lesson 12) pgs. 166 - 181 (Lesson 16 - 17) pgs. 301 - 314 (Lesson 31) pgs. 349 - 356 (Lesson 35) pgs. 367 - 378 (Lesson 37)

Updated URL:

https://tea.sharefile.com/public/share/web-saf55e2bd1e3649db8f553ad0cb769a3e

Updated Text:

Text edits were made to the Module Overview, lessons 1, 12,16-17, 31 and 35.

Component: K-5 Math Grade K Module 5: Numbers 10-20, Counting to 100, and Understanding Work, Teacher Edition (ISBN: 9798890721167)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview Topic B Lesson 6-9, 13-14, 16-18, 21-22, 24

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M5

Original Text:

pgs. 5-24 (Module Overview) pgs. 94-95 (Topic B) pgs. 96-159 (Lesson 6 - 9) pgs. 191-214 (Lesson 13 -14) pgs. 226 - 263 (Lesson 16 - 18) pgs. 2863 - 303 (Lesson 21-22) pgs. 313 - 323 (Lesson 24)

Updated URL:

https://tea.sharefile.com/public/share/web-s1520ca68e01e4363bd0d6da120b9f25f

Updated Text:

Text edits were made to the Module Overview, Topic B, lessons 6-9, 13-14, 16-18, 21-22 and 24.

Component: K-5 Math Grade K Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10, Teacher Edition (ISBN: 9798890721082)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Lesson 1

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M3

Original Text:

pgs. 5-6, 19 (Module Overview) pgs. 22-26 (Lesson 1)

Updated URL:

https://tea.sharefile.com/public/share/web-scffff7423d9d49529c3e05e7b22656a0

Updated Text:

Text edits were made to the Module Overview and Lesson 1.

Component: Program and Implementation Guide (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

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

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade K Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723253)

Change Type: Editorial Change

Current Page Number(s):

Location:

Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_AD

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-se55e843853814f448055b12f37373105

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade K Module 1: Numbers to 10, Teacher Edition (ISBN: 9798890721006)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview Lesson 3 Lesson 15 Topic F

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_GrK_M1

Original Text:

Module Overview Lesson 3 Lesson 15 Topic F

Updated URL:

https://tea.sharefile.com/public/share/web-sf78e2f7497d7472aa6da3829608991cc

Updated Text:

Text edits were made to the Module Overview, lessons 3 and 15 and Topic F.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Editorial Change

Current Page Number(s):

Location:

Summary of Materials

Original URL:

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

Original Text:

Summary of Materials

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: All Kinder components (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade Kinder Components

Original URL:

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

Original Text:

"OER K-5 Math" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Math, Grade 1 (IMRA)

Program: Bluebonnet Learning Grade 1 Math, Edition 1

Component: K-5 Math Grade 1 Module 2, Student Edition: Succeed (ISBN: 9798890721327)

Change Type: Editorial Change

Current Page Number(s):

Location:

Homework, Homework Helper

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M2_Succ

Original Text:

See:

*Lesson 23

*Lesson 26

Updated URL:

https://tea.sharefile.com/public/share/web-
s62a11876c67d4344a220993e95e959ce

Updated Text:

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

Component: K-5 Math Grade 1 Module 2, Student Edition: Learn (ISBN: 9798890721303)

Change Type: Editorial Change

Current Page Number(s):

Location:

Application Problem, Problem Set, Exit Ticket, Template

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M2_Lear

Original Text:

See:

*Lesson 2

*Lesson 17

*Lesson 18

*Lesson 23

*Lesson 26

*Lesson 27

*Lesson 28

Component: K-5 Math Grade 1 Module 3, Student Edition: Succeed (ISBN: 9798890721365)

Change Type: Editorial Change

Current Page Number(s):

Location:

Homework

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M3_Succ

Original Text:

Lesson 2

Updated URL:

https://tea.sharefile.com/public/share/web-sa72561ae5bea4fa7a3826c8fd433489d

Updated Text:

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

Component: K-5 Math Grade 1 Module 6, Student Edition: Succeed (ISBN: 9798890721488)

Change Type: Editorial Change

Current Page Number(s):

Location:

Footers

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M6_Succ

Original Text:

Lesson 5

Updated URL:

https://tea.sharefile.com/public/share/web-s5104cc93e6254e0889b93d1a4d30417e

Updated Text:

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

Component: K-5 Math Grade 1 Module 6, Student Edition: Learn (ISBN: 9798890721464)

Change Type: Editorial Change

Current Page Number(s):

Location:

Footers, Problem Set, Exit Ticket

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M6_Lear

Original Text:

See:

*Lesson 5

*Lesson 7

*Lesson 28

Updated URL:

https://tea.sharefile.com/public/share/web-sae8968780a5443e09ad63772bb81523a

Updated Text:

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

Component: K-5 Math Grade 1 Module 1, Student Edition: Practice (ISBN: 9798890721273)

Change Type: Editorial Change

Current Page Number(s):

Location:

Contents, Footer

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M1_Prac

Original Text:

See:

*Contents

*Lesson 38

Updated URL:

https://tea.sharefile.com/public/share/web-s3a754925e1154c4081294a5c4cf5f7b5

Updated Text:

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

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Current Page Number(s):

Location:

Letter to Families

Original URL:

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

Original Text:

Letter to Families

Updated URL:

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: Grade 1 Course Guide (ISBN: 9798890723598)

Change Type: Editorial Change
Current Page Number(s):
Location:
Grade 1 Course Guide

Original URL:
https://texasgateway.org/system/files/documents/OERMath_Gr1_CLG_EN(

Original Text:
Course Guide

Updated URL:
https://tea.sharefile.com/public/share/web-s3580294a578543d3975e2372710bc529

Updated Text:
Editorial edits were made.

Component: K-5 Math Grade 1 Module 5, Teacher Edition (ISBN: 9798890721419)

Change Type: Editorial Change
Current Page Number(s):
Location:
Module Overview, Fluency, Margin Note

Original URL:
https://texasgateway.org/system/files/documents/OERMath_Gr1_M5_TE_E

Original Text:

See: *Overview *Lesson 6 *Lesson 7 *Lesson 12

Updated URL:

https://tea.sharefile.com/public/share/web-s595ea312d285429bb8798e825673a242

Updated Text:

Editorial edits were made.

Component: Program and Implementation Guide (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

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

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

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

Component: K-5 Math Grade 1 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723260)

Change Type: Editorial Change

Current Page Number(s):

Location:

Overview, Fluency, Application Problem, Concept Development, Template, Student Debrief

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr1_AD

Original Text:

See: *Module Overview *Lesson 11 *Lesson 12 *Lesson 15 *Lesson 16

Updated URL:

https://tea.sharefile.com/public/share/web-s58eff650b0b445fcb9fb4a2f1b4af67c

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 1 Module 6, Teacher Edition (ISBN: 9798890721457)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Topic Overview, Concept Development, Student Debrief, Student Exemplars, Footers, Exit Ticket

Original URL:

https://texasgateway.org/system/files/documents/OERMath_Gr1_M6_TE_E

Original Text:

See: *Module Overview *Topic B Overview *Lesson 3 *Lesson 4 *Lesson 5 *Lesson 7 *Lesson 14 *Lesson 28

Updated URL:

https://tea.sharefile.com/public/share/web-s19b095069c104ab9a32cf6d424b80e6d

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 1 Module 4, Teacher Edition (ISBN: 9798890721372)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Topic Overview, Concept Development, Margin Note, Template, Problem Set

Original URL:

https://texasgateway.org/system/files/documents/OERMath_Gr1_M4_TE_E

Original Text:

See: *Module Overview *Topic A Overview *Lesson 2-4 *Lesson 12

Updated URL:

https://tea.sharefile.com/public/share/web-sb285b2a7ff814f67a45978afa7021dcb

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 1 Module 3, Teacher Edition (ISBN: 9798890721334)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Fluency, Problem Set, Exit Ticket, Homework, Margin Note, Student Exemplars, Template

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr1_M3

Original Text:

See: *Overview *Suggested Tools & Representations *Lesson 2 *Lesson 5 *Lesson 7 *Lesson 8 *Lesson 9 *Lesson 11

Updated URL:

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 1 Module 2, Teacher Edition (ISBN: 9798890721297)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Margin Note, Application Problem, Fluency, Concept Development, Student Exemplar, Problem Set, Homework, Exit Ticket

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr1_M2

Original Text:

See: *Module Overview *Suggested *Lesson 1 - 2 *Lesson 13 *Lesson 17 *Lesson 18 *Lesson 21 -23 *Topic D Overview *Lesson 26 - 29

Updated URL:

https://tea.sharefile.com/public/share/web-sef454aedde0f462db463b62a698e1ee9

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 1 Module 1, Teacher Edition (ISBN: 9798890721259)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Homework, Concept Development, Student Debrief, Margin Notes, Fluency, Footers

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr1_M1

Original Text:

See: *Module Overview *Lesson 1-2 *Lesson 4 *Lesson 9-10 *Lesson 15 *Lesson 25 *Lesson 28 *Lesson 38-39

Updated URL:

https://tea.sharefile.com/public/share/web-sa70812b5f6294a48893db9eeb25fb3e6

Updated Text:

Editorial edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Editorial Change

Current Page Number(s):

Location:

Summary of Materials

Original URL:

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

Original Text:

Summary of Materials

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade 1 Module 4, Student Edition: Learn (ISBN: 9798890721389)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr1_M4_Lear

Original Text:

Lesson 12

Updated URL:

https://tea.sharefile.com/public/share/web-s804b34b2e6f14171b18f43b748da6677

Updated Text:

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

Component: All Grade 1 components (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 1 Components

Original URL:

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

Original Text:

"OER K-5 Math" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Math, Grade 2 (IMRA)

Program: Bluebonnet Learning Grade 2 Math, Edition 1

Component: K-5 Math Grade 2 Module 7 Learn, Student Edition (ISBN: 9798890721754)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set, Homework

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M7_Lear

Original Text:

See *Lesson 25

Updated URL:

https://tea.sharefile.com/public/share/web-s15246844eabc44ada67410b842028964

Updated Text:

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

Component: K-5 Math Grade 2 Module 3 Succeed, Student Edition (ISBN: 9798890721617)

Change Type: Editorial Change

Current Page Number(s):

Location:

Homework Helper

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M3_Succ

Original Text:

See

*Lesson 4

Component: K-5 Math Grade 2 Module 4 Succeed, Student Edition (ISBN: 9798890721655)

Change Type: Editorial Change

Current Page Number(s):

Location:

Homework

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M4_Succ

Original Text:

See

*Lesson 5

Updated URL:

https://tea.sharefile.com/public/share/web-s8cb6ae8b9e314cc6ba4e9f90f5b5d6b4

Updated Text:

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

Component: K-5 Math Grade 2 Module 1: Succeed, Student Edition (ISBN: 9798890721532)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 1 Succeed

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M1_Succ

Original Text:

See *Lesson 7

Updated URL:

https://tea.sharefile.com/public/share/web-
s386b5c64c4bb42fc8608c89ce8829ed8

Updated Text:

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

Component: K-5 Math Grade 2 Module 8 Succeed, Student Edition (ISBN: 9798890721815)

Change Type: Editorial Change

Current Page Number(s):

Location:

Homework

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M8_Succ

Original Text:

See

*Lesson 7

Updated URL:

https://tea.sharefile.com/public/share/web-
saa8796d34fe64059b9d82a4dc376a387

Updated Text:

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

Component: K-5 Math Grade 2 Module 6 Succeed, Student Edition (ISBN: 9798890721730)

Change Type: Editorial Change

Current Page Number(s):

Location:

Homework

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M6_Succ

Original Text:

See

*Lesson 8

Updated URL:

https://tea.sharefile.com/public/share/web-s3c7699b1abdc49feb2a5e9162c452190

Updated Text:

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

Component: K-5 Math Grade 2 Module 8 Learn, Student Edition (ISBN: 9798890721792)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M8_Lear

Original Text:

See

*Lesson 5

*Lesson 7

Updated URL:

Updated Text:

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

Component: K-5 Math Grade 2 Assessments (ISBN: 9798890721822)

Change Type: Editorial Change
Current Page Number(s):
Location:
End-of-Module Assessment Tasks and Mid-Module Assessment Tasks

Original URL:
https://www.texasgateway.org/system/files/documents/OERMath_Gr2_AG

Original Text:
See *Module 3 *Module 2

Updated URL:
https://tea.sharefile.com/d-sb9c7063554244909a0534764550e8855

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change
Current Page Number(s):
Location:
Letter to Families

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

Original Text:
Letter to Families

Updated Text:

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

Component: K-5 Math Grade 2 Module 2, Teacher Edition (ISBN: 9798890721549)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 2 Overview, Fluency

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M2

Original Text:

See *Overview *Lesson 9

Updated URL:

https://tea.sharefile.com/public/share/web-sb151e476d1754b998a239155ba68857e

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 2 Module 8, Teacher Edition (ISBN: 9798890721785)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 8 Overview, Topic Overview, Concept Development, Problem Set, Homework, Answer Key, Margin Notes

Original URL:

Original Text:

See *Overview *Topic B Overview *Lesson 1 *Lesson 2 *Lesson 5 *Lesson 7 *Lesson 13

Updated URL:

https://tea.sharefile.com/public/share/web-s42de777fc2534f84b7269d0ef37744c9

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 2 Module 7, Teacher Edition (ISBN: 9798890721747)

Change Type: Editorial Change

Current Page Number(s):

Location:

Moduel 7 Overview, Topic Overview, Objective, Application Problem, Concept Development, Problem Set, Template, Margin Notes and Answer Key

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M7

Original Text:

See *Overview *Topic B *Topic F Overview *Lesson 5 *Lesson 8 *Lesson 10 *Lesson 14 *Lesson 16 *Lesson 17 *Lesson 20 *Lesson 24*Lesson 25 *Lesson 26

Updated URL:

https://tea.sharefile.com/public/share/web-s033f778b9d6c472ebfba6bba4f9b93d1

Updated Text:

Editorial edits were made.

Component: Program and Implementation Guide (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

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

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

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

Component: K-5 Math Grade 2 Module 6 Learn, Student Edition (ISBN: 9798890721716)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set, Application Problem and Exit Ticket

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M6_Lear

Original Text:

See

*Lesson 8

*Lesson 9

*Lesson 10

Updated URL:

https://tea.sharefile.com/public/share/web-s9f2f8445a79e482cb049436cd7998555

Updated Text:

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

Component: K-5 Math Grade 2 Module 6, Teacher Edition (ISBN: 9798890721709)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 6 Overview, Application Problem, Concept Development, Student Debrief, Problem Set, Exit Ticket, Homework, Template, Answer Key and Topic Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M6

Original Text:

See *Overview *Topic C Overview *Lesson 8 *Lesson 9 *Lesson 10

Updated URL:

https://tea.sharefile.com/public/share/web-s2c5a4a7d72764a0fbfc45a0c1cda3eee

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 2 Module 5, Teacher Edition (ISBN: 9798890721662)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 5 Overview, Margin Notes, Concept Development, Templates

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M5

Original Text:

See *Overview *Lesson 1 *Lesson 2 *Lesson 9

Updated URL:

https://tea.sharefile.com/public/share/web-s2b1c79f2cc3041aa884f027261421231

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 2 Module 3, Teacher Edition (ISBN: 9798890721587)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 3 Overview, Topic Overview, Fluency, Application Problem, Concept Development, Student Debrief, Problem Set, Exit Ticket, Homework, Template and Answer Key.

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M3

Original Text:

See *Overview *Lesson 1 *Topic C Overview *Lesson 4 *Lesson 5 *Lesson 13 *Lesson 17 *Lesson 18 *Answer Key

Updated URL:

https://tea.sharefile.com/public/share/web-s707944e134fc425da051a6536a3031fd

Updated Text:

Editorial edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Editorial Change
Current Page Number(s):
Location:
Summary of Materials

Original URL:
https://www.texasgateway.org/system/files/documents/OERMath_K-5_CNG_ENG.pdf

Original Text:
Summary of Materials

Updated URL:
https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: K-5 Math Grade 2 Module 4, Teacher Edition (ISBN: 9798890721624)

Change Type: Editorial Change
Current Page Number(s):
Location:
Module 4 Overview, Answer Key, Margin Notes, Concept Development, Sprints and Homework

Original URL:
https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M4

Original Text:
See *Overview *Lesson 5 *Lesson 10 *Lesson 18 *Lesson 26 *Lesson 27 *Lesson 5 Answer Key

Component: K-5 Math Grade 2 Module 1, Teacher Edition (ISBN: 9798890721501)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 1 Overview, Topic Overview, Fluency, Concept Development, Margin Notes, Students Debrief, Homework, Template, Answer Key

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_M1

Original Text:

See *Overview *Topic A Overview *Lesson 2 *Lesson 5 *Lesson 7 *Lesson 8

Updated URL:

https://tea.sharefile.com/public/share/web-s25dd6214d3c44608a5f59477595b9e6d

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 2 Course Guide (ISBN: 9798890723321)

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 2 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr2_CLi

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sf460a566ab4548f0a12c998e1cad9f31

Updated Text:

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

Component: K-5 Math Grade 2 Module 3 Learn, Student Edition (ISBN: 9798890721594)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set and Exit Ticket

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr2_M3_Lear

Original Text:

See

*Lesson 1

*Lesson 4

*Templates

Updated URL:

https://tea.sharefile.com/public/share/web-s117c4730c1db4f93b1eb50e0df569c45

Updated Text:

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

Component: All Grade 2 components (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 2 Components

Original URL:

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

Original Text:

"OER K-5 Math" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Math, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Math, Edition 1

Component: K-5 Math Grade 3 Module 1, Student Edition: Learn (ISBN: 9798890721846)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr3_M1_Lear

Original Text:

See:

*Lesson 5

Updated URL:

https://tea.sharefile.com/public/share/web-s7dfd88b1e6d24584a4e3dba44d10db8f

Updated Text:

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

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Current Page Number(s):

Location:

Letter to Families

Original URL:

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

Original Text:

Letter to Families

Updated URL:

https://tea.sharefile.com/public/share/web-sc872d354176249f1b0fe82b5b75c27eb

Updated Text:

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

Component: K-5 Math Grade 3 Module 6, Teacher Edition (ISBN: 9798890722034)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 6 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M6

Original Text:

See:
*Overview
*Terminology
*Suggested Tools & Representations

Updated URL:

https://tea.sharefile.com/public/share/web-se61bc13327d246899922b5a7e0bb9017

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 3 Module 5, Teacher Edition (ISBN: 9798890721990)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 5 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M5

Original Text:

See: *Overview * Suggested Tools & Representations

Updated URL:

https://tea.sharefile.com/public/share/web-sbbce843deef946e8a738585fc75cec9c

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 3 Module 7, Teacher Edition (ISBN: 9798890722072)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 7 Overview, Concept Development Vignette

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M7

Original Text:

See:

*Overview

*Terminology

*Suggested Tools & Representations

*Lesson 1

*Lesson 3

Updated URL:

https://tea.sharefile.com/public/share/web-sa66d206d10d84fe8a4af7a134ff0633a

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 3 Module 3, Teacher Edition (ISBN: 9798890721914)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 3 Overview, Concept Development, Margin Notes, Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M3

Original Text:

See:

*Overview

*Suggested Tools & Representations section

*Concept Development vignette

*Margin Notes

*Problem Set

Updated URL:

https://tea.sharefile.com/public/share/web-s01299e2895f14d759fdb745005d2bb56

Updated Text:

Editorial edits were made.

Component: Program and Implementation Guide (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

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

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 3 Course Guide (ISBN: 9798890723338)

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 3 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_CL(

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s55b8b814ff3b4acb946ef122a26741f9

Updated Text:

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

Component: K-5 Math Grade 3 Module 3, Student Edition: Learn (ISBN: 9798890721921)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr3_M3_Lea

Original Text:

See:

*Lesson 7

Updated URL:

https://tea.sharefile.com/public/share/web-s448d45348fe54a9ba681e2c77a70b0c7

Updated Text:

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

Component: K-5 Math Grade 3 Module 4, Teacher Edition (ISBN: 9798890721952)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 4 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M4

Original Text:

See:

*Overview

*Suggested Tools & Representations

Updated URL:

https://tea.sharefile.com/public/share/web-s987d1207b7724ecc9968b0544653cfb8

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 3 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723284)

Change Type: Editorial Change

Current Page Number(s):

Location:

ADSY Overview and Lesson 21 Student Debrief

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_AD

Original Text:

See: *Overview *Lesson 21

Updated URL:

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 3 Module 2, Teacher Edition (ISBN: 9798890721877)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 2 Overview and L5 Problem Set Blurb

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M2

Original Text:

See:

*Overview

*Terminology

*Suggested Tools & Representations

*Lesson 5

Updated URL:

https://tea.sharefile.com/public/share/web-se5c0b00404df4883a9ae09d47f65e7bc

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 3 Module 1, Teacher Edition (ISBN: 9798890721839)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 1 Overview L5 Problem Set & Answer Key, and L6 Margin Note

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr3_M1

Original Text:

See:

*Overview

*Tools & Representation

*Lesson 5

*Lesson 5 Answer Key

*Lesson 6

Updated URL:

https://tea.sharefile.com/public/share/web-s8847ddb687f84d3599db660ff02e1a79

Updated Text:

Editorial edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Editorial Change

Current Page Number(s):

Location:

Summary of Materials

Original URL:

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

Original Text:

Summary of Materials

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: All Grade 3 components (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 3 Components

Original URL:

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

Original Text:

"OER K-5 Math" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Math, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Math, Edition 1

Component: K-5 Math Grade 4 Module 7, Student Edition: Learn (ISBN: 9798890722379)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr4_M7_Learn

Original Text:

See Lesson 1 Problem Set

Updated URL:

Updated Text:

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

Component: K-5 Math Grade 4 Module 5, Student Edition: Learn (ISBN: 9798890722294)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr4_M5_Lear

Original Text:

Lesson 25 Problem Set

Updated URL:

https://tea.sharefile.com/d-sdcc9f1c2fafa49388cc804fdee851a0c

Updated Text:

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

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Current Page Number(s):

Location:

Letter to Families

Original URL:

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

Original Text:

Letter to Families

Updated URL:

https://tea.sharefile.com/public/share/web-sc872d354176249f1b0fe82b5b75c27eb

Updated Text:

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

Component: K-5 Math Grade 4 Module 1, Teacher Edition (ISBN: 9798890722126)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 1 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M1

Original Text:

See: *Overview *Collaboratively Troubleshooting Student Misconceptions *TEKS Mathematical Process Standards *Terminology *Suggested Tools & Representation

Updated URL:

https://tea.sharefile.com/public/share/web-s9b5ea0bc1ea6441a8c890f8231e7fcba

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 4 Module 2, Teacher Edition (ISBN: 9798890722164)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 2 Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M2

Original Text:

See: *Overview *Suggested Tools & Representations

Updated URL:

https://tea.sharefile.com/public/share/web-
s757ccbeb1fde4f52b5c35d4f44fe42aa

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 4 Module 7, Teacher Edition (ISBN: 9798890722362)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 7 Overview, Concept Development, Problem Set, Student
Exemplars, Answer Key

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M7

Original Text:

See: *Overview *Suggested Tools & Representations *Lesson 1 and
Lesson 1 Answer Key *Lesson 12

Updated URL:

https://tea.sharefile.com/public/share/web-
sb1dbe5bc0d954d72a3d23ae410a47a82

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 4 Module 6, Teacher Edition (ISBN: 9798890722324)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 6 Overview, Margin Note and Student Debrief

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M6

Original Text:

See: *Module Overview *Lesson 2 *Lesson 6

Updated URL:

https://tea.sharefile.com/public/share/web-sf5365d1523e342a6ba6c94e9356e7542

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 4 Module 4, Teacher Edition (ISBN: 9798890722249)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 4 Overview, Problem Set, Student Exemplars, and Margin Note

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M4

Original Text:

See: *Module Overview *Collaboratively Troubleshooting Student Misconceptions *Suggested Tools & Representations *Lesson 6 *Lesson 15

Updated URL:

https://tea.sharefile.com/public/share/web-sa1a189b0f4ce438e8d4ea0d35859cd6d

Updated Text:

Editorial edits were made.

Component: Program and Implementation Guide (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

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

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

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

Component: K-5 Math Grade 4 Module 5, Teacher Edition (ISBN: 9798890722287)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 5 Overview, Concept Development, Problem Set, Student Exemplars, Answer Key

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M5

Original Text:

See: *Overview *TEKS Mathematical Process Standards *Suggested Tools & Representations *Lesson 25 and Lesson 25 Answer Key

Updated URL:

https://tea.sharefile.com/public/share/web-s9c875a74366d4923a9017bf4ce08d28a

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 4 Module 3, Teacher Edition (ISBN: 9798890722201)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module 3 Overview, Problem Set and Margin Notes

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_M3

Original Text:

See: *Overview *Suggested Tools & Representations *Lesson 1 Problem Set *Lesson 29 Margin Note *Lesson 34 Margin Note

Updated URL:

https://tea.sharefile.com/public/share/web-s877e0f8ba8b8494b9d86f43e827288e4

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 4 Module 4, Student Edition: Learn (ISBN: 9798890722256)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr4_M4_Lear

Original Text:

Lesson 6 Problem Set

Updated URL:

https://tea.sharefile.com/public/share/web-s2d54e9a7f190469f91798ef7cd97a716

Updated Text:

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

Component: K-5 Math Grade 4 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723253)

Change Type: Editorial Change

Current Page Number(s):

Location:

Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_AD

Original Text:

Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s09aa0b90ac224761bcfd3c814055354c

Updated Text:

Editorial edits were made.

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Editorial Change

Current Page Number(s):

Location:

Summary of Materials

Original URL:

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

Original Text:

Summary of Materials

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade 4 Course Guide (ISBN: 9798890723345)

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 4 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr4_CL(

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s2b80b21781fe487896a3765c9ed887b2

Updated Text:

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

Component: All Grade 4 components (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 4 Components

Original URL:

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

Original Text:

"OER K-5 Math" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Math, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Math, Edition 1

Component: Family Guide (ISBN: 9798890723314)

Change Type: Editorial Change

Current Page Number(s):

Location:

Letter to Families

Original URL:

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

Original Text:

Letter to Families

Updated Text:

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

Component: K-5 Math Grade 5 Module 6, Teacher Edition (ISBN: 9798890722614)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Concept Development

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M6

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 19

Updated URL:

https://tea.sharefile.com/public/share/web-s37f0d9d98b1344c0820ffe1629675a52

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 5 Module 4, Teacher Edition (ISBN: 9798890722539)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M4

Original Text:

See: *Overview *Suggested Tools & Representation

Updated URL:

https://tea.sharefile.com/public/share/web-s9e10a68533ae4e3fb238e1cc17c8bcbc

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 5 Module 5, Teacher Edition (ISBN: 9798890722577)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Margin Note, Application Problem

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M5

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 6 *Lesson 10

Updated URL:

https://tea.sharefile.com/public/share/web-sf66dc1b4490b4d40b3520f095407f1bf

Updated Text:

Editorial edits were made.

Component: Program and Implementation Guide (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

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

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 5 Course Guide (ISBN: 9798890723635)

Change Type: Editorial Change

Current Page Number(s):

Location:

Grade 5 Course Guide

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_CL

Original Text:

Course Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbc650f7db0eb40d7b5bd05a87b712fce

Updated Text:

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

Component: K-5 Math Grade 5 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723307)

Change Type: Editorial Change

Current Page Number(s):

Location:

Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_AD

Original Text:

Overview

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 5 Module 3, Teacher Edition (ISBN: 9798890722492)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M3

Original Text:

See: *Overview *Suggested Tools & Representation

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 5 Module 1, Teacher Edition (ISBN: 9798890722416)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Concept Development, Margin Note, Student Exemplar, Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M1

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 4 *Lesson 10

Updated URL:

https://tea.sharefile.com/public/share/web-sa828739f410741988c51d207a2a8b73c

Updated Text:

Editorial edits were made.

Component: K-5 Math Grade 5 Module 2, Teacher Edition (ISBN: 9798890722454)

Change Type: Editorial Change

Current Page Number(s):

Location:

Module Overview, Concept Development, Margin Note

Original URL:

https://www.texasgateway.org/system/files/documents/OERMath_Gr5_M2

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 15

Updated URL:

https://tea.sharefile.com/public/share/web-s2b020b3161844492a3ae11e4eb6952a8

Component: Navigation Guide (ISBN: 9798890724861)

Change Type: Editorial Change

Current Page Number(s):

Location:

Summary of Materials

Original URL:

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

Original Text:

Summary of Materials

Updated URL:

https://tea.sharefile.com/public/share/web-s5903d8c5c2d0420780af0bab08d976cc

Updated Text:

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

Component: K-5 Math Grade 5 Module 1, Student Edition: Learn (ISBN: 9798890722423)

Change Type: Editorial Change

Current Page Number(s):

Location:

Problem Set

Original URL:

https://www.texasgateway.org/system/files/documents/OER_Gr5_M1_Lear

Original Text:

Lesson 10

Updated URL:

https://tea.sharefile.com/public/share/web-sa4ec96fe2a184c20a59e5d1a15218a67

Updated Text:

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

Component: All Grade 5 components (ISBN: 9798890722669)

Change Type: Editorial Change

Current Page Number(s):

Location:

All Grade 5 Components

Original URL:

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

Original Text:

"OER K-5 Math" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-s321a896f049845f8aef35575cbdc088e

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Math, Grade 6 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1

Component: Secondary Mathematics Grade 6 Topic Pacing Guide (150-Day) (ISBN: 9781970197242)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Title/Acknowledgment/ISBN
*M4T3, M4T4 Pacing

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_TPG_150-Day.pdf

Original Text:

*Title/Acknowledgment/ISBN

*M4T3 and M4T4 Pacing

Updated URL:

https://tea.sharefile.com/public/share/web-scdf25eaf194c46a18c64a38887babeb4

Updated Text:

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

Component: Secondary Mathematics Grade 6 Family Guides, Spanish (ISBN: 9781970197310)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Title/Acknowledgment/ISBN
*G6 Guía Para La Familia Del Curso

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_FG_SPA.pdf

Original Text:

*Title/Acknowledgment/ISBN

*G6 Guía Para La Familia Del Curso - Actividades

Updated URL:

https://tea.sharefile.com/public/share/web-sd28e9692f1834ab5bbf9cdece951f51c

Updated Text:

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

Component: Secondary Mathematics Grade 6 Student Edition, Volume 1 (ISBN: 9781970197150)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G6M1T1

*G6M2T1

*G6M2T2

*G6M3T1

*G6M3T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_SE_Vol_1.pdf

Original Text:

*G6M1T1 L6

*G6M2T1 L1

*G6M2T2 L1, L3

*M3T1 L1

*M3T2 L3

Updated URL:

https://tea.sharefile.com/public/share/web-se9542ed9878e4b308fe8ade76f084465

Updated Text:

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

Component: Secondary Mathematics Grade 6 Student Edition, Volume 2 (ISBN: 9781970197167)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G6M4T1 *G6M4T4 *G6M5T1 *G6M5T2

Original URL:

https://tea.sharefile.com/public/share/web-sf945208707ad449ab485bc5124b0dcdf

Original Text:

*G6M4T1 L4 *G6M4T4 L4 *G6M5T1 L1 *G6M5T2 L3

Updated URL:

https://tea.sharefile.com/public/share/web-sf945208707ad449ab485bc5124b0dcdf

Updated Text:

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

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 2 (ISBN: 9781970197112)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G6 Course and Implementation Guide *G6M4T1 *G6M4T4 *G6M5T1 *G6M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_TE_Vol_2_0.pdf

Original Text:

*G6 Course and Implementation Guide *G6M4T1 L3, L4 *G6M4T4 L4 *G6M5T1 L1 *G6M5T2 L3

Updated URL:

https://tea.sharefile.com/public/share/web-s50bd5d6f5fe944948c81438bebf5276e

Updated Text:

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

Component: Secondary Mathematics Grade 6 Family Guides (ISBN: 9781970197143)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G6 Course Family Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_FG.pdf

Original Text:

*G6 Course Family Guide - Activities

Updated URL:

https://tea.sharefile.com/public/share/web-s420c8847087b4a55888ad70481778e5a

Updated Text:

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

Component: Secondary Mathematics Grade 6 Assessments Student Edition (ISBN: 9781970197181)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G6M2T1

Original URL:

https://www.texasgateway.org/system/files/documents/G6_Assessments_

Original Text:

*G6M2T1

Updated URL:

Updated Text:

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

Component: Secondary Mathematics Grade 6 Skills Practice Teacher Edition
(ISBN: 9781970197129)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G6 Skills Practice Guide

*G6M2T1

*G6M3T1

*G6M4T2

*G6M4T4

*G6M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_SP_TE.pdf

Original Text:

*G6 Skills Practice Guide

*G6M2T1 Section I.C

*G6M3T1 Section I.D

*G6M4T2 Section I Spaced Practice

*G6M4T2 Section V Spaced Practice

*G6M4T4 Section IV.C

*G6M5T2 Section III.B

Updated URL:

https://tea.sharefile.com/d-sd2bd5202d043497c99057fbad3c86094

Updated Text:

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

Component: Secondary Mathematics Grade 6 Materials List (ISBN: 9781970197297)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_Materials_List.pdf

Original Text:

*M1T1 Intro Lesson

Updated URL:

https://tea.sharefile.com/public/share/web-s75489701538a44b9bd7f8c60c62c4095

Updated Text:

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

Component: Secondary Mathematics Grade 6 Assessments Teacher Edition (ISBN: 9781970197136)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G6M2T1

Original URL:

https://texasgateway.org/system/files/documents/G6_Assessments_TE.pd

Original Text:

*G6M2T1

Updated URL:
https://tea.sharefile.com/d-sd9edd5831ed24730807d9eda53aa53e2

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 6 QTI File (ISBN: 9781970197198)

Change Type: Editorial Change
Current Page Number(s):
Location:
*G6M2T1
*Title/Acknowledgment/ISBN

Original URL:
https://texasgateway.org/system/files/documents/G6_Assessment_QTI.pdf

Original Text:
*G6M2T1

*Title/Acknowledgment/ISBN

Updated URL:
https://tea.sharefile.com/d-s60fc2c639000464d9fd3b577c48f8314

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 6 Skills Practice Student Edition (ISBN: 9781970197174)

Change Type: Editorial Change
Current Page Number(s):
Location:

*G6M2T1
*G6M3T1
*G6M4T2
*G6M4T4
*G6M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G6_SP_SE.pdf

Original Text:

*G6M2T1 Section I.C

*G6M3T1 Section I.D

*G6M4T2 Section I Spaced Practice

*G6M4T2 Section V Spaced Practice

*G6M4T4 Section IV.C

*G6M5T2 Section III.B

Updated URL:

https://tea.sharefile.com/public/share/web-s536ea6eefed9430a91dcd54b9fc6e0d1

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

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

Component: All components across Secondary Mathematics Grade 6 Edition 1 (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

All components across Secondary Mathematics Grade 6 Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

"OER Secondary Mathematics" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

All components for Secondary Mathematics Grade 6 Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Math, Grade 7 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1

Component: Secondary Mathematics Grade 7 Teacher Edition, Volume 1 (ISBN: 9781970197327)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G7 Course and Implementation Guide

*G7M1T1

*G7M2T1

*G7M3 Module Overview

*G7M3T1

*G7M3T2

*G7M3T3

*G7 Math Glossary

Original URL:

Original Text:

*G7 Course and Implementation Guide

*G7M1T1 Intro Lesson, L1

*G7M2T1 L2

*G7M3 Module Overview

*G7M3T1 Topic Overview

*G7M3T2 L1

*G7M3T3 Topic Overview L2-L3, L2, L3, Topic Summary

*G7 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-s90d7d507cb384b42ad08b3397e8f4d5b

Updated Text:

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

Component: Secondary Mathematics Grade 7 QTI File (ISBN: 9781970197419)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Title/Acknowledgment/ISBN

Original URL:

https://www.texasgateway.org/system/files/documents/G7_Assessment_Q

Original Text:

*Title/Acknowledgment/ISBN

Updated URL:

https://tea.sharefile.com/d-s5c617f2f3e1f4fe294decc771deb8f59

Updated Text:

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

Component: Secondary Mathematics Grade 7 Topic Pacing Guide (150-Day) (ISBN: 9781970197464)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Title/Acknowledgment/ISBN
*M1-M2
*M3T3
*M4T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_TPG_150-Day.pdf

Original Text:

*Title/Acknowledgment/ISBN

*M1-M2

*M3T3 L2

*M4T2 Pacing

Updated URL:
https://tea.sharefile.com/public/share/web-sdfa00f8c47af4792842c584bc4673787

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 7 Family Guides, Spanish (ISBN: 9781970197532)

Change Type: Editorial Change
Current Page Number(s):
Location:
*Title/Acknowledgment/ISBN
*G7 Guía Para La Familia Del Curso
*M3T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_FG_SPA.pdf

Original Text:
*Title/Acknowledgment/ISBN

*G7 Guía Para La Familia Del Curso - Actividades

*M3T3

Updated URL:
https://tea.sharefile.com/public/share/web-s2a5467e585684bbe864794723aebb598

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 7 Skills Practice Teacher Edition (ISBN: 9781970197341)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G7 Skills Practice Guide *G7M3T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_SP_TE.pdf

Original Text:

*Skills Practice Guide *G7M3T3 Section II.A, Section III.A, Section III Spaced Review

Updated URL:

https://tea.sharefile.com/d-s4ecc0ee842d348d38d15b7453e4888cc

Updated Text:

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

Component: Secondary Mathematics Grade 7 Student Edition, Volume 2 (ISBN: 9781970197389)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G7M4T2 *G7M4T3 *G7M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_SE_Vol_2.pdf

Original Text:

*G7M4T2 L1 *G7M4T3 L4 *G7M5T2 L4, Topic Summary L4

Updated URL:

https://tea.sharefile.com/public/share/web-sffa9edda7b5c48adac6aebe8d3637107

Component: Secondary Mathematics Grade 7 Teacher Edition, Volume 2 (ISBN: 9781970197334)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G7 Course and Implementation Guide *G7M4T2 *G7M4T3 *G7M5T2 *G7 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_TE_Vol_2.pdf

Original Text:

*G7 Course and Implementation Guide *G7M4T2 L1 *G7M4T3 L4 *G7M5T2 L4, Topic Summary L4 *G7 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-s6266b6b470da4505b548c5830a37804a

Updated Text:

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

Component: Secondary Mathematics Grade 7 Family Guides (ISBN: 9781970197365)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Family Course Guide *M3T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_FG.pdf

Original Text:

*Family Course Guide - Activities *M3T3

Updated URL:

https://tea.sharefile.com/public/share/web-sd7e5c798d5ac44bb9d2b3b1308c1c751

Updated Text:

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

Component: Secondary Mathematics Grade 7 Assessments Teacher Edition (ISBN: 9781970197358)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Assessment Guide

Original URL:

https://texasgateway.org/system/files/documents/G7_Assessments_TE.pdf

Original Text:

*Assessment Guide - Table of Contents

Updated URL:

https://tea.sharefile.com/d-s9ac6d8a7c6a242d6ae2f5fc81f131404

Updated Text:

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

Component: Secondary Mathematics Grade 7 Materials List (ISBN: 9781970197518)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M1T1, Index Card Title

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_Materials_List.pdf

Original Text:

*M1T1 Intro Lesson *Index Card Title

Updated URL:

https://tea.sharefile.com/public/share/web-sedef22b9fa004a6b998956b891879f49

Updated Text:

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

Component: Secondary Mathematics Grade 7 Skills Practice Student Edition
(ISBN: 9781970197396)

Change Type: Editorial Change
Current Page Number(s):
Location:
*Teacher Edition Skills Practice Guide
*G7M3T3

Original URL:

https://www.texasgateway.org/system/files/documents/G7_SP_SE.pdf

Original Text:

*Teacher Edition Skills Practice Guide - removed

*G7M3T3 Section II.A, Section III.A, Section III Spaced Review

Updated URL:

https://tea.sharefile.com/public/share/web-se4fd6da4e61d43ef92b6636f273a3cc3

Updated Text:

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

Component: Secondary Mathematics Grade 7 ELPS Summary (ISBN: 9781970197488)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_ELPS_Summary.pd

Original Text:

*M1T1 Intro Lesson

Updated URL:

https://tea.sharefile.com/public/share/web-s47aec35d0d164e4888de738b01f78154

Updated Text:

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

Component: Secondary Mathematics Grade 7 Assessments Student Edition (ISBN: 9781970197402)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Table of Contents

Original URL:

https://www.texasgateway.org/system/files/documents/G7_Assessments_

Original Text:

*Table of Contents

Updated URL:

https://tea.sharefile.com/public/share/web-s7a6ec01c6a054307b82afdc1cdb3fec3

Updated Text:

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

Component: Secondary Mathematics Grade 7 Student Edition, Volume 1 (ISBN: 9781970197372)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G7M1T1 *G7M3T3 *G7 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G7_SE_Vol_1.pdf

Original Text:

*G7M1T1 L1 *G7M3T3 L2-3, Topic Summary *G7 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-sc7d93d210619483a840c40f9334f80ec

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

Updated Text:

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

Component: All components across Secondary Mathematics Grade 7 Edition 1 (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

All components across Secondary Mathematics Grade 7 Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

"OER Secondary Mathematics" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

All components for Secondary Mathematics Grade 7 Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Math, Grade 8 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1

Component: Secondary Mathematics Grade 8 Family Guides, Spanish (ISBN: 9781970197754)

Change Type: Editorial Change

Current Page Number(s):

Location:
*Title/Acknowledgment/ISBN
*M1T1

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/G8_FG_SPA.pdf

Original Text:
*Title/Acknowledgment/ISBN

*M1T1 - NUEVOS TÉRMINOS CLAVE

Updated URL:
https://tea.sharefile.com/public/share/web-s1f18bf41ea234fbcaaa48c59b5cabf3c

Updated Text:
Editorial edits were made. Please see linked URL for specific edits.

Component: Secondary Mathematics Grade 8 QTI File (ISBN: 9781970197631)

Change Type: Editorial Change

Current Page Number(s):

Location:
*Title/Acknowledgment/ISBN
*G8M3T1
*G8M3T2

Original URL:
https://texasgateway.org/system/files/documents/G8_Assessment_QTI_0.p

Original Text:
*Title/Acknowledgment/ISBN

*G8M3T1 Q3

*G8M3T2 Q8

Component: Secondary Mathematics Grade 8 Topic Pacing Guide (150-Day) (ISBN: 9781970197686)

Change Type: Editorial Change

Current Page Number(s):

Location:
*Title/Acknowledgment/ISBN
*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TPG_150-Day_0.pdf

Original Text:

*Title/Acknowledgment/ISBN

*M1T1 L2

Updated URL:

https://tea.sharefile.com/public/share/web-s07959856ac264fd0b672fe8081aa2a53

Updated Text:

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

Component: Secondary Mathematics Grade 8 Teacher Edition, Volume 2 (ISBN: 9781970197556)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G8 Course and Implementation Guide
*G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TE_Vol_2.pdf

Original Text:

*G8 Course and Implementation Guide

*G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-sa4b991a1299d4db6b5ab2a3a89a0b4ae

Updated Text:

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

Component: Secondary Mathematics Grade 8 Teacher Edition, Volume 1 (ISBN: 9781970197549)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G8 Course and Implementation Guide *G8M1T1 *G8M1T2 *G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TE_Vol_1.pdf

Original Text:

*G8 Course and Implementation Guide *G8M1T1 Topic Overview, Pacing Guide, L2, L4, L5, Topic Self-Reflection, Topic Summary *G8M1T2 L2, L3, Topic Summary L2 *G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-saa9bffadf1f94ee19f37e652fbfd6ca0

Updated Text:

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

Component: Secondary Mathematics Grade 8 Family Guides (ISBN: 9781970197587)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_FG.pdf

Original Text:

*M1T1

Updated URL:

https://tea.sharefile.com/public/share/web-sea67bd99588f4a8b8584b2f37edfbf48

Updated Text:

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

Component: Secondary Mathematics Grade 8 Scope and Sequence (165-Day) (ISBN: 9781970197679)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_S%26S_165-Day.pdf

Original Text:

*M1T1 L2

Component: Secondary Mathematics Grade 8 Scope and Sequence (150-Day) (ISBN: 9781970197662)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_S%26S_150-Day.pdf

Original Text:

*M1T1 L2

Updated URL:

https://tea.sharefile.com/public/share/web-sb2d66300397c4c629bcd8538f8ca03cd

Updated Text:

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

Component: Secondary Mathematics Grade 8 TEKS Summary (ISBN: 9781970197693)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Lesson TEKS column

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_TEKS_Summary.pd

Original Text:

*Added Lesson TEKS column

Updated URL:

https://tea.sharefile.com/public/share/web-scf7ae133b55c413a8ddc5dd938886673

Updated Text:

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

Component: Secondary Mathematics Grade 8 Skills Practice Student Edition (ISBN: 9781970197617)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G8M1T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_SP_SE.pdf

Original Text:

*G8M1T2 Section II.A

Updated URL:

https://tea.sharefile.com/public/share/web-s5d777563ce4f4642b6b94d2877ccaff0

Updated Text:

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

Component: Secondary Mathematics Grade 8 Student Edition, Volume 1 (ISBN: 9781970197594)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G8M1T1

*G8M1T2

*G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_SE_Vol_1.pdf

Original Text:

*G8M1T1 - L2, Topic Self-Reflection, Topic Summary

*G8M1T2 - L2, L3, Topic Summary L2

*G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-sea277eaa11e941369b7b1405a1ebf6fe

Updated Text:

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

Component: Secondary Mathematics Grade 8 Student Edition, Volume 2 (ISBN: 9781970197600)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G8 Math Glossary

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_SE_Vol_2.pdf

Original Text:

*G8 Math Glossary

Updated URL:

https://tea.sharefile.com/public/share/web-s4b885890fa8a4f7b8119fe9df85f39d3

Updated Text:

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

Component: Secondary Mathematics Grade 8 Skills Practice Teacher Edition (ISBN: 9781970197563)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G8M1T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/G8_SP_TE.pdf

Original Text:

*G8M1T2 Section II.A

Updated URL:

https://tea.sharefile.com/d-s4d60670a58a84e8c9917bbd4b2514d0a

Updated Text:

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

Component: Secondary Mathematics Grade 8 Assessments Teacher Edition (ISBN: 9781970197570)

Change Type: Editorial Change

Current Page Number(s):

Location:

*G8M3T1

Original URL:

https://www.texasgateway.org/system/files/documents/G8_Assessments_

Original Text:

*G8M3T1 Q3

Updated URL:

https://tea.sharefile.com/d-s51409f5a0a794a5cab2968cd7089de42

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

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

Component: All components across Secondary Mathematics Grade 8 Edition 1 (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

All components across Secondary Mathematics Grade 8 Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

"OER Secondary Mathematics" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

All components for Secondary Mathematics Grade 8 Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Algebra I (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

Component: Secondary Mathematics Algebra I Family Guides, Spanish (ISBN: 9781970197976)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Title/Acknowledgment/ISBN

Original URL:

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

Original Text:

*Title/Acknowledgment/ISBN

Updated URL:

https://tea.sharefile.com/public/share/web-sa9c91b388c8d440fa4a003c6bc2c650a

Updated Text:

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

Component: Secondary Mathematics Algebra I QTI File (ISBN: 9781970197853)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Title/Acknowledgment/ISBN

*M5T3

Original URL:

https://texasgateway.org/system/files/documents/AlgI_Assessment_QTI.pd

Original Text:

*Title/Acknowledgment/ISBN

*M5T3 Q8, Q9, 10

Updated URL:

https://tea.sharefile.com/d-s75031c5f86f24790ba2718e02b037209

Updated Text:

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

Component: Secondary Mathematics Algebra I Topic Pacing Guide (150-Day) (ISBN: 9781970197907)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Title/Acknowledgment/ISBN

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_TPG_150-Day.pdf

Original Text:

*Title/Acknowledgment/ISBN

Updated URL:

https://tea.sharefile.com/public/share/web-sf70ea1e4d6a44cd3afa6a433a4fe9f85

Updated Text:

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

Component: Secondary Mathematics Algebra I Skills Practice Student Edition (ISBN: 9781970197839)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M2T2

Original URL:

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

Original Text:

*M2T2 Section III.A

Updated URL:

https://tea.sharefile.com/public/share/web-s6a5eb3b034c0455a9f846518aa1f0755

Updated Text:

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

Component: Secondary Mathematics Algebra I Skills Practice Teacher Edition (ISBN: 9781970197785)

Change Type: Editorial Change

Current Page Number(s):

Location:

*AlgI Skills Practice Guide

*M2T2

*M1-M5

Original URL:

Original Text:

*AlgI Skills Practice Guide

*M2T2 Section III.A

*AlgI Skills Practice M1-M5

Updated URL:

https://tea.sharefile.com/d-s6b7c0937cb2a477586d4623cb1ba94c6

Updated Text:

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

Component: Secondary Mathematics Algebra I Student Edition, Volume 1 (ISBN: 9781970197815)

Change Type: Editorial Change

Current Page Number(s):

Location:

*AlgI M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_SE_Vol_1.pdf

Original Text:

*AlgI M1T1 Topic Summary L3

Updated URL:

https://tea.sharefile.com/public/share/web-s8a43276a892a4a749b60995141e86f52

Updated Text:

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

Component: Secondary Mathematics Algebra I Assessments Teacher Edition (ISBN: 9781970197792)

Change Type: Editorial Change

Current Page Number(s):

Location:

*Alg I Performance Task Overview

Original URL:

https://texasgateway.org/system/files/documents/AlgI_Assessments_TE.pc

Original Text:

*Alg I Performance Task Overview

Updated URL:

https://tea.sharefile.com/d-sb71bd82aa7fe464e929adb4fb965ff2e

Updated Text:

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

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 2 (ISBN: 9781970197778)

Change Type: Editorial Change

Current Page Number(s):

Location:

*AlgI Course and Implementation Guide
*AlgI M4T2
*AlgI M5T1
*AlgI M5T2
*AlgI M5T3

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_TE_Vol_2.pdf

Original Text:

*AlgI Course and Implementation Guide

*AlgI M4T2 L2

*AlgI M5T1 L1

*AlgI M5T2 L1

*AlgI M5T3 Overview

Updated URL:

https://tea.sharefile.com/public/share/web-s665a2edc7cac4c64b6a51c2dd5098a0d

Updated Text:

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

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 9781970197761)

Change Type: Editorial Change

Current Page Number(s):

Location:

*AlgI Course and Implementation Guide *AlgI M1T1 *AlgI M2T1 *AlgI M2T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_TE_Vol_1.pdf

Original Text:

*AlgI Course and Implementation Guide *AlgI M1T1 L1, L3, Topic Summary L3 *AlgI M2T1 L2 *AlgI M2T2 L1, L4

Updated URL:

https://tea.sharefile.com/public/share/web-s055e17ad692b4417859ff5153fac5653

Updated Text:

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

Component: Secondary Mathematics Algebra I Student Edition, Volume 2 (ISBN: 9781970197822)

Change Type: Editorial Change

Current Page Number(s):

Location:

*AlgI M4T2

*AlgI M5T1

*AlgI M5T2

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_SE_Vol_2.pdf

Original Text:

*AlgI M4T2 L2

*AlgI M5T1 L1

*AlgI M5T2 L1

Updated URL:

https://tea.sharefile.com/public/share/web-sb2da446a9e7d47a5accfcc2a169362e4

Updated Text:

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

Component: Secondary Mathematics Algebra I Materials List (ISBN: 9781970197952)

Change Type: Editorial Change

Current Page Number(s):

Location:

*M1T1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/AlgI_Materials_List.pd

Original Text:

*M1T1 Intro Lesson

Updated URL:

https://tea.sharefile.com/public/share/web-s88f0d7857dba4303a058ad1a97b1c059

Updated Text:

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

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

Program and Implementation Guide

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

Program and Implementation Guide

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

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

Component: All components across Secondary Mathematics Algebra I Edition 1 (ISBN: 9781970197006)

Change Type: Editorial Change

Current Page Number(s):

Location:

All components across Secondary Mathematics Algebra I Edition 1

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_PIG_0.pdf

Original Text:

"OER Secondary Mathematics" branding throughout

Updated URL:

https://tea.sharefile.com/public/share/web-sbeab54fa88bf455bab2b8f808b8c3975

Updated Text:

All components for Secondary Mathematics Algebra I Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Publisher: Cosenza & Associates, LLC

Algebraic Reasoning (IMRA)

Program: Algebraic Reasoning Program

Component: Algebraic Reasoning Student Edition - Digital (ISBN: 9781948709170)

Change Type: Editorial Change

Current Page Number(s):

Location:

You Try It

Original URL:

https://www.cosenzamath.com

Original Text:

Using graphs and tables, verify whether or not $f(x) = (x – 1)2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions.

Updated URL:

N/A

Updated Text:

Using graphs and tables, verify whether or not $f(x) = (x - 1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions. Communicate your reasoning using mathematical language as appropriate.

Component: Algebraic Reasoning TWE 2024 - Digital (ISBN: 9781948709163)

Change Type: Editorial Change
Current Page Number(s):
Location:
You Try It

Original URL:
https://www.cosenzamath.com

Original Text:
Using graphs and tables, verify whether or not $f(x) = (x - 1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions.

Updated URL:
N/A

Updated Text:
Using graphs and tables, verify whether or not $f(x) = (x - 1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions. Communicate your reasoning using mathematical language as appropriate.

Publisher: OpenStax

Algebra I (IMRA)

Program: Algebra 1

Component: Algebra 1 (ISBN: 9781961584471)

Change Type: Editorial Change

Current Page Number(s):

Location:
Lesson 7.17: Changing the Vertex
7.17.6: Practice

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1770&pageid=11963

Original Text:
Based on TEA SRP Feedback 8427761

Updated URL:
N/A

Updated Text:
Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change Type: Editorial Change

Current Page Number(s):

Location:
Description of Location:
Lesson 1.12: Writing the Equation of a Line >> 1.12.7: Practice >> Questions #10 and 11

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1522&pageid=10211

Original Text:

Change Request from TEA SRP
Current Content: Standard Format

Updated URL:
N/A

Updated Text:
New Content: Standard Form

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.7 Teacher Guide: Explaining Steps for Rewriting Equations
1.7.3: Understanding Equations with No Solution or Infinitely Many
Activity, Narrative, Launch

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1509&pageid=10100

Original Text:
Missing Content from Teacher page

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/11QcLevz3TG3D1Vqq2I02LLqWLFk-IsTe/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions
7.7.3: The Domain, Vertex, and Zero of Quadratic Functions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1746&pageid=11763

Original Text:
Change Request from TEA SRP
Current content:

Domain:

What is an inequality that represents the domain?

What is an inequality that represents the range?

Zeros:

Updated URL:
N/A

Updated Text:
New content:

What is an inequality that represents the domain?

What is an inequality that represents the range?

What is the vertex of the graph?

What are the zeros of the graph?

Change Type: Editorial Change
Current Page Number(s):
Location:
Course Design

Unit Sequence and Resources

Unit Sequence

Under Strategic Competence

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1856&pageid=12446

Original Text:

This project scenario not a typical regression-style problem.

Updated URL:

N/A

Updated Text:

This project scenario is not a typical regression-style problem.
(Response to TEA SRP QR-Error submission)

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions
7.7.3: The Domain, Vertex, and Zero of Quadratic Functions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1746&pageid=11763

Original Text:
Change Request from TEA SRP
Current content:

Domain:

What is an inequality that represents the domain?

What is an inequality that represents the range?

Zeros:

Updated URL:

N/A

Updated Text:
New content:

What is an inequality that represents the domain?

What is an inequality that represents the range?

What is the vertex of the graph?

What are the zeros of the graph?

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.6 Teacher Guide: Equivalent Equations
1.6.3: Exploring Related Equations
Activity (15 minutes)

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1507&pageid=10082

Original Text:
Content Missing

Updated URL:
N/A

Updated Text:
Support for English Language Learners
MLR8 Discussion Supports: Speaking

Use this routine to support whole-class discussion. For each observation that is shared, ask students to restate what they heard using precise mathematical language. Consider providing students time to restate what they hear to a partner before selecting one or two students to share with the class. Ask the original speaker if their peer was accurately able to

restate their thinking. Call students' attention to any words or phrases that helped clarify the original statement. This provides more students with an opportunity to produce language as they interpret the reasoning of others.

Design Principle(s): Support sense-making

Support for Students with Disabilities

Representation: Develop Language and Symbols

Create a display of important terms and vocabulary. Keep this display visible throughout the remainder of the unit. Invite students to suggest language or diagrams to include that will support their understanding of combining like terms, and the commutative, associative, and distributive properties.

Supports accessibility for: Conceptual processing; Language

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1.5 Teacher Guide: Equations and Their Graphs

1.5.4: Writing, Graphing, and Solving a Linear Equation

Student Activity

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1503&pageid=10061

Original Text:

Change request per TEA Feedback ID: 8286141

Suppose Tyler spends $45 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p

represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Updated URL:

N/A

Suppose Tyler spends $40 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping
6.4.3: Factoring the GCF from Polynomials
After Launch paragraph before Activity.

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1714&pageid=11544

Original Text:
Content was missing.

Updated URL:
N/A

Updated Text:
[[Standard format for ELL Box]]

After Launch paragraph before Activity.
Support for English Language Learners

MLR 2 Collect and Display: Conversing

As students describe how to factor and find the GCF with the class, listen for and collect the language students use to identify and describe the factoring process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and

whole-group discussions.

Design Principle(s): Maximize meta-awareness

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Editorial Change
Current Page Number(s):
Location:
Unit 6 Inquiry Project Teacher Guide: Area Model Multiplication Inquiry Project Unit 6 Overview

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1704&pageid=11470

Original Text:
No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1VxqUqQSlxJSPfBZW5NXGN7Tq4mG8aAiT/

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression
8.12.4: Finding the Missing Data in the Set

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1806&pageid=12191

Original Text:

Missing content

Updated URL:

N/A

Updated Text:

Response to Student Thinking

Press Pause

At this point, students need to be able to evaluate and interpret quadratic equations with equations, graphs, and tables. If students continue to struggle, select examples from this unit to highlight and clarify misconceptions, and then have students work to revise cool downs and reflect on their misconceptions. Practice problem 10 from this lesson provides a similar opportunity for practice and additional formative assessment. The incorrect equations from question 5 could also be adapted for practice purposes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression
8.12.4: Finding the Missing Data in the Set

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1806&pageid=12191

Original Text:

Missing content

Updated URL:

N/A

Updated Text:
Response to Student Thinking

Press Pause

At this point, students need to be able to evaluate and interpret quadratic equations with equations, graphs, and tables. If students continue to struggle, select examples from this unit to highlight and clarify misconceptions, and then have students work to revise cool downs and reflect on their misconceptions. Practice problem 10 from this lesson provides a similar opportunity for practice and additional formative assessment. The incorrect equations from question 5 could also be adapted for practice purposes.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 6.1: Add and Subtract Polynomials
6.1.2: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials
6.1.2: Additional Resources
Adding and Subtracting Monomials

Lesson 6.1: Add and Subtract Polynomials
6.1.2: Additional Resources
Try It: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials
6.1.6: Practice

Lesson 6.2: Multiplying Polynomials
6.2.2: Additional Resources

Lesson 6.2: Multiplying Polynomials

6.2.3: Multiplying a Polynomial by a Polynomial

Lesson 6.2: Multiplying Polynomials

6.2.6: Practice

Lesson 6.3: Dividing Polynomials

6.3.1: Dividing by Monomials

Lesson 6.3: Dividing Polynomials

6.3.2: Additional Resources

Dividing Polynomials Using Long Division

Lesson 6.3: Dividing Polynomials

6.3.6: Practice

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1701&pageid=11452&startlastseen=no

Original Text:

New Content added per TEA SRP Standards Alignment feedback

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtlEIcKgmiYuRaF4I/v

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text:

Added missing equation

Updated URL:

N/A

Updated Text:

Recommended New Content:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

$y=100(1-0.1)t$.

Try It: Domain and Range of Exponential Graphs

The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is $y=12,000(1-0.25)t$.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.8 Teacher Guide: Rewriting Quadratic Expressions in Factored Form, Part 3

8.8.4: Determining if an Expression Can Be Rewritten in Factored Form

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1796&pageid=12115

Original Text:

Missing content

Updated URL:

N/A

Updated Text:

Response to Student Thinking

Press Pause

If students are still struggling to identify and factor special polynomials, have them access the practice problems and additional resources from the "Factor Special Products" lesson in Unit 6.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping

6.4.3: Factoring the GCF from Polynomials

After Launch paragraph before Activity.

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1714&pageid=11544

Original Text:

Content was missing.

Updated URL:

N/A

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.

Support for English Language Learners

MLR 2 Collect and Display: Conversing

As students describe how to factor and find the GCF with the class, listen for and collect the language students use to identify and describe the factoring process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.

Design Principle(s): Maximize meta-awareness

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Editorial Change

Current Page Number(s):

Location:

Location of error:

Description of Location:

Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text:

Change Request from TEA SRP

There is no equation in the form y = a(b)^x, which would be helpful.

Updated URL:

N/A

Updated Text:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

y=100(1-0.1)t.

Try It: Domain and Range of Exponential Graphs

The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.

(t is exponent)

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 4 Teacher Guide: Using Functions to Model Battery Power

Project 4 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1651&pageid=11124

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning

8.3.3: Solving More Complex Quadratic Equations

Support for English Language Learners

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text:

Incorrect content:

MLR 2 Discussion Supports: Conversing

As students discuss the differences between the forms of each equation

with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL:
N/A

Updated Text:
MLR 7 Compare and Connect: Representing, Conversing

Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.

Design Principle(s): Optimize output; Cultivate conversation

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.8 Teacher Guide: Rewriting Quadratic Expressions in Factored Form, Part 3

8.8.4: Determining if an Expression Can Be Rewritten in Factored Form

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1796&pageid=12115

Original Text:

Missing content

Updated URL:

N/A

Updated Text:

Response to Student Thinking

Press Pause

If students are still struggling to identify and factor special polynomials, have them access the practice problems and additional resources from the "Factor Special Products" lesson in Unit 6.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 2.2 Teacher Guide: Writing Systems of Equations

2.2.3: Graphs of Systems of Equations

Additional Resources

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1540&pageid=10316

Original Text:

https://drive.google.com/file/d/1wtXdz0KHyqsW_wfAVyKyyhf1tASR759x/vi

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1O9Xag_DED53Q-
E_205LB0RuChRoNsMWN/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:
Project 1 Teacher Guide: Slopes and Intercepts
Unit 1 Project Overview

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1530&pageid=10275

Original Text:
No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1D5jBZVGsByVQl6vZ13WD1Az_aNYYQ5vB/

Change Type: Editorial Change
Current Page Number(s):
Location:
Project 7 Teacher Guide: Design a Fountain
Project 7 Overview

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1OnqI8tOFDTqzcVDG25hNDNoakG7Vetdq/

Change Type: Editorial Change
Current Page Number(s):
Location:

Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning
8.3.3: Solving More Complex Quadratic Equations
Support for English Language Learners

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text:

Incorrect content:

MLR 2 Discussion Supports: Conversing

As students discuss the differences between the forms of each equation with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL:

N/A

Updated Text:

MLR 7 Compare and Connect: Representing, Conversing

Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.

Design Principle(s): Optimize output; Cultivate conversation

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.7: Explaining Steps for Rewriting Equations
1.7.2: Additional Resources
Solving Equations and Creating Equivalent Equations

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1510&pageid=10108

Original Text:

Regarding an initial SRP Feedback/request to add examples for solving equations with traditional answers. In the current content, this instruction is located in 1.7.2 Activity and Additional Resources. The purpose of the 1.7.3 activity and additional resources focuses on the special cases of no/all solutions. Thus, by the end of lesson 1.7, students will have learned and practiced equations with traditional solutions as well as equations with special types of solutions. This is further reinforced in the 1.7.5 Practice activity where students solve all of these types of problems. This citation was accepted as part of the TEKS review but an additional example was added to 1.7.2 Additional Resources to reflect this suggestion.

No original content is being changed.

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/19FF6KAp1-6ye-MsmOSMQu-Yf_XlY_gKq/view?...

Change Type: Editorial Change

Current Page Number(s):

Location:
Lesson 7.12: Graphing the Standard Form, Part 1
7.12.6: Practice

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11865

Original Text:
Based on TEA SRP Feedback 8427761

Updated URL:
N/A

Updated Text:
Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 4.2 Teacher Guide: Function Notation

4.2.1: Interpreting Graphs to Answer Questions

Warm Up (10 minutes)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1610&pageid=10781

Original Text:

Consider the statment, "The dog was 2 feet away from the post after 80 seconds."

Updated URL:

N/A

Updated Text:

Consider the statement, "The dog was 2 feet away from the post after 80 seconds."
(Response to TEA SRP QR-Error submission)

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1OnqI8tOFDTqzcVDG25hNDNoakG7Vetdq/

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.14 Teacher Guide: Writing Equations of Parallel and Perpendicular Lines
1.14.5: Writing an Equation of a Line Parallel or Perpendicular to an Axis

Student Activity and Additional Resources

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1525&pageid=10236

Original Text:
Change request per TEA Feedback ID: 8254736 and 8223931
Content did not exist. New content needs to be added.

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1FdPGZ0XCgE6BXFZzF-9URHAsmFk0cGpX/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:

Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping
6.4.2: Finding the GCF of Two or More Expressions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1714&pageid=11543

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Support for Students with Disabilities

Representation: Illustrate Connections
Use different colors to help show the common factors across two or more expressions. Students can find and highlight the factors of each expression only when they occur in all of the expressions.
Supports accessibility for Organizing, Visual-Spatial Processing

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 7.12: Graphing the Standard Form, Part 1
7.12.6: Practice

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11865

Original Text:

Based on TEA SRP Feedback 8427761

Updated URL:

N/A

Updated Text:

Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.7 Teacher Guide: Explaining Steps for Rewriting Equations
1.7.3: Understanding Equations with No Solution or Infinitely Many
Activity, Narrative, Launch

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1509&pageid=10100

Original Text:
Missing Content from Teacher page

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/11QcLevz3TG3D1Vqq2I02LLqWLFk-IsTe/view?...

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.5: Equations and Their Graphs >> 1.5.4: Writing, Graphing, and Solving a Linear Equation >> Activity >> Question 6

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1504&pageid=10073

Original Text:
Change Request from TEA SRP
Current wording:

6. What else is the x-intercept known as?

Feedback: Zero

Updated URL:
N/A

Updated Text:
New wording:

6. What other information does the x-intercept identify in the function?

Feedback: The x-intercept can identify the zero of the function since it represents where the function equals zero (y = 0).

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 6.7 Teacher Guide: General Strategy for Factoring Polynomials
6.7.3: Implementing General Strategies for Factoring
After Launch paragraph before Activity.

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1720&pageid=11606

Original Text:
Content was missing.

Updated URL:
N/A

Updated Text:
[[Standard format for ELL Box]]

After Launch paragraph before Activity.
Support for English Language Learners

MLR 8: Discussion Supports: Listening, Conversing
As students are working in groups of two to choose a strategy to solve the polynomial problem, provide the following sentence frames for all to see: "We should do ___ next because . . .", and "I noticed ___ , so I think . . . ." . " Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities

Action and Expression: Appropriate Tools
Use this Factor Pairs 1-100 handout to help support students factoring polynomials of varying levels of difficulty.
Supports accessibility for Memory

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 6.7 Teacher Guide: General Strategy for Factoring Polynomials
6.7.3: Implementing General Strategies for Factoring
After Launch paragraph before Activity.

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1720&pageid=11606

Original Text:
Content was missing.

Updated URL:
N/A

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.
Support for English Language Learners

MLR 8: Discussion Supports: Listening, Conversing
As students are working in groups of two to choose a strategy to solve the polynomial problem, provide the following sentence frames for all to see: "We should do ___ next because . . .", and "I noticed ___ , so I think . . . ." . " Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities

Action and Expression: Appropriate Tools
Use this Factor Pairs 1-100 handout to help support students factoring polynomials of varying levels of difficulty.
Supports accessibility for Memory

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.5 Teacher Guide: Equations and Their Graphs
1.5.4: Writing, Graphing, and Solving a Linear Equation

Student Activity

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1503&pageid=10061

Original Text:

Change request per TEA Feedback ID: 8286141

Suppose Tyler spends $45 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p

represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Updated URL:

N/A

Updated Text:

Suppose Tyler spends $40 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Change Type: Editorial Change

Current Page Number(s):

Location:

Unit 6 Inquiry Project Teacher Guide: Area Model Multiplication

Inquiry Project Unit 6 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1704&pageid=11470

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1VxqUqQSlxJSPfBZW5NXGN7Tq4mG8aAiT/

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 5 Teacher Guide: Introduction to Exponential Functions

Project 5 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1694&pageid=11444

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

8.11.3: Finding a Quadratic Function from Its Zeros and a Point

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1804&pageid=12172

Original Text:

Missing content

Updated URL:

N/A

Updated Text:

Support for English Language Learners
MLR 8 Discussion Supports: Representing, Conversing

Ask students to closely examine and then compare the two functions, $m(x) = x^2 - 3x - 40$ and $m(x) = 2x^2 - 6x - 80$. Encourage students to look at the algebraic, tabular, and graphic representations of both functions. Display sentence frames "One thing that is the same is…" and "One thing that is different is…" Give students time to make sure that everyone in the class can explain or justify that each function has the same zeros. Next, ask students to explain why these quadratic equations are related. Provide the sentence frame, "Calling the equations related reminds me of … " to support students as they explain their thinking. Some students may benefit from the opportunity to rehearse what they will say with their partner before they share with the whole class.
Design Principle(s): Support sense-making
Support for Students with Disabilities
Representation: Internalize Comprehension

To support working memory, provide students with sticky notes or encourage them to use a T-chart to compare and contrast the equations. Help students understand that related equations have the same zeros and axis of symmetry, but the tables of values, vertices, etc. will differ. Then, have them include how these graphical differences impact the values in each form of the quadratic equations.
Supports accessibility for: Memory, Organization

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions
8.11.3: Finding a Quadratic Function from Its Zeros and a Point

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1804&pageid=12172

Original Text:

Missing content

Updated URL:
N/A

Updated Text:
Support for English Language Learners
MLR 8 Discussion Supports: Representing, Conversing

Ask students to closely examine and then compare the two functions, $m(x) = x^2 - 3x - 40$ and $m(x) = 2x^2 - 6x - 80$. Encourage students to look at the algebraic, tabular, and graphic representations of both functions. Display sentence frames "One thing that is the same is…" and "One thing that is different is…" Give students time to make sure that everyone in the class can explain or justify that each function has the same zeros. Next, ask students to explain why these quadratic equations are related. Provide the sentence frame, "Calling the equations related reminds me of … " to support students as they explain their thinking. Some students may benefit from the opportunity to rehearse what they will say with their partner before they share with the whole class.
Design Principle(s): Support sense-making
Support for Students with Disabilities
Representation: Internalize Comprehension

To support working memory, provide students with sticky notes or encourage them to use a T-chart to compare and contrast the equations. Help students understand that related equations have the same zeros and axis of symmetry, but the tables of values, vertices, etc. will differ. Then, have them include how these graphical differences impact the values in each form of the quadratic equations.
Supports accessibility for: Memory, Organization

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text:

Added missing equation

Updated URL:

N/A

Updated Text:

Recommended New Content:
New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

$y=100(1-0.1)t$.
Try It: Domain and Range of Exponential Graphs
The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is $y=12,000(1-0.25)t$.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 5.5: Representing Exponential Decay >> 5.5.3: Additional Resources >> Try It Connecting Tables and Graphs in Exponential Decay Functions >> Question 5

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1668&pageid=11245

Original Text:

Change Request from TEA SRP

Current wording:

5. What is the vertical intercept of the graph? What does it tell you about

the butterfly population?
Part 5
Part 5 asks about the vertical intercept and what it means.

Updated URL:

N/A

Updated Text:

Recommended Change

5. What is the vertical intercept, or y-intercept, of the graph? What does it tell you about the butterfly population?
Part 5 asks about the vertical intercept, or y-intercept, and what it means.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning
8.3.3: Solving More Complex Quadratic Equations

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text:
Incorrect content:
MLR 2 Discussion Supports: Conversing
As students discuss the differences between the forms of each equation with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL:

N/A

MLR 7 Compare and Connect: Representing, Conversing

Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.

Design Principle(s): Optimize output; Cultivate conversation

Change Type: Editorial Change
Current Page Number(s):
Location:
Project 4 Teacher Guide: Using Functions to Model Battery Power
Project 4 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1651&pageid=11124

Original Text:
Missing Content

Updated URL:
N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make

alignment to process standards more explicit (based on Quality Rubric).

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 1 Teacher Guide: Slopes and Intercepts

Unit 1 Project Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1530&pageid=10275

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning 8.3.3: Solving More Complex Quadratic Equations

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text:

Incorrect content:

MLR 2 Discussion Supports: Conversing

As students discuss the differences between the forms of each equation with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL:

N/A

Updated Text:

MLR 7 Compare and Connect: Representing, Conversing

Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of

their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.

Design Principle(s): Optimize output; Cultivate conversation

Change Type: Editorial Change
Current Page Number(s):
Location:
Description of Location:
Lesson 1.12: Writing the Equation of a Line >> 1.12.7: Practice >> Questions #10 and 11

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1522&pageid=10211

Original Text:
Change Request from TEA SRP
Current Content: Standard Format

Updated URL:
N/A

Updated Text:
New Content: Standard Form

Change Type: Editorial Change
Current Page Number(s):
Location:

Lesson 7.16: Graphing from the Vertex Form >> 7.16.2: Additional Resources >> >> Using Key Points to Graph Quadratics >> "We noticed ... the graph opens upward ..." (under the first graph)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1768&pageid=11938

Original Text:

Change Request from TEA SRP
Current Content: This means that the vertex (3,1) represents the minimum function value.

Updated URL:

N/A

Updated Text:

New Content:

You can use the vertex (3, 1) to determine that minimum function value is 1.

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 1 Teacher Guide: Slopes and Intercepts

Unit 1 Project Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1530&pageid=10275

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1D5jBZVGsByVQl6vZ13WD1Az_aNYYQ5vB/

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 7.16: Graphing from the Vertex Form >> 7.16.2: Additional Resources >> >> Using Key Points to Graph Quadratics >> "We noticed ... the graph opens upward ..." (under the first graph)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1768&pageid=11938

Original Text:
Change Request from TEA SRP
Current Content: This means that the vertex (3,1) represents the minimum function value.

Updated URL:
N/A

Updated Text:
New Content:

You can use the vertex (3, 1) to determine that minimum function value is 1.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 1.7: Explaining Steps for Rewriting Equations
1.7.2: Additional Resources
Solving Equations and Creating Equivalent Equations

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1510&pageid=10108

Original Text:
Regarding an initial SRP Feedback/request to add examples for solving equations with traditional answers. In the current content, this instruction is located in 1.7.2 Activity and Additional Resources. The purpose of the 1.7.3 activity and additional resources focuses on the special cases of no/all solutions. Thus, by the end of lesson 1.7, students will have learned and practiced equations with traditional solutions as well as equations with special types of solutions. This is further reinforced in the 1.7.5 Practice activity where students solve all of these types of problems. This citation was accepted as part of the TEKS review but an additional example was added to 1.7.2 Additional Resources to reflect this suggestion.
No original content is being changed.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1.6 Teacher Guide: Equivalent Equations

1.6.3: Exploring Related Equations

Activity (15 minutes)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1507&pageid=10082

Original Text:

Content Missing

Updated URL:

N/A

Updated Text:

Support for English Language Learners

MLR8 Discussion Supports: Speaking

Use this routine to support whole-class discussion. For each observation that is shared, ask students to restate what they heard using precise mathematical language. Consider providing students time to restate what they hear to a partner before selecting one or two students to share with the class. Ask the original speaker if their peer was accurately able to restate their thinking. Call students' attention to any words or phrases that helped clarify the original statement. This provides more students with an opportunity to produce language as they interpret the reasoning of others.

Design Principle(s): Support sense-making

Support for Students with Disabilities

Representation: Develop Language and Symbols

Create a display of important terms and vocabulary. Keep this display visible throughout the remainder of the unit. Invite students to suggest language or diagrams to include that will support their understanding of combining like terms, and the commutative, associative, and distributive properties.

Supports accessibility for: Conceptual processing; Language

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 6 Teacher Guide: Polynomials and Rectangles

Project 6 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1723

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1tKZCDsPolZ9E_BmsaI4iWaRIUHk1tnME/vi

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 6 Teacher Guide: Polynomials and Rectangles

Project 6 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1723

Original Text:

No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1tKZCDsPolZ9E_BmsaI4iWaRIUHk1tnME/vi

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1.5: Equations and Their Graphs >> 1.5.4: Writing, Graphing, and Solving a Linear Equation >> Activity >> Question 6

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1504&pageid=10073

Original Text:

Change Request from TEA SRP
Current wording:

6. What else is the x-intercept known as?

Feedback: Zero

Updated URL:

N/A

Updated Text:

New wording:

6. What other information does the x-intercept identify in the function?

Feedback: The x-intercept can identify the zero of the function since it represents where the function equals zero (y = 0).

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping

6.4.2: Finding the GCF of Two or More Expressions

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1714&pageid=11543

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Support for Students with Disabilities

Representation: Illustrate Connections

Use different colors to help show the common factors across two or more expressions. Students can find and highlight the factors of each expression only when they occur in all of the expressions.

Supports accessibility for Organizing, Visual-Spatial Processing

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials
6.1.2: Additional Resources
Adding and Subtracting Monomials

Lesson 6.1: Add and Subtract Polynomials
6.1.2: Additional Resources
Try It: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials
6.1.6: Practice

Lesson 6.2: Multiplying Polynomials
6.2.2: Additional Resources

Lesson 6.2: Multiplying Polynomials
6.2.3: Multiplying a Polynomial by a Polynomial

Lesson 6.2: Multiplying Polynomials
6.2.6: Practice

Lesson 6.3: Dividing Polynomials
6.3.1: Dividing by Monomials

Lesson 6.3: Dividing Polynomials
6.3.2: Additional Resources
Dividing Polynomials Using Long Division

Lesson 6.3: Dividing Polynomials
6.3.6: Practice

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1701&pageid=11452&startlastseen=no

Original Text:
New Content added per TEA SRP Standards Alignment feedback

Updated URL:
N/A

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression

8.12.3: Making Predictions Using a Quadratic Model

Supports for English Language Learners

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1806&pageid=12190

Original Text:

Incorrect Content:

Supports for English Language Learners

As students watch the worked solution video or teacher demonstration, ask them to take notes to capture the general meaning, main points, and important details. Ensure that they identify implicit ideas and information.

Updated URL:

N/A

Updated Text:

MLR 2 Collect and Display: Conversing, Writing

As students discuss the questions with their partner, listen for and collect the language students use: vertex, y-intercept, zeros, initial height, etc. Write the students' words and phrases on a visual display. As the activity continues, refer to and update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Design Principle(s): Maximize meta-awareness; Support sense-making

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression
8.12.3: Making Predictions Using a Quadratic Model
Supports for English Language Learners

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1806&pageid=12190

Original Text:
Incorrect Content:
Supports for English Language Learners

As students watch the worked solution video or teacher demonstration, ask them to take notes to capture the general meaning, main points, and important details. Ensure that they identify implicit ideas and information.

Updated URL:
N/A

Updated Text:
MLR 2 Collect and Display: Conversing, Writing

As students discuss the questions with their partner, listen for and collect the language students use: vertex, y-intercept, zeros, initial height, etc. Write the students' words and phrases on a visual display. As the activity

continues, refer to and update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Design Principle(s): Maximize meta-awareness; Support sense-making

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: Editorial Change
Current Page Number(s):
Location:
Project 5 Teacher Guide: Introduction to Exponential Functions
Project 5 Overview

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1694&pageid=11444

Original Text:
Missing Content

Updated URL:
N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: Editorial Change
Current Page Number(s):

Location:

Location of error:

Description of Location:

Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text:

Change Request from TEA SRP

There is no equation in the form y = a(b)^x, which would be helpful.

Updated URL:

N/A

Updated Text:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

$y=100(1-0.1)t$.

Try It: Domain and Range of Exponential Graphs

The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is $y=12,000(1-0.25)t$.

(t is exponent)

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.6: Rewriting Quadratic Expressions in Factored Form, Part 1

8.6.1: Finding and Reasoning Unknown Factors

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1793&pageid=12083

Original Text:

No original content was there.

Updated Text:

#1 Solution (use math jax).

To determine the area of the blue rectangle, we need to figure out it's width and length.

The top shape is a square measuring 8 in. x 8 in. If the measurement of the longer left side is 10 inches, then the width of the blue rectangle can be an equation.

$8 + W = 10$

$W = 2$

?The width of the rectangle is 2 inches.

Because the bottom of the square is 8 inches, the length of the blue rectangle can be written as an equation. But we have an unknown z.

$?L = 8 + z$

If we look at the measurements of the smaller square, we see that we can use an equation to calculate z.

$z + 3 = 5$.

$Z = 2$

Now, we can substitute the 2 for z in the length equation.

$L = 8 + 2$

$L = 10$

The area of the blue rectangle is 8 x 10 to equal 80 square inches.

#2 Solution - Use math jax.

You have to start with what you know and can figure out the other sides.

Change Type: Editorial Change

Current Page Number(s):

Location:

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1668&pageid=11245

Original Text:
Change Request from TEA SRP

Current wording:

5. What is the vertical intercept of the graph? What does it tell you about the butterfly population?
Part 5
Part 5 asks about the vertical intercept and what it means.

Updated URL:
N/A

Updated Text:
Recommended Change

5. What is the vertical intercept, or y-intercept, of the graph? What does it tell you about the butterfly population?
Part 5 asks about the vertical intercept, or y-intercept, and what it means.

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 2.2 Teacher Guide: Writing Systems of Equations
2.2.3: Graphs of Systems of Equations
Additional Resources

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1540&pageid=10316

Original Text:

https://drive.google.com/file/d/1wtXdz0KHyqsW_wfAVyKyyhf1tASR759x/vi

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1O9Xag_DED53Q-
E_205LB0RuChRoNsMWN/view?...

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.2 Teacher Guide: When and Why Do We Write Quadratic
Equations?
8.2.4: Solving a Real-World Problem Using Quadratic Equations

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?
id=1782&pageid=12007

Original Text:

Missing content

Updated URL:

N/A

Updated Text:

Response to Student Thinking

More Chances

Students will have more opportunities to understand the mathematical
ideas in this cool down, so there is no need to slow down or add
additional work to the next lessons. Instead, use the results of this cool
down to provide guidance for what to look for and emphasize over the
next several lessons to support students in advancing their current
understanding.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 8.6: Rewriting Quadratic Expressions in Factored Form, Part 1

8.6.1: Finding and Reasoning Unknown Factors

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1793&pageid=12083

Original Text:

No original content was there.

Updated URL:

N/A

Updated Text:

#1 Solution (use math jax).

To determine the area of the blue rectangle, we need to figure out it's width and length.

The top shape is a square measuring 8 in. x 8 in. If the measurement of the longer left side is 10 inches, then the width of the blue rectangle can be an equation.

$8 + W = 10$

$W = 2$

?The width of the rectangle is 2 inches.

Because the bottom of the square is 8 inches, the length of the blue rectangle can be written as an equation. But we have an unknown z.

$?L = 8 + z$

If we look at the measurements of the smaller square, we see that we can use an equation to calculate z.

$z + 3 = 5.$

$Z = 2$

Now, we can substitute the 2 for z in the length equation.

L = 8 + 2

L = 10

The area of the blue rectangle is 8 x 10 to equal 80 square inches.

#2 Solution - Use math jax.

You have to start with what you know and can figure out the other sides.

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 1.14 Teacher Guide: Writing Equations of Parallel and Perpendicular Lines

1.14.5: Writing an Equation of a Line Parallel or Perpendicular to an Axis

Student Activity and Additional Resources

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1525&pageid=10236

Original Text:

Change request per TEA Feedback ID: 8254736 and 8223931
Content did not exist. New content needs to be added.

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1FdPGZ0XCgE6BXFZzF-9URHAsmFk0cGpX/view?...

Change Type: Editorial Change

Current Page Number(s):

Location:

Lesson 7.17: Changing the Vertex

7.17.6: Practice

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1770&pageid=11963

Original Text:
Based on TEA SRP Feedback 8427761

Updated URL:
N/A

Updated Text:
Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change Type: Editorial Change
Current Page Number(s):
Location:
Lesson 8.2 Teacher Guide: When and Why Do We Write Quadratic Equations?
8.2.4: Solving a Real-World Problem Using Quadratic Equations

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1782&pageid=12007

Original Text:
Missing content

Updated URL:
N/A

Updated Text:
Response to Student Thinking

More Chances

Students will have more opportunities to understand the mathematical ideas in this cool down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool down to provide guidance for what to look for and emphasize over the

next several lessons to support students in advancing their current understanding.

Change Type: Editorial Change

Current Page Number(s):

Location:

Project 1 Teacher Guide: Slopes and Intercepts

Unit 1 Project Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1530&pageid=10275

Original Text:

Missing Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

IMRA 2024 Publisher New Content

English Language Arts and Reading

Publisher: Savvas Learning

ELAR, Grade K (IMRA)

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

Component: myView Grade K Reading Routines Companion (ISBN: digital only, no ISBN)

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://us-school.pk12ls.com/school/947c9a00-9859-4ad8-a367-e38364e272e8/GK_RRC_TX1.pdf

Updated Text:
Acquiring Vocabulary: Directions

Direction words are often used to point out how to get to something or where something is in relation to another thing.

ROUTINE

Step 1 INTRODUCE

When you speak, write, read, or think about where things are or need to go, you use direction words. Listen to this sentence: I look down to see a worm in the dirt. The word down names a direction.
Step 2 MODEL

Display and read the first sentence. We need to identify the direction word in this sentence.

The word that names a direction is up. If I want to see the ceiling, which direction must I look? Up. Model looking up to see the ceiling.

Display and read the second sentence. We need to identify the direction word in this sentence.

The word that names a direction is up. If I want to see the floor, which direction must I look? Down. Model looking down to see the floor.
Step 3 GUIDE PRACTICE

I am going to say six words. Some of these words are direction words and some of them are not. When I say a direction word, point in that direction.
Step 4 INDEPENDENT PRACTICE

Have students say or write a sentence using one of the direction words.

ELAR, Grade 1 (IMRA)

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

Component: myView Grade 1 Reading Routines Companion (ISBN: digital only, no ISBN)

Change Type: New Content
Current Page Number(s):
Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/5fd581a6-247a-4702-bbd7-44de010ec9e5/G1_RRC_TX5.pdf

Updated Text:

n/a

Change Type: New Content
Current Page Number(s):
Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/210a4bcc-e7ec-488e-a6bb-115b1b4ccc21/G1_RRC_TX2.pdf

Updated Text:

n/a

Change Type: New Content
Current Page Number(s):
Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/f4b14005-fdb9-4328-ad84-eb0cf8bb58ff/G1_RRC_TX6.pdf

Updated Text:

n/a

Change Type: New Content
Current Page Number(s):
Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/6df77220-944a-4dc0-a04b-6c6448a311a0/G1_RRC_TX3.pdf

Updated Text:

n/a

Change Type: New Content
Current Page Number(s):
Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/fe812662-49cf-48d7-8e4e-ae86aec9b0e6/G1_RRC_TX4.pdf

Updated Text:

n/a

Change Type: New Content
Current Page Number(s):
Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/c17f440f-b858-4aec-9a14-ac769ff3921c/G1_RRC_TX1.pdf

Updated Text:

n/a

ELAR, Grade 2 (IMRA)

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

Component: myView Grade 2 Reading Routines Companion (ISBN: digital only, no ISBN)

Change Type: New Content
Current Page Number(s):
Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/64f8147c-4a31-41ed-a589-b2b2b970cd72/G2_RRC_TX1.pdf

Updated Text:

n/a

Publisher: Texas Education Agency, Open Education Resources

ELAR, Grade 1 (IMRA)

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

Component: Grade 1 Unit 5 This Planet Rocks Teacher Guide (ISBN: 9798890729316)

Change Type: New Content

Current Page Number(s):

Location:

Introduction, Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U5_TG_ENG.pdf

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Text edited in Introduction and Teacher Resources.

ELAR, Grade 4 (IMRA)

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

Component: Grade 4 Unit 2 Eureka! The Art of Invention Digital Components (ISBN: 9798890723642)

Change Type: New Content
Current Page Number(s):
Location:
11

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_DC_ENG.

Original Text:
New Content

Updated URL:
https://tea.sharefile.com/public/share/web-sa6454dcc0acf4ec68ba7a53863fd4899

Updated Text:
Content added on pages 11-13.

Component: Grade 4 Unit 4 The Middle Ages Digital Components (ISBN: 9798894641751)

Change Type: New Content
Current Page Number(s):
Location:
31

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_DC_ENG.

Original Text:
New Content

Updated URL:
https://tea.sharefile.com/public/share/web-sce5a8806b9d94026930b90875abfcd89

ELAR, Grade 5 (IMRA)

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

Component: Grade 5 Unit 9 Juneteenth Digital Components (ISBN: 9798890726551)

Change Type: New Content
Current Page Number(s):
Location:
Appendix

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_DC_ENG.

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Content added to the appendix.

Component: Grade 5 Unit 3 Early American Civilizations: Myths, Pyramids, and Kings Digital Components (ISBN: 9798890727923)

Change Type: New Content
Current Page Number(s):
Location:
Appendix

Original URL:
https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_DC_ENG.

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Content added to the appendix.

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe Digital Components (ISBN: 9798890724762)

Change Type: New Content

Current Page Number(s):

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_DC_ENG

Original Text:

New Content

Updated URL:

https://tea.sharefile.com/public/share/web-s256250d3173b4890835e5f067757c9e2

Updated Text:

Content added to the appendix.

Component: Grade 5 Unit 7 World War II Digital Components (ISBN: 9798890726513)

Change Type: New Content

Current Page Number(s):

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_DC_ENG.

Original Text:

New Content

Updated URL:

https://tea.sharefile.com/public/share/web-s0a00f7e450fb4b6ba4c509eb7e4c4f42

Updated Text:

Content added to the appendix.

Component: Grade 5 Unit 2 The Renaissance: Art and Culture Digital Components (ISBN: 9798890727886)

Change Type: New Content

Current Page Number(s):

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_DC_ENG.

Original Text:

New Content

Updated URL:

https://tea.sharefile.com/public/share/web-s9862a7d0fc4149d3b11d7dee5f7cd30c

Updated Text:

Content added to the appendix.

Publisher: Pioneer Valley Educational Press, Inc

ELAR, Phonics, Grade K (IMRA)

Program: In Tandem

Component: In Tandem Handbook (ISBN: 9798888290019)

Change Type: New Content

Current Page Number(s):

Location:

Appendix A and Appendix B

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

We will add graphics to show how the lessons are split into units. Please see the marked text on PDF pages 176-199 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

We have created Summative Assessments. They will be discussed in the Handbook on PDF page 37 of the new PDF, but the actual documents will be downloadable resources. All of the documents for the Summative Assessments can be viewed in this folder:
https://drive.google.com/drive/folders/1KD2VPKJ7e4UW4Y9hFWgnI9VBPR(

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:
This text will be added after Table 7-1:

Student Progress Monitoring Tool

Having students track their data promotes ownership of their learning. Students who monitor their data are intrinsically motivated to reach their independent learning goals. Download the Student Data Tracker from the In Tandem Resources site. This tracker correlates with the progress monitoring on Day 5 of each In Tandem lesson. Have students track their learning growth and discuss their strengths and needs, and then collaborate with them on goal setting.

[This new text is pictured on PDF page 162 of the new PDF.)

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

New table to describe assessments in In Tandem. Please see page 20 in the PDF for new text.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

New text describing Interim Assessments Overview, followed by new text on Administering the Phonological Awareness Assessment. Please see

pages 21–26 of PDF in new link. Please also see the form here: https://drive.google.com/file/d/1yafa8_4tgBLBCeHzDZ5JEIj4bx9JjB_j/view?... which goes along with that new text and will be pictured in the Handbook.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:
Add new Appendix C: In Tandem Alignment to ELPS Language Objectives by Lesson Component [See new appendix on PDF page 200 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
Chapter title: add text to change to "Progress Monitoring and Summative Assessments"
After first paragraph, add new paragraph:

Summative assessments are to be administered at the end of each unit section to assess students' control of the phonemic awareness and phonics knowledge and skills that were introduced, modeled, and practiced within that span of lessons, as well as knowledge of sight words. This information helps ensure student mastery as they progress through the program and can also influence grouping. (New text is shown on PDF page 150 of new PDF.)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
Add text: (shown on PDF page 156 of new PDF)

SUMMATIVE ASSESSMENTS

The In Tandem summative assessments (administered at the end of every instructional unit) evaluate student learning by comparing what the student learned or is controlling against the instructional benchmarks of the unit. Upon completion of an instructional unit, teachers administer the assessment to the group.

Since the In Tandem lessons are intended as differentiated instruction, not all students in the class will be taking the same assessment at the same time. Instead, students are administered the assessment aligned with the unit where they have received a series of In Tandem lessons. The results of the assessments will inform where cumulative review might be needed to strengthen knowledge/skills or indicate where additional instruction is needed.

These assessments, along with corresponding teacher directions and a Assessment Recording Form, can be downloaded on the In Tandem resources site.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
add text: ASSESS PHONOLOGICAL/PHONEMIC AWARENESS Use this opportunity to assess students' phonological/phonemic awareness (rhyming, blending and/or segmenting, or phoneme manipulation) using some of the words on page 16. For example, for rhyming, dictate two words and have students indicate if they rhyme or not or have students

produce rhyming words. For blending, dictate phonemes and have students orally blend them together to produce the word. For segmenting, dictate words and have students orally segment the phonemes. If you notice students are struggling with phonological/phonemic awareness, adjust the activities on the lesson card to provide students additional practice. (New text shown on PDF page 157 of new PDF)

Change Type: New Content
Current Page Number(s):
Location:
First paragraph on page

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVyIT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
The goal of administering the Phonics Survey is to determine students' phonics knowledge in order to inform placement within the lesson series. [Note: further down the page, delete this text and the icon next to it: An optional Phonemic Awareness Assessment can be downloaded from the In Tandem

Resources site. This proposed text can be found on PDF page 27 of the new PDF.]

Change Type: New Content
Current Page Number(s):

Location:

After "Which students have similar phonics needs?" bullet

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

Which students have similar phonological/phonemic awareness needs? [Please see PDF page 36 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
Header and first section

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
Header: add text to change to "Online Progress Monitoring and Summative Assessments"
Line 10 of first paragraph: delete "that is appropriate for their zone of promixal development"

After first paragraph, add: "Additionally, summative assessments are available to be administered at the end of each unit section. These assessments incorporate phonological/phonemic awareness skills, along with decoding and encoding, to assess students' control of the phoneme-grapheme correspondences and high-frequency words that were introduced, modeled, and practiced within that span of lessons."

2nd paragraph: add text to change to "For more on progress monitoring and summative assessments in Phonics Launch, please see Chapter 8."

All these changes are on PDF page 37 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:
We have arranged the lessons into Units. On PDF page 38 of the new PDF, line 5 of the first paragraph, add text to change to: "follow a systematic scope and sequence, organized into units aligned with the phonics continuum." We are also adding a new table to show how the units are broken up.

Change Type: New Content
Current Page Number(s):
Location:

NA

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/view?usp=drive_link

Updated Text:

The Fidelity Implementation Checklist (one version for Kindergarten Lessons 1-12, and another version that covers all the other lessons) has been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the In Tandem Handbook, but the actual documents are downloadable resources. The same new text will be added before the current page 1 of each document.

Current documents are at https://drive.google.com/file/d/1k7Ml8DtBGRnP23b5n9lmq-qTWyK9n2RT/view?... and https://drive.google.com/file/d/150YmFvPTX0K53RtFxJqoCuNyziRai_E6/view

The revised documents are at https://drive.google.com/drive/folders/16rA9TuSCXCeYs9eZNgMsUeFde6v

Change Type: New Content

Current Page Number(s):

Location:

Table 4-1

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:

We are adding Unit numbers to the table. See PDF page 81 of the new
PDF.

Change Type: New Content
Current Page Number(s):
Location:
On the document that is pictured

Original URL:

https://drive.google.com/file/d/1-
vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:

Step 1 directions on the Assessment Recording Form will have this text
added: "Additionally, consider using this opportunity to assess
phonological/phonemic awareness: rhyming, blending and/or
segmenting, or phoneme manipulation using the words on page 16." You
can see the marked images on PDF pages 157-160 of the new PDF.

**Component: In Tandem Lesson Plans for Kindergarten (ISBN:
9781603438131)**

Change Type: New Content

Current Page Number(s):
Location:
NA

Original URL:
https://drive.google.com/file/d/1bI4w6CK9UMJc3hLMFCgp88grhlCgEdmt/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/drive/folders/1w5cTAmX-B8KqDra3sTLZBZFLRmsdthMf?usp=drive_link

Updated Text:
On all lessons we will:

Add the corresponding unit number

Add Instructional Goal

Add Target Skills

Add Materials Needed for Each Student

Add Materials Needed for Teacher
We have marked up the first 12 Kindergarten lessons as samples; they can be found at https://drive.google.com/file/d/1-kV1I_PFoU9E5g8R3JP957_JFqMaqG1_/view?... and https://drive.google.com/file/d/1a0EhjwVM0DhUFLsx9NRVm8vll1EJvmx_/v

Program: Phonics Launch

Component: Phonics Launch: Moving On, Set 2 (Lesson Plans) (ISBN: 9781603439176)

Change Type: New Content
Current Page Number(s):

Location:

MO2, Lesson 5, Day 3, Step 2 Writing Words

Original URL:

https://drive.google.com/file/d/19eq7MfKSb6zhYfd6_xEMXYXRmO_usRRi/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1El6HkJ4P_ByvxP7sqxiGbN74Wjrd8v9U/view?usp=drive_link

Updated Text:

harder, harder, (h ar d er), shorter, weaker [Note: the accompanying art will also be changed from "p er k" to "h ar d er"]

Component: Phonics Launch: On Our Way, Set 1 (Lesson Plans) (ISBN: 9781603438421)

Change Type: New Content

Current Page Number(s):

Location:

OOW1, Lesson 21, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1DNKk_-WRzXu9mOmyS3ViV02pSNbrbTVN/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/view?usp=drive_link

Updated Text:

Find the word Don't on the front cover. Write don't on the easel. This means two words: do not. Model using the word don't in a sentence and

then have students turn and talk to their partners using the word don't in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Change Type: New Content
Current Page Number(s):
Location:
OOW1, Lesson 22, Day 3 Teaching Point

Original URL:
https://drive.google.com/file/d/1dnmPvRAxGAqqgkCRMR_lckuEyXCiW0KE/usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:
Find the word I'm on page 2. Write I'm on the easel. This means two words: I am. Model using the word I'm in a sentence, and then have students turn and talk to their partners using the word I'm in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Change Type: New Content
Current Page Number(s):
Location:
OOW1, Lesson 18, Day 3 Teaching Point

Original URL:
https://drive.google.com/file/d/1m6vrYaDk5ApC4pfUVsIKHclO30NVDNx5/vusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:

Listen as I say a word and then add a sound to the end of that word to say a new word. Say chimp, add /s/. The new word is chimps. On the easel, write the word chimp. Have students read the word. Now add an s to the end of chimp. Explain that adding an s makes chimp plural, meaning there is more than one chimp. Repeat with pet and cat.

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:
Add new Appendix C: Phonics Launch Alignment to ELPS Language Objectives by Lesson Component [See new appendix on PDF page 175 of the new PDF.]

Change Type: New Content
Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:

New table to describe assessments in Phonics Launch. Please see page 17 in the PDF for new text.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:

New text describing Interim Assessments Overview, followed by new text on Administering the Phonological Awareness Assessment. Please see pages 18–20 of PDF. Please also see the form here: https://drive.google.com/file/d/1lTTHVkPRePE2-

jo1_PbaO2UpCPVvVxuo/view?... which goes along with that new text and will be pictured int eh Handbook.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:
New Content

Updated Text:
This text will be added after Table 7-1:

Student Progress Monitoring Tool

Having students track their data promotes ownership of their learning. Students who monitor their data are intrinsically motivated to reach their independent learning goals. Download the Student Data Tracker from the Phonics Launch Resources site. This tracker correlates with the progress monitoring for each Phonics Launch lesson. Have students track their learning growth and discuss their strengths and needs, and then collaborate with them on goal setting.
Summative Assessments

The Phonics Launch summative assessments (administered at the end of every instructional unit section) evaluate student learning by comparing what the student learned or is controlling against the instructional benchmarks of the unit. Upon completion of an instructional unit, teachers administer the assessment to the group.

Since the Phonics Launch lessons are intended as differentiated instruction, not all students in the class will be taking the same assessment at the same time. Instead, students are administered the assessment aligned with the unit where they have received a series of Phonics Launch lessons. The results of the assessments will inform where cumulative review might be needed to strengthen knowledge/skills or indicate where additional instruction is needed.

These assessments, along with corresponding teacher directions and a Assessment Recording Form, can be downloaded on the Phonics Launch resources site.

[This new text is pictured on PDF page 130 of the new PDF.)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi usp=drive_link

Updated Text:
We have created Summative Assessments. They will be discussed in the Handbook on PDF page 31 of the new PDF, but the actual documents will be downloadable resources. All of the documents for the Summative Assessments can be viewed in this folder:
https://drive.google.com/drive/folders/1u5Jpz1WexykQJcVzm1kKTBC2dji3I

Change Type: New Content

Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:
Chapter title: add text to change to "Progress Monitoring and Summative Assessments"
After first paragraph, add text: Summative assessments are to be administered at the end of each unit section to assess students' control of the phonemic awareness and phonics knowledge and skills that were introduced, modeled, and practiced within that span of lessons, as well as knowledge of sight words. This information helps ensure student mastery as they progress through the program and can also influence grouping.
After current 3rd paragraph, add text: ASSESS PHONOLOGICAL/PHONEMIC AWARENESS Use this opportunity to assess students' phonological/phonemic awareness (rhyming, blending and/or segmenting, or phoneme manipulation) using some of the words on page 16. For example, for rhyming, dictate two words and have students indicate if they rhyme or not or have students produce rhyming words. For blending, dictate phonemes and have students orally blend them together to produce the word. For segmenting, dictate words and have students orally segment the phonemes. If you notice students are struggling with phonological/phonemic awareness, adjust the activities on the lesson card to provide students additional practice.
All of these changes are shown on PDF page 126 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

First paragraph on page

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:

The goal of administering the Phonics Survey is to determine students' phonics knowledge in order to inform placement within the lesson series. [Note: further down the page, delete this text: An optional Phonemic Awareness Assessment can be downloaded from the Phonics Launch

Resources site. This proposed text can be found on PDF page 21 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

After "Which students have similar phonics needs?" bullet

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:
Which students have similar phonological/phonemic awareness needs?
[Please see PDF page 30 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
Header and first section

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:
Header: add text to change to "Online Progress Monitoring and
Summative Assessments"
Lines 9-10 of first paragraph: delete "that is appropriate for their zone of
promixal development"
After first paragraph, add: "Additionally, summative assessments are
available to be administered at the end of each unit section. These
assessments incorporate phonological/phonemic awareness skills, along
with decoding and encoding, to assess students' control of the phoneme-
grapheme correspondences and high-frequency words that were
introduced, modeled, and practiced within that span of lessons."
2nd paragraph: add text to change to "For more on progress monitoring
and summative assessments in Phonics Launch, please see Chapter 7."
All these changes are on PDF page 31 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

NA

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:

The Fidelity Implementation Checklist (one version for Ready, Set, Go Lessons 1-12, and another version that covers all the other lessons) have been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Phonics Launch Handbook, but the actual documents are downloadable resources. The new text will be added before the current page 1 of each document.

Current documents are at
https://drive.google.com/file/d/1cCNXoq2ZFfhasMNU0HkMSolEa4x-U-
em/view?... and
https://drive.google.com/file/d/1c7sEUwDLxsh9hMnIacsh9jq4uby8fPqj/vie

The revised documents are at
https://drive.google.com/file/d/1ZgFOVWsbbS4gdxrdhqWLo_qCYlpOEMXh
and
https://drive.google.com/file/d/1QNG194walF2Gn5TEOS3ddgyqdANZkcRD

Change Type: New Content

Current Page Number(s):

Location:

On the document that is pictured

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vieusp=drive_link

Updated Text:

Step 1 directions on the Progress Monitoring Recording Form (two versions of the document, but the same change will be made in both) will have this text added: "Additionally, consider using this opportunity to assess phonological/phonemic awareness: rhyming, blending and/or segmenting, or phoneme manipulation using the words on page 16." You can see the marked images on PDF pages 127 and 128 of the new PDF. For the revised document, please see https://drive.google.com/file/d/1j0hI0dKadiQLU_NiNBRKKQaetDDcYtvL/vie For the original document, please see https://drive.google.com/file/d/1gNV-VaggU9nop_nlETXsVoEY5py-pwRU/view?....

Component: Phonics Launch: Ready, Set, Go, Set 1 (Lesson Plans) (ISBN: 9781603438414)

Change Type: New Content

Current Page Number(s):

Location:

RSG1, Lesson 22, Day 3, Teaching Point

Original URL:

https://drive.google.com/file/d/1BSw2dip4u7KqM-B8HVe8fvqFn6l035F3/view?usp=drive_link

Original Text:

New Content

Updated URL:

Updated Text:

I am going to say the first part of a part of a word, then I am going add on a second part to make a new word. The first part is tea. Now, I am going to add pot. Model putting those parts together to say teapot. Now let's practice with another word: bed, add room. Put those parts together, what's the new word (bedroom)? Have students repeat with mailbox. [Note: art of the easel that accompanied the old text will also be deleted.]

Component: Phonics Launch: Moving On, Set 1 (Lesson Plans) (ISBN: 9781603438445)

Change Type: New Content
Current Page Number(s):
Location:
MO1, Lesson 17, Day 3 Teaching Point

Original URL:
https://drive.google.com/file/d/1LYI9IqlBr6NGoEDn-6D9cFC_iSLSldFH/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:
On the easel, write the word beach. Have students read the word. Now add es to the end of beach. Explain that adding es makes beach plural, meaning there is more than one beach. Repeat with patch . Have students turn to pages 3 and 6 in their books and find and read these words. [Note: the easel accompanying the text will be changed to show "beach" and "beaches" instead of "ointments".]

Program: Stepping Together

Component: Stepping Together Teaching Guide for Kindergarten (2nd Edition) (ISBN: 9798888290415)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmv2oSjDtHg/vusp=drive_link

Updated Text:
Insert new Introduction text. 3 pages of new material; please see PDF page 9–11 of new PDF.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmv2oSjDtHg/vusp=drive_link

Updated Text:

Add new Appendix C: ELPS Language Objectives Aligned with Stepping Together Lesson Components. See PDF page 93 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

References

Original URL:

https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1GqfY1yuDG74EbvIVxk3wZhmv2oSjDtHg/vusp=drive_link

Updated Text:

Add in new references from the new text that was added in the new Introduction. See PDF page 115 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

Appendix A

Original URL:

https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1GqfY1yuDG74EbvlVxk3wZhmv2oSjDtHg/vusp=drive_link

Updated Text:
Insert ELPS throughout the appendix. See PDF pages 72–91 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
last paragraph

Original URL:
https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1Uodbbrrw6b6Tq37j5kMh7Ioqd9xrsUDk/vusp=drive_link

Updated Text:
The Fidelity Implementation Checklist has been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Teaching Guide (PDF page 13 of the new PDF), but the actual documents are downloadable resources.

The current document is at https://drive.google.com/file/d/1iY0llIniujWW_7JDxXXTpU6VGAR_2bYg/view

The revised document is at https://drive.google.com/file/d/1qm0Zewzbe4-hKfOgZQxwWOwZ0ljxOKKg/view?...

Change Type: New Content

Current Page Number(s):

Location:

last paragraph

Original URL:

https://drive.google.com/file/d/1ZaBd4gypZB31o4fey0gM1GDXlOYzg63W/usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1Uodbbrrw6b6Tq37j5kMh7Ioqd9xrsUDk/v usp=drive_link

Updated Text:

The Beginning-of-the-Year Letter to Caregivers has been revised to now be a letter sent home at the beginning of each module. It will be available in English and Spanish. The old version can be viewed here: https://drive.google.com/file/d/1UN532K_vfx7c6CWO0SM7kFn3hAZ4XbT1/ The new versions can be reviewed in this folder: https://drive.google.com/drive/folders/1tjtUMslyHmKdpGKWpWtcZix0O0G

Component: Stepping Together Lesson Modules for Kindergarten (2nd Edition) (ISBN: 9798888290422)

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1xikjjCFiwrfz79632cB31-ZjIp8nqlrQ/view?usp=drive_link

Original Text:

New Content

Updated URL:

Updated Text:

Rearrange material throughout the book. Create a "MODULE OVERVIEW" at the beginning of each module. Then create a new "LESSON OVERVIEW" at the beginning of each lesson that lays out the lesson objectives, teacher materials, student materials, etc. for each lesson.

Publisher: Scholastic Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Ready4Reading

Component: Ready4Reading (ISBN: 9781339010748)

Change Type: New Content
Current Page Number(s):
Location:
New content

Original URL:

Original Text:
New content

Updated URL:
https://preview.scholastic.org

Updated Text:
Three additional files were provided during the original TEKS alignment process to generally support grades K-3. We are listing all 3 here for grades K,1,2, and 3. They were:

Phonemic Awareness Teacher's Guide
Word WarmUp List TX
R4R_PrintConcepts
R4R_CorrectiveFeedback

Change Type: New Content

Current Page Number(s):

Location:

This document did not exist before.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

This document did not exist before. Recommended New Content.

Updated URL:

https://preview.scholastic.org

Updated Text:

Daily Scope and Sequence - While the teacher support resources in the hub, including the Implementation Guide, had planning and pacing guides, this exact DAILY scope and sequence is a recommended new resource. You will find it in the preview site.

Change Type: New Content

Current Page Number(s):

Location:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Original URL:

Original Text:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment

to the standards. We propose these alignments live in our resources hub.

Updated URL:
https://preview.scholastic.org

Updated Text:
TEKS Standards Alignment - Grade K - New Content

Change Type: New Content

Current Page Number(s):

Location:
This is proposed new content - didn't exist before.

Original URL:
https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:
This is proposed new content - didn't exist before. To see the document at the preview site, go to the link, use "reviewcontent!" as the password, and then in upper right frame click on "Proposed new Content."

Updated URL:
https://preview.scholastic.org

Updated Text:
Getting Started with Data and Reports - proposed new content/resource.

Change Type: New Content
Current Page Number(s):
Location:
This is proposed new content - didn't exist before. To see the document at the preview site, go to the link, use "reviewcontent!" as the password, and then in upper right frame click on "Proposed new Content."

Original URL:
https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

This is proposed new content - didn't exist before.

Updated URL:

https://preview.scholastic.org

Updated Text:

Letters2Meaning Support Document - A proposed new resource/content to help educators use R4R assessments.

Change Type: New Content

Current Page Number(s):

Location:

We didn't have this before so it is proposed new content - a new standards alignment document for Kindergarten to the TX ELPS.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

We previously did not have a kindergarten specific ELPS alignment document showing how R4R aligns to the Kindergarten ELPS. We're proposing this as new content to add to our resources.

Updated URL:

https://preview.scholastic.org

Updated Text:

ELPS Alignment Document - Grade K -- This is a recommended new content document showing formal program alignment to the Texas ELPS for this grade level. It did not previously exist.

Change Type: New Content
Current Page Number(s):
Location:

This is proposed new content - didn't exist before. To see the document at the preview site, go to the link, use "reviewcontent!" as the password, and then in upper right frame click on "Proposed new Content."

Original URL:
https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/Rea
Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb2
h2OoLDwxu0MppGZ1tdxp85kcYllr9dbBfYBMqy-
om877sBEBQ0fk9Ms295dPaz14fN8TUN4~b34XgsD7CRA5FZo6aM~a76pe-
dg0LZqJDe7-
GbSqnUnnHkhokPGI~A7IIQ17rPMwkICtkpZEXQCf4vM1Lu16Bre97RJCerQ4
Pair-Id=K38HCTTRPM6A4D

Original Text:
Proposed new content - while the product previously had a comprehensive planning and pacing guide, it was not TEKS specific. Our proposed new content/planning resource embeds the TEKS now.

Updated URL:
https://preview.scholastic.org

Updated Text:
Updated TEKS aligned Planning and Pacing Guide - Proposed new resource/content.

Component: Wiley Blevins Teaching Phonics (ISBN: 9781338856965)

Change Type: New Content
Current Page Number(s):
Location:
We recommended this new resource to support the TEKS -- **2.A.x Breakout x ---** demonstrate phonological awareness by manipulating syllables within a multisyllabic word. We specifically recommended it for citation #8821941.

Original URL:

Original Text:
Recommended new content to help us better align to the TEKS. This resource didn't exist before.

Updated URL:

https://preview.scholastic.org

Updated Text:

Manipulating Syllables - Phonological Awareness Syllables Routine - Proposed new content/resource to support grade K in R4R Wiley Blevins Teaching Phonics.

Change Type: New Content

Current Page Number(s):

Location:

This resource was recommended to be added in the TEKS alignment process, to support multiple areas where the reviewers felt we were lacking support writing ABCs. We recommended it be added to support TEKS standards that we didn't originally meet- This was recommended for citation numbers: 7538471 and 7538476.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/module

Original Text:

Proposed new resource --- This resource was recommended to be added in the TEKS alignment process, to support additional alphabet practice.

Updated URL:

https://preview.scholastic.org

Updated Text:

Writing My ABCs- Proposed new content/resource to support teaching in this module for grade K. - Support for TEKS Standard 2.E - KSS 2, Student Expectation (SE) E.

Change Type: New Content
Current Page Number(s):
Location:
This document didn't exist before.

Original URL:

Original Text:

This document didn't exist before.

Updated URL:

https://preview.scholastic.org

Updated Text:

Spelling Routines - We recommended this new document to help us better align to several of the TEKS in the TEKS alignment process - that includes TEKS (2.A.X; 2.C.ii; 2.C.iii)

English Language Arts and Reading - Phonics

Publisher: Amplify

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: G1, Skills Unit 1 Teacher Guide (ISBN: 9798894040158)

Change Type: New Content

Current Page Number(s):

Location:
This is new content that was submitted and approved during the Quality Review for indicator 5.B.1 (Oral Language Development).

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Full details here.

ELAR, Phonics, Grade 2 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 2

Component: Skills Unit 4 Teacher Guide (ISBN: 9798894040424)

Change Type: New Content

Current Page Number(s):

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

Component: Instructional Strategies for Decoding Words with Consonant Blends (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s):

Location:

Full response details here. This supplementary teacher resource can be found in digital resources.

Original URL:

Original Text:

New Content. This content was submitted and approved during the standards-alignment review.

Component: Skills Unit 4 Lesson Slides (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s):

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

Component: Instructional Strategies for Reading, Spelling, Identifying Meaning, and Using Words with Suffixes -er and -est (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s):

Location:

Digital Resources

https://learning.amplify.com/m/7f8878b707218ce7/original/ELAR_Grade_2

Original URL:

https://learning.amplify.com/m/7f8878b707218ce7/original/ELAR_Grade_2_3-C.pdf

Original Text:

New Content

Updated URL:

N/A

Updated Text:

This content was reviewed and approved during the TEKS alignment review. It was suggested via TEKS reviewer Feedback/Errors to include this instruction in the Tier 1 materials. This content will be included within the core Amplify Skills materials in G2, Skills Units 4 and 5 Teacher Guides, and Lesson slides. The details of the proposed revisions can be found here with Feedback ID: 9599291.

Component: Skillls Unit 5 Teacher Guide (ISBN: 9798894040431)

Change Type: New Content

Current Page Number(s):

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

Component: G2, Skills Unit 1 Teacher Guide (ISBN: 9798894040394)

Change Type: New Content

Current Page Number(s):

Location:

This is new content that was submitted and approved during the Quality Review for indicator 5.B.1 (Oral Language Development).

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here.

Component: Instructional Strategies for Decoding and Spelling Multiisyllabic Word With Open and VCe Syllables (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s):

Location:

Full response details [here](). This supplementary teacher resource can be found in digital resources.

Original URL:

Original Text:

New Content. This content was submitted and approved during the standards-alignment review.

Updated URL:

https://amplify.com/pdf/uploads/2024/07/finalTX-ELAR-IMRA_Grade_2_Instructional_Strategies_TEKS_2.2.B.iii_2.2.C.pdf

Updated Text:

This content was submitted and approved during the standards-alignment review.

Component: Skills Unit 5 Lesson Slides (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s):

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

Publisher: Pioneer Valley Educational Press, Inc

ELAR, Phonics, Grade 1 (IMRA)

Program: In Tandem

Component: In Tandem Handbook (ISBN: 9798888290019)

Change Type: New Content
Current Page Number(s):
Location:
Appendix A and Appendix B

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:

We will add graphics to show how the lessons are split into units. Please see the marked text on PDF pages 176-199 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-
vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:

New text describing Interim Assessments Overview, followed by new text on Administering the Phonological Awareness Assessment. Please see pages 21–26 of PDF in new link. Please also see the form here: https://drive.google.com/file/d/1yafa8_4tgBLBCeHzDZ5JEIj4bx9JjB_j/view?.. which goes along with that new text and will be pictured in the Handbook.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:

Add new Appendix C: In Tandem Alignment to ELPS Language Objectives by Lesson Component [See new appendix on PDF page 200 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:

We have created Summative Assessments. They will be discussed in the Handbook on PDF page 37 of the new PDF, but the actual documents will be downloadable resources. All of the documents for the Summative Assessments can be viewed in this folder: https://drive.google.com/drive/folders/1ejf0SCNAmC2Zr-XqpeNlquFSMkAIGzF...

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

This text will be added after Table 7-1:

Student Progress Monitoring Tool

Having students track their data promotes ownership of their learning. Students who monitor their data are intrinsically motivated to reach their independent learning goals. Download the Student Data Tracker from the In Tandem Resources site. This tracker correlates with the progress monitoring on Day 5 of each In Tandem lesson. Have students track their learning growth and discuss their strengths and needs, and then collaborate with them on goal setting.

[This new text is pictured on PDF page 162 of the new PDF.)

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

New table to describe assessments in In Tandem. Please see page 20 in the PDF for new text.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

Chapter title: add text to change to "Progress Monitoring and Summative Assessments"
After first paragraph, add new paragraph:

Summative assessments are to be administered at the end of each unit section to assess students' control of the phonemic awareness and phonics knowledge and skills that were introduced, modeled, and

practiced within that span of lessons, as well as knowledge of sight words. This information helps ensure student mastery as they progress through the program and can also influence grouping. (New text is shown on PDF page 150 of new PDF.)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
Add text: (shown on PDF page 156 of new PDF)

SUMMATIVE ASSESSMENTS
The In Tandem summative assessments (administered at the end of every instructional unit) evaluate student learning by comparing what the student learned or is controlling against the instructional benchmarks of the unit. Upon completion of an instructional unit, teachers administer the assessment to the group.
Since the In Tandem lessons are intended as differentiated instruction, not all students in the class will be taking the same assessment at the same time. Instead, students are administered the assessment aligned with the unit where they have received a series of In Tandem lessons. The results of the assessments will inform where cumulative review might be needed to strengthen knowledge/skills or indicate where additional instruction is needed.
These assessments, along with corresponding teacher directions and a

Assessment Recording Form, can be downloaded on the In Tandem resources site.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
add text: ASSESS PHONOLOGICAL/PHONEMIC AWARENESS Use this opportunity to assess students' phonological/phonemic awareness (rhyming, blending and/or segmenting, or phoneme manipulation) using some of the words on page 16. For example, for rhyming, dictate two words and have students indicate if they rhyme or not or have students produce rhyming words. For blending, dictate phonemes and have students orally blend them together to produce the word. For segmenting, dictate words and have students orally segment the phonemes. If you notice students are struggling with phonological/phonemic awareness, adjust the activities on the lesson card to provide students additional practice. (New text shown on PDF page 157 of new PDF)

Change Type: New Content
Current Page Number(s):
Location:

First paragraph on page

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

The goal of administering the Phonics Survey is to determine students' phonics knowledge in order to inform placement within the lesson series. [Note: further down the page, delete this text and the icon next to it: An optional Phonemic Awareness Assessment can be downloaded from the In Tandem

Resources site. This proposed text can be found on PDF page 27 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
After "Which students have similar phonics needs?" bullet

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

Which students have similar phonological/phonemic awareness needs?
[Please see PDF page 36 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
Header and first section

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:
Header: add text to change to "Online Progress Monitoring and Summative Assessments"
Line 10 of first paragraph: delete "that is appropriate for their zone of promixal development"
After first paragraph, add: "Additionally, summative assessments are available to be administered at the end of each unit section. These assessments incorporate phonological/phonemic awareness skills, along with decoding and encoding, to assess students' control of the phoneme-grapheme correspondences and high-frequency words that were introduced, modeled, and practiced within that span of lessons."
2nd paragraph: add text to change to "For more on progress monitoring and summative assessments in Phonics Launch, please see Chapter 8."
All these changes are on PDF page 37 of the new PDF.

Change Type: New Content
Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

We have arranged the lessons into Units. On PDF page 38 of the new PDF, line 5 of the first paragraph, add text to change to: "follow a systematic scope and sequence, organized into units aligned with the phonics continuum." We are also adding a new table to show how the units are broken up.

Change Type: New Content
Current Page Number(s):
Location:
NA

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

The Fidelity Implementation Checklist (one version for Kindergarten Lessons 1-12, and another version that covers all the other lessons) has been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the In Tandem Handbook, but the actual documents are downloadable resources. The same new text will be added before the current page 1 of each document.

Current document is at:
https://drive.google.com/file/d/150YmFvPTX0K53RtFxJqoCuNyziRai_E6/viev

The revised documents are at
https://drive.google.com/drive/folders/16rA9TuSCXCeYs9eZNgMsUeFde6v

Change Type: New Content
Current Page Number(s):
Location:
Table 4-1

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:
We are adding Unit numbers to the table. See PDF page 81 of the new PDF.

Change Type: New Content
Current Page Number(s):

Location:

On the document that is pictured

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi
usp=drive_link

Updated Text:

Step 1 directions on the Assessment Recording Form will have this text added: "Additionally, consider using this opportunity to assess phonological/phonemic awareness: rhyming, blending and/or segmenting, or phoneme manipulation using the words on page 16." You can see the marked images on PDF pages 157-160 of the new PDF.

Component: In Tandem Lesson Plans for First Grade (ISBN: 9781603439046)

Change Type: New Content
Current Page Number(s):
Location:
NA

Original URL:

https://drive.google.com/file/d/18QCp0fsj4ux56qDYctd668hKI8LtmJLp/viev
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/drive/folders/1w5cTAmX-B8KqDra3sTLZBZFLRmsdthMf?usp=drive_link

On all lessons we will:

Add the corresponding unit number

Add Instructional Goal

Add Target Skills

Add Materials Needed for Each Student

Add Materials Needed for Teacher
We have marked up the first 12 Grade 1 lessons as samples; they can be found at
https://drive.google.com/file/d/1d1ZWwIGmiIhvUEFfoQrbbDASxSEHLIbP/v

Program: Phonics Launch

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi
usp=drive_link

Updated Text:
New table to describe assessments in Phonics Launch. Please see page 17 in the PDF for new text.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:

New text describing Interim Assessments Overview, followed by new text on Administering the Phonological Awareness Assessment. Please see pages 18–20 of PDF. Please also see the form here: https://drive.google.com/file/d/1lTTHVkPRePE2-jo1_PbaO2UpCPVvVxuo/view?... which goes along with that new text and will be pictured int eh Handbook.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:
This text will be added after Table 7-1:

Student Progress Monitoring Tool

Having students track their data promotes ownership of their learning. Students who monitor their data are intrinsically motivated to reach their independent learning goals. Download the Student Data Tracker from the Phonics Launch Resources site. This tracker correlates with the progress monitoring for each Phonics Launch lesson. Have students track their learning growth and discuss their strengths and needs, and then collaborate with them on goal setting.
Summative Assessments

The Phonics Launch summative assessments (administered at the end of every instructional unit section) evaluate student learning by comparing what the student learned or is controlling against the instructional benchmarks of the unit. Upon completion of an instructional unit, teachers administer the assessment to the group.
Since the Phonics Launch lessons are intended as differentiated instruction, not all students in the class will be taking the same assessment at the same time. Instead, students are administered the assessment aligned with the unit where they have received a series of Phonics Launch lessons. The results of the assessments will inform where cumulative review might be needed to strengthen knowledge/skills or indicate where additional instruction is needed.
These assessments, along with corresponding teacher directions and a Assessment Recording Form, can be downloaded on the Phonics Launch resources site.
[This new text is pictured on PDF page 130 of the new PDF.)

Change Type: New Content
Current Page Number(s):
Location:

N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:

We have created Summative Assessments. They will be discussed in the
Handbook on PDF page 31 of the new PDF, but the actual documents will
be downloadable resources. All of the documents for the Summative
Assessments can be viewed in this folder:
https://drive.google.com/drive/folders/1u5Jpz1WexykQJcVzm1kKTBC2dji3

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:

Add new Appendix C: Phonics Launch Alignment to ELPS Language
Objectives by Lesson Component [See new appendix on PDF page 175 of
the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi usp=drive_link

Updated Text:
Chapter title: add text to change to "Progress Monitoring and Summative Assessments"

After first paragraph, add text: Summative assessments are to be administered at the end of each unit section to assess students' control of the phonemic awareness and phonics knowledge and skills that were introduced, modeled, and practiced within that span of lessons, as well as knowledge of sight words. This information helps ensure student mastery as they progress through the program and can also influence grouping.

After current 3rd paragraph, add text: ASSESS PHONOLOGICAL/PHONEMIC AWARENESS Use this opportunity to assess students' phonological/phonemic awareness (rhyming, blending and/or segmenting, or phoneme manipulation) using some of the words on page 16. For example, for rhyming, dictate two words and have students indicate if they rhyme or not or have students produce rhyming words. For blending, dictate phonemes and have students orally blend them together to produce the word. For segmenting, dictate words and have students orally segment the phonemes. If you notice students are struggling with phonological/phonemic awareness, adjust the activities on the lesson card to provide students additional practice.

All of these changes are shown on PDF page 126 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

First paragraph on page

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:

The goal of administering the Phonics Survey is to determine students' phonics knowledge in order to inform placement within the lesson series. [Note: further down the page, delete this text: An optional Phonemic Awareness Assessment can be downloaded from the Phonics Launch

Resources site. This proposed text can be found on PDF page 21 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

After "Which students have similar phonics needs?" bullet

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated Text:
Which students have similar phonological/phonemic awareness needs? [Please see PDF page 30 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
Header and first section

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/view?usp=drive_link

Original Text:
New Content

Updated Text:
Header: add text to change to "Online Progress Monitoring and Summative Assessments"
Lines 9-10 of first paragraph: delete "that is appropriate for their zone of promixal development"
After first paragraph, add: "Additionally, summative assessments are available to be administered at the end of each unit section. These assessments incorporate phonological/phonemic awareness skills, along with decoding and encoding, to assess students' control of the phoneme-grapheme correspondences and high-frequency words that were introduced, modeled, and practiced within that span of lessons."
2nd paragraph: add text to change to "For more on progress monitoring

and summative assessments in Phonics Launch, please see Chapter 7."
All these changes are on PDF page 31 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
NA

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:
The Fidelity Implementation Checklist (one version for Ready, Set, Go Lessons 1-12, and another version that covers all the other lessons) have been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Phonics Launch Handbook, but the actual documents are downloadable resources. The new text will be added before the current page 1 of each document.

Current documents are at
https://drive.google.com/file/d/1cCNXoq2ZFfhasMNU0HkMSolEa4x-U-
em/view?... and
https://drive.google.com/file/d/1c7sEUwDLxsh9hMnIacsh9jq4uby8fPqj/vie

The revised documents are at
https://drive.google.com/file/d/1ZgFOVWsbbS4gdxrdhqWLo_qCYlpOEMXh
and
https://drive.google.com/file/d/1QNG194walF2Gn5TEOS3ddgyqdANZkcRD

Change Type: New Content

Current Page Number(s):

Location:

On the document that is pictured

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi
usp=drive_link

Updated Text:

Step 1 directions on the Progress Monitoring Recording Form (two
versions of the document, but the same change will be made in both) will
have this text added: "Additionally, consider using this opportunity to
assess phonological/phonemic awareness: rhyming, blending and/or
segmenting, or phoneme manipulation using the words on page 16." You
can see the marked images on PDF pages 127 and 128 of the new PDF.
For the revised document, please see
https://drive.google.com/file/d/1j0hI0dKadiQLU_NiNBRKKQaetDDcYtvL/vie
For the original document, please see
https://drive.google.com/file/d/1gNV-VaggU9nop_nlETXsVoEY5py-
pwRU/view?....

**Component: Phonics Launch: On Our Way, Set 1 (Lesson Plans) (ISBN:
9781603438421)**

Change Type: New Content

Current Page Number(s):

Location:

OOW1, Lesson 22, Day 3 Teaching Point

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:

Find the word I'm on page 2. Write I'm on the easel. This means two words: I am. Model using the word I'm in a sentence, and then have students turn and talk to their partners using the word I'm in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Change Type: New Content
Current Page Number(s):
Location:
OOW1, Lesson 18, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1m6vrYaDk5ApC4pfUVsIKHclO30NVDNx5/vusp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:

Listen as I say a word and then add a sound to the end of that word to say a new word. Say chimp, add /s/. The new word is chimps. On the easel, write the word chimp. Have students read the word. Now add an s to the end of chimp. Explain that adding an s makes chimp plural, meaning there is more than one chimp. Repeat with pet and cat.

Change Type: New Content

Current Page Number(s):

Location:

OOW1, Lesson 21, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1DNKk_-WRzXu9mOmyS3ViV02pSNbrbTVN/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:

Find the word Don't on the front cover. Write don't on the easel. This means two words: do not. Model using the word don't in a sentence and then have students turn and talk to their partners using the word don't in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Component: Phonics Launch: Ready, Set, Go, Set 1 (Lesson Plans) (ISBN: 9781603438414)

Change Type: New Content

Current Page Number(s):

Location:

RSG1, Lesson 22, Day 3, Teaching Point

Original URL:

https://drive.google.com/file/d/1BSw2dip4u7KqM-B8HVe8fvqFn6l035F3/view?usp=drive_link

Original Text:

New Content

Updated URL:

Updated Text:

I am going to say the first part of a part of a word, then I am going add on a second part to make a new word. The first part is tea. Now, I am going to add pot. Model putting those parts together to say teapot. Now let's practice with another word: bed, add room. Put those parts together, what's the new word (bedroom)? Have students repeat with mailbox. [Note: art of the easel that accompanied the old text will also be deleted.]

Component: Phonics Launch: Moving On, Set 1 (Lesson Plans) (ISBN: 9781603438445)

Change Type: New Content

Current Page Number(s):

Location:
MO1, Lesson 17, Day 3 Teaching Point

Original URL:

Original Text:
New Content

Updated URL:

Updated Text:
On the easel, write the word beach. Have students read the word. Now add es to the end of beach. Explain that adding es makes beach plural, meaning there is more than one beach. Repeat with patch . Have students turn to pages 3 and 6 in their books and find and read these words. [Note: the easel accompanying the text will be changed to show "beach" and "beaches" instead of "ointments".]

Component: Phonics Launch: Moving On, Set 2 (Lesson Plans) (ISBN: 9781603439176)

Change Type: New Content

Current Page Number(s):

Location:

MO2, Lesson 5, Day 3, Step 2 Writing Words

Original URL:

https://drive.google.com/file/d/19eq7MfKSb6zhYfd6_xEMXYXRmO_usRRi/\
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1El6HkJ4P_ByvxP7sqxiGbN74Wjrd8v9U/vie\
usp=drive_link

Updated Text:

harder, harder, (h ar d er), shorter, weaker [Note: the accompanying art
will also be changed from "p er k" to "h ar d er"]

Program: Stepping Together

**Component: Stepping Together Teaching Guide for First Grade (2nd
Edition) (ISBN: 9798888290439)**

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/13cVCCtJdfFPiXIrTP5Bwqj9BFbEVV6yP/view\
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Insert new Introduction text. 3 pages of new material; please see PDF page 9–11 of new PDF.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/13cVCCtJdfFPiXIrTP5Bwqj9BFbEVV6yP/view?usp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Add new Appendix C: ELPS Language Objectives Aligned with Stepping Together Lesson Components. See PDF page 94 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
References

Original URL:

https://drive.google.com/file/d/13cVCCtJdfFPiXIrTP5Bwqj9BFbEVV6yP/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Add in new references from the new text that was added in the new Introduction. See PDF page 119 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:

Appendix A

Original URL:

https://drive.google.com/file/d/13cVCCtJdfFPiXIrTP5Bwqj9BFbEVV6yP/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

Insert ELPS throughout the appendix. See PDF pages 69–89 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:

last paragraph

Original URL:

https://drive.google.com/file/d/13cVCCtJdfFPiXIrTP5Bwqj9BFbEVV6yP/view usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

Updated Text:

The Fidelity Implementation Checklist has been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Teaching Guide (PDF page 13 of the new PDF), but the actual documents are downloadable resources.

The current document is at https://drive.google.com/file/d/1LBK0ki3q570KJkxqUHYcTb10qNcutQAC/vi

The revised document is at https://drive.google.com/file/d/1QBj4JEPBHjtl1mQF_JVjsKZl-RhHlSmF/view?...

Change Type: New Content
Current Page Number(s):
Location:
last paragraph

Original URL:

https://drive.google.com/file/d/13cVCCtJdfFPiXIrTP5Bwqj9BFbEVV6yP/view usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1zGOgtDvEHNBIQqNm74-cfDHtnJSThPTZ/view?usp=drive_link

The Beginning-of-the-Year Letter to Caregivers has been revised to now be a letter sent home at the beginning of each module. It will be available in English and Spanish. The old version can be viewed here: https://drive.google.com/file/d/18rT14KgnbQxq3DuWu2hO_jIouPcMkGCc/ The new versions can be reviewed in this folder: https://drive.google.com/drive/folders/1Y2D_w8pyyGhB8HmEUxiNobXsRx

Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (ISBN: 9798888290446)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1isZF5FEEcS8oW3USFXEjYLsEPBT9YSaN/vie usp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1aRep3PfNN2EVbbFMlk7q87k2JKPyyrD2/vi usp=drive_link

Updated Text:
Rearrange material throughout the book. Create a "MODULE OVERVIEW" at the beginning of each module. Then create a new "LESSON OVERVIEW" at the beginning of each lesson that lays out the lesson objectives, teacher materials, student materials, etc. for each lesson.

ELAR, Phonics, Grade 2 (IMRA)

Program: In Tandem

Component: In Tandem Handbook (ISBN: 9798888290019)

Change Type: New Content

Current Page Number(s):

Location:

Appendix A and Appendix B

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

We will add graphics to show how the lessons are split into units. Please see the marked text on PDF pages 176-199 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

New table to describe assessments in In Tandem. Please see page 20 in the PDF for new text.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVyIT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

New text describing Interim Assessments Overview, followed by new text on Administering the Phonological Awareness Assessment. Please see pages 21–26 of PDF in new link. Please also see the form here: https://drive.google.com/file/d/1yafa8_4tgBLBCeHzDZ5JEIj4bx9JjB_j/view?.. which goes along with that new text and will be pictured in the Handbook.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

Add new Appendix C: In Tandem Alignment to ELPS Language Objectives by Lesson Component [See new appendix on PDF page 200 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

We have created Summative Assessments. They will be discussed in the Handbook on PDF page 37 of the new PDF, but the actual documents will be downloadable resources. All of the documents for the Summative Assessments can be viewed in this folder: https://drive.google.com/drive/folders/18Rmd-5kO5jnlRhbetwM77o4tF486x4H...

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

This text will be added after Table 7-1:

Student Progress Monitoring Tool

Having students track their data promotes ownership of their learning. Students who monitor their data are intrinsically motivated to reach their independent learning goals. Download the Student Data Tracker from the In Tandem Resources site. This tracker correlates with the progress monitoring on Day 5 of each In Tandem lesson. Have students track their learning growth and discuss their strengths and needs, and then collaborate with them on goal setting.

[This new text is pictured on PDF page 162 of the new PDF.)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

Updated Text:

Chapter title: add text to change to "Progress Monitoring and Summative Assessments"
After first paragraph, add new paragraph:

Summative assessments are to be administered at the end of each unit section to assess students' control of the phonemic awareness and phonics knowledge and skills that were introduced, modeled, and practiced within that span of lessons, as well as knowledge of sight words. This information helps ensure student mastery as they progress through the program and can also influence grouping. (New text is shown on PDF page 150 of new PDF.)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
Add text: (shown on PDF page 156 of new PDF)

SUMMATIVE ASSESSMENTS
The In Tandem summative assessments (administered at the end of every instructional unit) evaluate student learning by comparing what the student learned or is controlling against the instructional benchmarks of

the unit. Upon completion of an instructional unit, teachers administer the assessment to the group.

Since the In Tandem lessons are intended as differentiated instruction, not all students in the class will be taking the same assessment at the same time. Instead, students are administered the assessment aligned with the unit where they have received a series of In Tandem lessons. The results of the assessments will inform where cumulative review might be needed to strengthen knowledge/skills or indicate where additional instruction is needed.

These assessments, along with corresponding teacher directions and a Assessment Recording Form, can be downloaded on the In Tandem resources site.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
add text: ASSESS PHONOLOGICAL/PHONEMIC AWARENESS Use this opportunity to assess students' phonological/phonemic awareness (rhyming, blending and/or segmenting, or phoneme manipulation) using some of the words on page 16. For example, for rhyming, dictate two words and have students indicate if they rhyme or not or have students produce rhyming words. For blending, dictate phonemes and have students orally blend them together to produce the word. For segmenting, dictate words and have students orally segment the

phonemes. If you notice students are struggling with phonological/phonemic awareness, adjust the activities on the lesson card to provide students additional practice. (New text shown on PDF page 157 of new PDF)

Change Type: New Content

Current Page Number(s):

Location:

First paragraph on page

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVyIT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

The goal of administering the Phonics Survey is to determine students' phonics knowledge in order to inform placement within the lesson series. [Note: further down the page, delete this text and the icon next to it: An optional Phonemic Awareness Assessment can be downloaded from the In Tandem

Resources site. This proposed text can be found on PDF page 27 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

After "Which students have similar phonics needs?" bullet

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

Which students have similar phonological/phonemic awareness needs? [Please see PDF page 36 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
Header and first section

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/vi usp=drive_link

Updated Text:

Header: add text to change to "Online Progress Monitoring and Summative Assessments"
Line 10 of first paragraph: delete "that is appropriate for their zone of promixal development"
After first paragraph, add: "Additionally, summative assessments are available to be administered at the end of each unit section. These assessments incorporate phonological/phonemic awareness skills, along

with decoding and encoding, to assess students' control of the phoneme-grapheme correspondences and high-frequency words that were introduced, modeled, and practiced within that span of lessons."
2nd paragraph: add text to change to "For more on progress monitoring and summative assessments in Phonics Launch, please see Chapter 8."
All these changes are on PDF page 37 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:
We have arranged the lessons into Units. On PDF page 38 of the new PDF, line 5 of the first paragraph, add text to change to: "follow a systematic scope and sequence, organized into units aligned with the phonics continuum." We are also adding a new table to show how the units are broken up.

Change Type: New Content
Current Page Number(s):
Location:
NA

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/view?usp=drive_link

Updated Text:

The Fidelity Implementation Checklist (one version for Kindergarten Lessons 1-12, and another version that covers all the other lessons) has been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the In Tandem Handbook, but the actual documents are downloadable resources. The same new text will be added before the current page 1 of each document.

Current document is at:
https://drive.google.com/file/d/150YmFvPTX0K53RtFxJqoCuNyziRai_E6/view

The revised documents are at
https://drive.google.com/drive/folders/16rA9TuSCXCeYs9eZNgMsUeFde6v

Change Type: New Content
Current Page Number(s):
Location:
Table 4-1

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

We are adding Unit numbers to the table. See PDF page 81 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

On the document that is pictured

Original URL:

https://drive.google.com/file/d/1-vm0Ljsejbm0d2AvIUNlTnEmPSHz8jOO/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19HVylT2kewgU_ZZvoZZW8UsQ0v9yt6IA/viusp=drive_link

Updated Text:

Step 1 directions on the Assessment Recording Form will have this text added: "Additionally, consider using this opportunity to assess phonological/phonemic awareness: rhyming, blending and/or segmenting, or phoneme manipulation using the words on page 16." You can see the marked images on PDF pages 157-160 of the new PDF.

Component: In Tandem Lesson Plans for Second Grade (ISBN: 9781603439107)

Change Type: New Content

Current Page Number(s):

Location:

NA

Original URL:

https://drive.google.com/file/d/1Frc-XenkEaOYbkaBwqdE2AtEDawAFioS/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/drive/folders/1w5cTAmX-B8KqDra3sTLZBZFLRmsdthMf?usp=drive_link

Updated Text:

On all lessons we will:

Add the corresponding unit number

Add Instructional Goal

Add Target Skills

Add Materials Needed for Each Student

Add Materials Needed for Teacher
We have marked up the first 12 Grade 1 lessons as samples; they can be found at https://drive.google.com/file/d/1X_Y9Tiq9ICVRRRqgcWu0o-e6stjYc_Tw/view?...

Program: Phonics Launch

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:

New text describing Interim Assessments Overview, followed by new text on Administering the Phonological Awareness Assessment. Please see pages 18–20 of PDF. Please also see the form here: https://drive.google.com/file/d/1lTTHVkPRePE2-jo1_PbaO2UpCPVvVxuo/view?... which goes along with that new text and will be pictured int eh Handbook.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:

This text will be added after Table 7-1:

Student Progress Monitoring Tool

Having students track their data promotes ownership of their learning. Students who monitor their data are intrinsically motivated to reach their independent learning goals. Download the Student Data Tracker from the

Phonics Launch Resources site. This tracker correlates with the progress monitoring for each Phonics Launch lesson. Have students track their learning growth and discuss their strengths and needs, and then collaborate with them on goal setting.

Summative Assessments

The Phonics Launch summative assessments (administered at the end of every instructional unit section) evaluate student learning by comparing what the student learned or is controlling against the instructional benchmarks of the unit. Upon completion of an instructional unit, teachers administer the assessment to the group.

Since the Phonics Launch lessons are intended as differentiated instruction, not all students in the class will be taking the same assessment at the same time. Instead, students are administered the assessment aligned with the unit where they have received a series of Phonics Launch lessons. The results of the assessments will inform where cumulative review might be needed to strengthen knowledge/skills or indicate where additional instruction is needed.

These assessments, along with corresponding teacher directions and a Assessment Recording Form, can be downloaded on the Phonics Launch resources site.

[This new text is pictured on PDF page 130 of the new PDF.)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

We have created Summative Assessments. They will be discussed in the Handbook on PDF page 31 of the new PDF, but the actual documents will be downloadable resources. All of the documents for the Summative Assessments can be viewed in this folder: https://drive.google.com/drive/folders/1u5Jpz1WexykQJcVzm1kKTBC2dji3N

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi usp=drive_link

Updated Text:

Add new Appendix C: Phonics Launch Alignment to ELPS Language Objectives by Lesson Component [See new appendix on PDF page 175 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:

New table to describe assessments in Phonics Launch. Please see page
17 in the PDF for new text.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:

Chapter title: add text to change to "Progress Monitoring and Summative
Assessments"
After first paragraph, add text: Summative assessments are to be
administered at the end of each unit section to assess students' control of
the phonemic awareness and phonics knowledge and skills that were
introduced, modeled, and practiced within that span of lessons, as well as
knowledge of sight words. This information helps ensure student mastery
as they progress through the program and can also influence grouping.
After current 3rd paragraph, add text: ASSESS
PHONOLOGICAL/PHONEMIC AWARENESS Use this opportunity to assess
students' phonological/phonemic awareness (rhyming, blending and/or

segmenting, or phoneme manipulation) using some of the words on page 16. For example, for rhyming, dictate two words and have students indicate if they rhyme or not or have students produce rhyming words. For blending, dictate phonemes and have students orally blend them together to produce the word. For segmenting, dictate words and have students orally segment the phonemes. If you notice students are struggling with phonological/phonemic awareness, adjust the activities on the lesson card to provide students additional practice.

All of these changes are shown on PDF page 126 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

First paragraph on page

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:

The goal of administering the Phonics Survey is to determine students' phonics knowledge in order to inform placement within the lesson series. [Note: further down the page, delete this text: An optional Phonemic Awareness Assessment can be downloaded from the Phonics Launch

Resources site. This proposed text can be found on PDF page 21 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

After "Which students have similar phonics needs?" bullet

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:

Which students have similar phonological/phonemic awareness needs? [Please see PDF page 30 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

Header and first section

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:

Header: add text to change to "Online Progress Monitoring and Summative Assessments"

Lines 9-10 of first paragraph: delete "that is appropriate for their zone of promixal development"

After first paragraph, add: "Additionally, summative assessments are available to be administered at the end of each unit section. These assessments incorporate phonological/phonemic awareness skills, along with decoding and encoding, to assess students' control of the phoneme-grapheme correspondences and high-frequency words that were introduced, modeled, and practiced within that span of lessons."

2nd paragraph: add text to change to "For more on progress monitoring and summative assessments in Phonics Launch, please see Chapter 7."

All these changes are on PDF page 31 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

NA

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:

The Fidelity Implementation Checklist (one version for Ready, Set, Go Lessons 1-12, and another version that covers all the other lessons) have been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Phonics Launch Handbook, but the actual documents are downloadable resources. The new text will be added before the current page 1 of each document.

Current documents are at
https://drive.google.com/file/d/1cCNXoq2ZFfhasMNU0HkMSolEa4x-U-

em/view?... and
https://drive.google.com/file/d/1c7sEUwDLxsh9hMnIacsh9jq4uby8fPqj/vie

The revised documents are at
https://drive.google.com/file/d/1ZgFOVWsbbS4gdxrdhqWLo_qCYlpOEMXh
and
https://drive.google.com/file/d/1QNG194walF2Gn5TEOS3ddgyqdANZkcRD

Change Type: New Content
Current Page Number(s):
Location:
On the document that is pictured

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
[usp=drive_link](https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi)

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi
[usp=drive_link](https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi)

Updated Text:
Step 1 directions on the Progress Monitoring Recording Form (two
versions of the document, but the same change will be made in both) will
have this text added: "Additionally, consider using this opportunity to
assess phonological/phonemic awareness: rhyming, blending and/or
segmenting, or phoneme manipulation using the words on page 16." You
can see the marked images on PDF pages 127 and 128 of the new PDF.
For the revised document, please see
https://drive.google.com/file/d/1j0hI0dKadiQLU_NiNBRKKQaetDDcYtvL/vie
For the original document, please see
https://drive.google.com/file/d/1gNV-VaggU9nop_nlETXsVoEY5py-
pwRU/view?....

Component: Phonics Launch: Moving On, Set 1 (Lesson Plans) (ISBN: 9781603438445)

Change Type: New Content

Current Page Number(s):

Location:

MO1, Lesson 17, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1LYl9IqlBr6NGoEDn-6D9cFC_iSLSldFH/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/v usp=drive_link

Updated Text:

On the easel, write the word beach. Have students read the word. Now add es to the end of beach. Explain that adding es makes beach plural, meaning there is more than one beach. Repeat with patch . Have students turn to pages 3 and 6 in their books and find and read these words. [Note: the easel accompanying the text will be changed to show "beach" and "beaches" instead of "ointments".]

Component: Phonics Launch: On Our Way, Set 1 (Lesson Plans) (ISBN: 9781603438421)

Change Type: New Content

Current Page Number(s):

Location:

OOW1, Lesson 18, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1m6vrYaDk5ApC4pfUVsIKHclO30NVDNx5/\ usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/view?usp=drive_link

Updated Text:

Listen as I say a word and then add a sound to the end of that word to say a new word. Say chimp, add /s/. The new word is chimps. On the easel, write the word chimp. Have students read the word. Now add an s to the end of chimp. Explain that adding an s makes chimp plural, meaning there is more than one chimp. Repeat with pet and cat.

Change Type: New Content
Current Page Number(s):
Location:
OOW1, Lesson 21, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1DNKk_-WRzXu9mOmyS3ViV02pSNbrbTVN/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/view?usp=drive_link

Updated Text:

Find the word Don't on the front cover. Write don't on the easel. This means two words: do not. Model using the word don't in a sentence and then have students turn and talk to their partners using the word don't in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Change Type: New Content

Current Page Number(s):

Location:

OOW1, Lesson 22, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1dnmPvRAxGAqqgkCRMR_lckuEyXCiW0KE/usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:

Find the word I'm on page 2. Write I'm on the easel. This means two words: I am. Model using the word I'm in a sentence, and then have students turn and talk to their partners using the word I'm in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Component: Phonics Launch: Moving On, Set 2 (Lesson Plans) (ISBN: 9781603439176)

Change Type: New Content

Current Page Number(s):

Location:

MO2, Lesson 5, Day 3, Step 2 Writing Words

Original URL:

https://drive.google.com/file/d/19eq7MfKSb6zhYfd6_xEMXYXRmO_usRRi/usp=drive_link

Original Text:

New Content

Updated URL:

Updated Text:

harder, harder, (h ar d er), shorter, weaker [Note: the accompanying art will also be changed from "p er k" to "h ar d er"]

Component: Phonics Launch: Ready, Set, Go, Set 1 (Lesson Plans) (ISBN: 9781603438414)

Change Type: New Content

Current Page Number(s):

Location:

RSG1, Lesson 22, Day 3, Teaching Point

Original URL:

https://drive.google.com/file/d/1BSw2dip4u7KqM-B8HVe8fvqFn6l035F3/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19hv-jAISooPcfJnk5qMnTRqnsKrgOCum/view?usp=drive_link

Updated Text:

I am going to say the first part of a part of a word, then I am going add on a second part to make a new word. The first part is tea. Now, I am going to add pot. Model putting those parts together to say teapot. Now let's practice with another word: bed, add room. Put those parts together, what's the new word (bedroom)? Have students repeat with mailbox. [Note: art of the easel that accompanied the old text will also be deleted.]

Program: Stepping Together

Component: Stepping Together Teaching Guide for Second Grade (2nd Edition) (ISBN: 9788888290453)

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link

Updated Text:

Add new Appendix C: ELPS Language Objectives Aligned with Stepping Together Lesson Components. See PDF page 94 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link

Updated Text:

Insert new Introduction text. 3 pages of new material; please see PDF page 9–11 of new PDF.

Change Type: New Content

Current Page Number(s):

Location:

References

Original URL:

https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link

Updated Text:

Add in new references from the new text that was added in the new Introduction. See PDF page 117 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

Appendix A

Original URL:

https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link

Updated Text:

Insert ELPS throughout the appendix. See PDF pages 71–91 of the new PDF.

Change Type: New Content

Current Page Number(s):

Location:

last paragraph

Original URL:

https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link

Updated Text:

The Fidelity Implementation Checklist has been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Teaching Guide (PDF page 12 of the new PDF), but the actual documents are downloadable resources.

The current document is at https://drive.google.com/file/d/10X0Z3WpA_Vj3KDn8hFtMCBYSVW2Jpeu_/v

The revised document is at https://drive.google.com/file/d/1TIslMqjjFeXZ6mRq2nt_FQJ9Wwt6hOad/vie

Change Type: New Content

Current Page Number(s):

Location:

last paragraph

Original URL:

https://drive.google.com/file/d/1VCJLuTttazwXLVyg08tmJh7hmlsAs1Rj/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1AOQCastR8de-c5aUO0AsoUY-BR1e_7WP/view?usp=drive_link

Updated Text:

The Beginning-of-the-Year Letter to Caregivers has been revised to now be a letter sent home at the beginning of each module. It will be available in English and Spanish. The old version can be viewed here: https://drive.google.com/file/d/1DQRQUOEsw5CoYb4M35NGSrvtVVHIyo0u The new versions can be reviewed in this folder: https://drive.google.com/drive/folders/1_UWOz0STfPJTcbK7UOHVT3Fe_Wr

Component: Stepping Together Lesson Modules for Second Grade (2nd Edition) (ISBN: 9798888290460)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1Hzljfv_l3ZFevI-dpQ0TymqynuB43aPl/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1ekYGBJZMOWycigB8dFaaM9Bhw8imEygj/usp=drive_link

Updated Text:

Rearrange material throughout the book. Create a "MODULE OVERVIEW" at the beginning of each module. Then create a new "LESSON OVERVIEW" at the beginning of each lesson that lays out the lesson objectives, teacher materials, student materials, etc. for each lesson.

Change Type: New Content
Current Page Number(s):
Location:
Module 1 Week 1, Day 1, Step 4

Original URL:
https://drive.google.com/file/d/1Hzljfv_l3ZFevI-dpQ0TymqynuB43aPl/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1HKoVlZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link

Updated Text:
TEACH (Word Solving)

On the easel, write the word begin. Have students clap the syllables. Draw a line between be/gin. Explain to students that the e makes a long vowel sound because it is an open syllable. That means there is no consonant after the vowel. Then, explain that the i makes the short i sound because there is a consonant on either side of the vowel. This is called a closed syllable. Repeat the process with Caleb.

Change Type: New Content
Current Page Number(s):
Location:
Module 4 Week 1, Day 1, Step 4

Original URL:

https://drive.google.com/file/d/1Hzljfv_l3ZFevI-dpQ0TymqynuB43aPl/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1HKoVlZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link

Updated Text:

TEACH (Word Solving)

On the easel, write the word robot. Have students clap the syllables. Ask them if they hear a long or short vowel sound in each syllable. Then, have them identify whether each syllable is open (ro) or closed (bot). Then write the word began on the easel. Have students apply their understanding of open and closed syllables to decode this word.

Change Type: New Content
Current Page Number(s):
Location:
Module 4 Week 1, Day 3, Step 3, Analogy Charts

Original URL:

https://drive.google.com/file/d/1Hzljfv_l3ZFevI-dpQ0TymqynuB43aPl/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1HKoVlZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link

Updated Text:

ANALOGY CHARTS: Short o and Long o Vowel Team oa

Distribute Word Study Cards and dry-erase markers.

• Dictate two key words and have students write one key word in each column at the top of their chart: got and goat.

• Have students underline the vowel pattern in each word: got and goat.

• Dictate the words listed below one at a time. Have students listen to each word and find the key word that has the same vowel sound. Then have students record the new word in the correct column and underline the vowel pattern: clock, cloak, soapy, sopping, costing, coasting.

• Have students read the words in each column.

Change Type: New Content
Current Page Number(s):
Location:
Module 4 Week 4, Day 1, Step 4, Teach

Original URL:
https://drive.google.com/file/d/1Hzljfv_l3ZFevl-dpQ0TymqynuB43aPl/view?usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1HKoVlZwkUrfkwqEsHJd6mtvHT1-vm6vF/view?usp=drive_link

Updated Text:
TEACH (Word Solving)

When you see -ed at the end of a word it can sound like /ed/, /d/, or /t/. Write the words started, argued, and discussed on the easel. Underline the -ed in each word as you read them and discuss the different sounds the -ed at the end spells. Dictate the following words and have students practice spelling them: jumped, glued, planted.

ELAR, Phonics, Grade 3 (IMRA)

Program: Phonics Launch

Component: Phonics Launch: On Our Way, Set 1 (Lesson Plans) (ISBN: 9781603438421)

Change Type: New Content
Current Page Number(s):
Location:
OOW1, Lesson 22, Day 3 Teaching Point

Original URL:
https://drive.google.com/file/d/1dnmPvRAxGAqqgkCRMR_lckuEyXCiW0KE/usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/vusp=drive_link

Updated Text:
Find the word I'm on page 2. Write I'm on the easel. This means two words: I am. Model using the word I'm in a sentence, and then have students turn and talk to their partners using the word I'm in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Change Type: New Content
Current Page Number(s):
Location:
OOW1, Lesson 18, Day 3 Teaching Point

Original URL:
https://drive.google.com/file/d/1m6vrYaDk5ApC4pfUVsIKHclO30NVDNx5/usp=drive_link

Original Text:

New Content

Updated Text:

Listen as I say a word and then add a sound to the end of that word to say a new word. Say chimp, add /s/. The new word is chimps. On the easel, write the word chimp. Have students read the word. Now add an s to the end of chimp. Explain that adding an s makes chimp plural, meaning there is more than one chimp. Repeat with pet and cat.

Change Type: New Content
Current Page Number(s):
Location:
OOW1, Lesson 21, Day 3 Teaching Point

Original Text:

New Content

Updated Text:

Find the word Don't on the front cover. Write don't on the easel. This means two words: do not. Model using the word don't in a sentence and then have students turn and talk to their partners using the word don't in a sentence. [Note: art of the easel that accompanied the old text will also be deleted.]

Component: Phonics Launch: Ready, Set, Go, Set 1 (Lesson Plans) (ISBN: 9781603438414)

Change Type: New Content

Current Page Number(s):

Location:

RSG1, Lesson 22, Day 3, Teaching Point

Original URL:

https://drive.google.com/file/d/1BSw2dip4u7KqM-B8HVe8fvqFn6l035F3/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/19hv-jAISooPcfJnk5qMnTRqnsKrgOCum/view?usp=drive_link

Updated Text:

I am going to say the first part of a part of a word, then I am going add on a second part to make a new word. The first part is tea. Now, I am going to add pot. Model putting those parts together to say teapot. Now let's practice with another word: bed, add room. Put those parts together, what's the new word (bedroom)? Have students repeat with mailbox. [Note: art of the easel that accompanied the old text will also be deleted.]

Component: Phonics Launch Handbook (ISBN: 9798888290477)

Change Type: New Content

Current Page Number(s):

Location:

N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:

New text describing Interim Assessments Overview, followed by new text on Administering the Phonological Awareness Assessment. Please see pages 18–20 of PDF. Please also see the form here: https://drive.google.com/file/d/1lTTHVkPRePE2-jo1_PbaO2UpCPVvVxuo/view?... which goes along with that new text and will be pictured int eh Handbook.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/view?usp=drive_link

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/view?usp=drive_link

Updated Text:
This text will be added after Table 7-1:

Student Progress Monitoring Tool

Having students track their data promotes ownership of their learning. Students who monitor their data are intrinsically motivated to reach their independent learning goals. Download the Student Data Tracker from the Phonics Launch Resources site. This tracker correlates with the progress

monitoring for each Phonics Launch lesson. Have students track their learning growth and discuss their strengths and needs, and then collaborate with them on goal setting.

Summative Assessments

The Phonics Launch summative assessments (administered at the end of every instructional unit section) evaluate student learning by comparing what the student learned or is controlling against the instructional benchmarks of the unit. Upon completion of an instructional unit, teachers administer the assessment to the group.

Since the Phonics Launch lessons are intended as differentiated instruction, not all students in the class will be taking the same assessment at the same time. Instead, students are administered the assessment aligned with the unit where they have received a series of Phonics Launch lessons. The results of the assessments will inform where cumulative review might be needed to strengthen knowledge/skills or indicate where additional instruction is needed.

These assessments, along with corresponding teacher directions and a Assessment Recording Form, can be downloaded on the Phonics Launch resources site.

[This new text is pictured on PDF page 130 of the new PDF.)

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi
usp=drive_link

We have created Summative Assessments. They will be discussed in the Handbook on PDF page 31 of the new PDF, but the actual documents will be downloadable resources. All of the documents for the Summative Assessments can be viewed in this folder: https://drive.google.com/drive/folders/1u5Jpz1WexykQJcVzm1kKTBC2dji3I

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vi usp=drive_link

Updated Text:
Add new Appendix C: Phonics Launch Alignment to ELPS Language Objectives by Lesson Component [See new appendix on PDF page 175 of the new PDF.]

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:

New table to describe assessments in Phonics Launch. Please see page
17 in the PDF for new text.

Change Type: New Content
Current Page Number(s):
Location:
N/A

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:

Chapter title: add text to change to "Progress Monitoring and Summative
Assessments"
After first paragraph, add text: Summative assessments are to be
administered at the end of each unit section to assess students' control of
the phonemic awareness and phonics knowledge and skills that were
introduced, modeled, and practiced within that span of lessons, as well as
knowledge of sight words. This information helps ensure student mastery
as they progress through the program and can also influence grouping.
After current 3rd paragraph, add text: ASSESS
PHONOLOGICAL/PHONEMIC AWARENESS Use this opportunity to assess
students' phonological/phonemic awareness (rhyming, blending and/or

segmenting, or phoneme manipulation) using some of the words on page 16. For example, for rhyming, dictate two words and have students indicate if they rhyme or not or have students produce rhyming words. For blending, dictate phonemes and have students orally blend them together to produce the word. For segmenting, dictate words and have students orally segment the phonemes. If you notice students are struggling with phonological/phonemic awareness, adjust the activities on the lesson card to provide students additional practice.
All of these changes are shown on PDF page 126 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
First paragraph on page

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:
The goal of administering the Phonics Survey is to determine students' phonics knowledge in order to inform placement within the lesson series. [Note: further down the page, delete this text: An optional Phonemic Awareness Assessment can be downloaded from the Phonics Launch

Resources site. This proposed text can be found on PDF page 21 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

After "Which students have similar phonics needs?" bullet

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:

Which students have similar phonological/phonemic awareness needs? [Please see PDF page 30 of the new PDF.]

Change Type: New Content

Current Page Number(s):

Location:

Header and first section

Original URL:

https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:

Header: add text to change to "Online Progress Monitoring and Summative Assessments"

Lines 9-10 of first paragraph: delete "that is appropriate for their zone of promixal development"

After first paragraph, add: "Additionally, summative assessments are available to be administered at the end of each unit section. These assessments incorporate phonological/phonemic awareness skills, along with decoding and encoding, to assess students' control of the phoneme-grapheme correspondences and high-frequency words that were introduced, modeled, and practiced within that span of lessons."

2nd paragraph: add text to change to "For more on progress monitoring and summative assessments in Phonics Launch, please see Chapter 7."

All these changes are on PDF page 31 of the new PDF.

Change Type: New Content
Current Page Number(s):
Location:
NA

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/viusp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/viusp=drive_link

Updated Text:
The Fidelity Implementation Checklist (one version for Ready, Set, Go Lessons 1-12, and another version that covers all the other lessons) have been updated to provide Instructions to Coaches and Instructions to Administrators. The documents are mentioned in the Phonics Launch Handbook, but the actual documents are downloadable resources. The new text will be added before the current page 1 of each document.

Current documents are at
https://drive.google.com/file/d/1cCNXoq2ZFfhasMNU0HkMSolEa4x-U-

em/view?... and
https://drive.google.com/file/d/1c7sEUwDLxsh9hMnIacsh9jq4uby8fPqj/vie

The revised documents are at
https://drive.google.com/file/d/1ZgFOVWsbbS4gdxrdhqWLo_qCYlpOEMXh
and
https://drive.google.com/file/d/1QNG194walF2Gn5TEOS3ddgyqdANZkcRD

Change Type: New Content
Current Page Number(s):
Location:
On the document that is pictured

Original URL:
https://drive.google.com/file/d/1M7drCiPp3YNJDQrT8a3Prcn6O4zvev4V/vi
usp=drive_link

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1uGO9l86nZaaF426KspM3ohneyoDrziJE/vie
usp=drive_link

Updated Text:
Step 1 directions on the Progress Monitoring Recording Form (two
versions of the document, but the same change will be made in both) will
have this text added: "Additionally, consider using this opportunity to
assess phonological/phonemic awareness: rhyming, blending and/or
segmenting, or phoneme manipulation using the words on page 16." You
can see the marked images on PDF pages 127 and 128 of the new PDF.
For the revised document, please see
https://drive.google.com/file/d/1j0hI0dKadiQLU_NiNBRKKQaetDDcYtvL/vie
For the original document, please see
https://drive.google.com/file/d/1gNV-VaggU9nop_nlETXsVoEY5py-
pwRU/view?....

Component: Phonics Launch: Moving On, Set 1 (Lesson Plans) (ISBN: 9781603438445)

Change Type: New Content

Current Page Number(s):

Location:

MO1, Lesson 17, Day 3 Teaching Point

Original URL:

https://drive.google.com/file/d/1LYl9IqlBr6NGoEDn-6D9cFC_iSLSldFH/view?usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gp9BK19M75FzdSyzvoIAIMZ8scND7T3b/v
usp=drive_link

Updated Text:

On the easel, write the word beach. Have students read the word. Now add es to the end of beach. Explain that adding es makes beach plural, meaning there is more than one beach. Repeat with patch . Have students turn to pages 3 and 6 in their books and find and read these words. [Note: the easel accompanying the text will be changed to show "beach" and "beaches" instead of "ointments".]

Component: Phonics Launch: Moving On, Set 2 (Lesson Plans) (ISBN: 9781603439176)

Change Type: New Content

Current Page Number(s):

Location:

MO2, Lesson 5, Day 3, Step 2 Writing Words

Original URL:

https://drive.google.com/file/d/19eq7MfKSb6zhYfd6_xEMXYXRmO_usRRi/v
usp=drive_link

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1El6HkJ4P_ByvxP7sqxiGbN74Wjrd8v9U/view?usp=drive_link

Updated Text:

harder, harder, (h ar d er), shorter, weaker [Note: the accompanying art will also be changed from "p er k" to "h ar d er"]

Publisher: ReadBright

ELAR, Phonics, Grade 1 (IMRA)

Program: ReadBright Phonics

Component: Level 3 Assessments (ISBN: 9781947737396)

Change Type: New Content
Current Page Number(s):
Location:
USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/13LjB5_uxeXHeFxg7SyCFj9WuZCeP_qBP/view?usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring & Instructional Decision Making", and "Student Self Assessment"

Component: Level 1 Student Workbook (ISBN: 9781940205632)

Change Type: New Content

Current Page Number(s):

Location:

Will be added to units 8-10 depending on target phonics skill

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/drive/folders/1fDsxbztPanSSDWmIl51StiefEixIK5I usp=drive_link

Updated Text:

see link provided

Change Type: New Content

Current Page Number(s):

Location:

Will be added to units 8-11 depending on target phonics skill

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/drive/folders/1fLqbQ4fO9V8LrbAbrxdp85qRvjKF usp=sharing

Updated Text:

see link provided

Component: Level 4 Assessments (ISBN: 9781947737471)

Change Type: New Content

Current Page Number(s):

Location:

USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1aHgHVUEMJvhxO6R2R2Iv6u3r0AgBPgd7/\
usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring &
Instructional Decision Making", and "Student Self Assessment"

Component: Level 1 Assessments (ISBN: 9781947737280)

Change Type: New Content

Current Page Number(s):

Location:

USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1ca1D_SPBP-
Uh6SHmPZJmhFEAivbGzFsQ/view?usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring &
Instructional Decision Making", and "Student Self Assessment"

Component: Level 2 Assessments (ISBN: 9781947737372)

Change Type: New Content

Current Page Number(s):

Location:

USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1gzyn6925c3c7swnDTuxUNt_396Zo9KFv/viusp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring &
Instructional Decision Making", and "Student Self Assessment"

Component: Level 2A Teacher's Handbook (ISBN: 9781947737372)

Change Type: New Content

Current Page Number(s):

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/drive/folders/15EX3nJE1swwGOp6k-niBrbENBjlTFEiZ?usp=sharing

Updated Text:

varies per lesson; see link provided

Change Type: New Content

Current Page Number(s):

Location:

phonics instruction lesson- open syllable wordshttps://drive.google.com/file/d/1EvaIIATbK_arZebSP4RSj3DzjwCeL8F

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Each puzzle piece in Column 1 should have the first part of a compound word or open syllable word written on it. Each puzzle piece in Column 2 should have the second part of a compound word or open syllable word written on it. Students take turns coming up and choosing one puzzle piece from each column to make a new word. Then, they tape the two small pieces/words together to make a compound word or open syllable word." A new "Open Syllable Options" word list will also be added.

Component: Teacher's Program Guide (ISBN: N/A)

Change Type: New Content

Current Page Number(s):

Location:

Section 2- phonemic awareness drills

Original URL:

Original Text:

New content

Updated URL:

https://drive.google.com/file/d/1X30BRkrAIy8zuuafx08cW4eQ640bk7Qg/viusp=drive_link

Updated Text:

Word lists and directions vary by skill. See link provided.

Change Type: New Content

Current Page Number(s):

Location:

"Phonics Word Dictation" Section

Original URL:

Original Text:

New content will be added as an additional bullet in the existing list.

Updated URL:

N/A

Updated Text:

When the word list includes multisyllabic words. Repeat the dictation routine for each syllable by having students say the word, say each syllable and then write the sounds within one syllable at a time. For example, for the word "picnic". Students should break the word into its syllables /pic/ /nic/ and then write each sound they hear in /pic/ then /nic/.

Change Type: New Content

Current Page Number(s):

Location:

End of program guide; Scope and Sequence

Original URL:

Original Text:

Scope and Sequence will be updated to include TEKS

Updated URL:

https://drive.google.com/file/d/1fLx59jzgnirxhYxMXCU-yMC5xpfq8AO6/view?usp=drive_link

Updated Text:

For Kindergarten section: "Kindergarten phonological awareness lessons support students in mastering kindergarten TEKS 2.A.i, 2.A.ii, 2.A.iv, 2.A.v, 2.A.vi, and 2.A.vii." For   First-Second grade section "Note: All lessons include phonemic awareness drills. These drills address all TEKS for 2.A: Demonstrate phonological awareness". 2 columns added for TEKS

ELAR, Phonics, Grade 2 (IMRA)

Program: ReadBright Phonics

Component: Level 4 Assessments (ISBN: 9781947737471)

Change Type: New Content

Current Page Number(s):

Location:
USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1aHgHVUEMJvhxO6R2R2Iv6u3r0AgBPgd7/\
usp=drive_link

Updated Text:
New narrative for "Assessment Overview", Progress Monitoring & Instructional Decision Making", and "Student Self Assessment"

Component: Level 4 Teacher's Edition (ISBN: 9781947737471)

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true

Updated Text:
See tab 1 of spreadsheet for word lists; Teacher Says: I will say a word, you will segment the word into its syllables. Then, we will determine if the vowel sound is long or short in each syllable. Example:

Teacher Says:

Say "cabin"

Segement the syllables.

Think about the vowel sound in the first syllable, is it long or short?

Think about the vowel sound in the second syllable, is it long or short?

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true

Updated Text:

See tab 7 of spreadsheet for word lists; "Objective: Spell words using knowledge of syllable division patterns, including words with double consonants"

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true

Updated Text:
See tab 4 of spreadsheet for word lists; "Objective: Spell multisyllabic words with r-controlled syllables"

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true

Change Type: New Content

Current Page Number(s):

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=11837419922760549 2436&rtpof=true&sd=true

Updated Text:

See tab 5 of spreadsheet for word lists; "Objective: Spell single open syllable words"

Change Type: New Content

Current Page Number(s):

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=11837419922760549 2436&rtpof=true&sd=true

See tab 2 of spreadsheet for word lists; "Objective: Spell multisyllabic words with vowel teams, including digraphs"

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=11837419922760549 2436&rtpof=true&sd=true

Updated Text:
See tab 9 of spreadsheet for word lists; "Objective: Spell words with inflectional endings, including-es"

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=11837419922760549 2436&rtpof=true&sd=true

Updated Text:

See tab 6 of spreadsheet for word lists; "Objective: Spell words with silent letters"

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true

Updated Text:
See tab 3 of spreadsheet for word lists; "Objective: Spell multisyllabic words with vowel teams, including diphthongs"

Component: Level 1 Assessments (ISBN: 9781947737280)

Change Type: New Content
Current Page Number(s):
Location:
USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1ca1D_SPBP-Uh6SHmPZJmhFEAivbGzFsQ/view?usp=drive_link

Updated Text:
New narrative for "Assessment Overview", Progress Monitoring & Instructional Decision Making", and "Student Self Assessment"

Component: Grade 2 Transition Book (ISBN: 9781947737495)

Change Type: New Content
Current Page Number(s):
Location:
n/a

Original URL:

Original Text:
New Content

Updated URL:
[https://drive.google.com/file/d/1g1ta7ElLl24n9nZnWkcDXYacbwf3Bbum/vi usp=sharing](https://drive.google.com/file/d/1g1ta7ElLl24n9nZnWkcDXYacbwf3Bbum/vi)

Updated Text:
Note: this is an exisiting portion of the program that was not included in intital component list but was needed during round 2 of SRP

Component: Level 2 Assessments (ISBN: 9781947737372)

Change Type: New Content
Current Page Number(s):
Location:
USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1gzyn6925c3c7swnDTuxUNt_396Zo9KFv/vi
usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring &
Instructional Decision Making", and "Student Self Assessment"

Component: Level 3 Assessments (ISBN: 9781947737396)

Change Type: New Content

Current Page Number(s):

Location:

USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/13LjB5_uxeXHeFxg7SyCFj9WuZCeP_qBP/vi
usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring &
Instructional Decision Making", and "Student Self Assessment"

Component: Teacher's Program Guide (ISBN: N/A)

Change Type: New Content

Current Page Number(s):

Location:

"Phonics Word Dictation Section"

Original URL:

Original Text:

New content will be added as a final bullet.

Updated URL:
N/A

Updated Text:
When the word list includes multisyllabic words. Repeat the dictation routine for each syllable by having students say the word, say each syllable and then write the sounds within one syllable at a time. For example, for the word "picnic". Students should break the word into its syllables /pic/ /nic/ and then write each sound they hear in /pic/ then /nic/.

Change Type: New Content
Current Page Number(s):
Location:
End of program guide, Scope and Sequence

Original URL:

Original Text:
Scope and Sequence Table will be updated to add TEKS

Updated URL:
https://drive.google.com/file/d/1fLx59jzgnirxhYxMXCU-yMC5xpfq8AO6/view?usp=drive_link

Updated Text:
For Kindergarten section: "Kindergarten phonological awareness lessons support students in mastering kindergarten TEKS 2.A.i, 2.A.ii, 2.A.iv, 2.A.v, 2.A.vi, and 2.A.vii." For   First-Second grade section "Note: All lessons include phonemic awareness drills. These drills address all TEKS for 2.A: Demonstrate phonological awareness". 2 columns added for TEKS

Publisher: Scholastic Inc.

ELAR, Phonics, Grade 1 (IMRA)

Program: Ready4Reading

Component: Wiley Blevins Teaching Phonics (ISBN: 9781338856965)

Change Type: New Content
Current Page Number(s):
Location:
Recommended new content

Original URL:

Original Text:
Recommended new content

Updated URL:
https://preview.scholastic.org

Updated Text:
Spelling List 36 - Trigraphs -- This resource was recommended as new content to help us better align to the TEKS standards in phase 1 of IMRA. Specifically, we recommended this new resource to help our product address these explicit standards:
2.C.xiii demonstrate spelling knowledge by spelling words with initial consonant trigraphs
2.C.xvi demonstrate spelling knowledge by spelling words with final consonant trigraphs
2.C.xix apply spelling knowledge by spelling words with initial consonant trigraphs
2.C.xxii apply spelling knowledge by spelling words with final consonant trigraphs

Change Type: New Content
Current Page Number(s):
Location:
Recommended New content

Original URL:

Original Text:

Recommended New content

Updated URL:
https://preview.scholastic.org

Updated Text:
Short and Long Vowels - Learning Center - Recommended New Activity/New content - This was recommended to help us better address a TEKS standard (1.A.iii) in phase 1 of IMRA - 2.A.iii demonstrate phonological awareness by distinguishing between long and short vowel sounds in one syllable words.

Change Type: New Content
Current Page Number(s):
Location:
Did not exist before - recommended new content

Original URL:

Original Text:
Did not exist before - recommended new content

Updated URL:
https://preview.scholastic.org

Updated Text:
Trigraphs Phonics Skill - Recommended new content/resource to help us better address specific TEKS standards in the alignment phase of IMRA -- We added this resource to better align to these TEKS:
2.B.vii demonstrate phonetic knowledge by decoding words with initial consonant trigraphs
 2.C.xiii demonstrate spelling knowledge by spelling words with initial consonant trigraphs
2.C.xvi demonstrate spelling knowledge by spelling words with final consonant trigraphs
2.C.xix apply spelling knowledge by spelling words with initial consonant trigraphs
2.C.xxii apply spelling knowledge by spelling words with final consonant trigraphs

Change Type: New Content

Current Page Number(s):

Location:

This document did not exist before - new content.

Original URL:

Original Text:

This document did not exist before - new content.

Updated URL:

https://preview.scholastic.org

Updated Text:

Spelling Routines (5 Day Spelling Routine) - Newly recommended Document to help us better meet the following TEKS: 2.C.i, 2.C.ii, and 2.C.iii, 2.C.iv, 2.C.v, 2.C.xi, 2.C.xii, 2.C.xiii, 2.C.xiv, 2.C.xv and 2.C.xvi.

Component: Ready4Reading (ISBN: 9781339010748)

Change Type: New Content

Current Page Number(s):

Location:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment

to the standards. We propose these alignments live in our resources hub.

Updated URL:

https://preview.scholastic.org

Updated Text:

TEKS Standards Alignment Document - Grade 1 - Proposed new content

Change Type: New Content

Current Page Number(s):

Location:

The current program scope and sequence is found, starting on page 24, of the current Implementation Guide. This newly provided resource is more detailed and specific.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

Scope and Sequence Chart - found starting on page 24 of the Implementation Guide in the R4R Teacher Resources section of the hub.

Updated URL:

https://preview.scholastic.org

Updated Text:

Daily Scope and Sequence - A proposed new document that is more detailed than anything provided before.

Change Type: New Content

Current Page Number(s):

Location:

This document previously did not exist.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

This document previously did not exist.

Updated URL:

https://preview.scholastic.org

Updated Text:

Getting Started with Data and Reports - A proposed new resource/content for the R4R program.

Change Type: New Content

Current Page Number(s):

Location:

We previously had no ELPS alignment document in R4R. This is proposed new content.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

We previously had no ELPS alignment document in R4R. This is proposed new content.

Updated URL:

https://preview.scholastic.org

Updated Text:

ELPS Standards Alignment to R4R - Grade 1 - Proposed New Content/Resource

Change Type: New Content

Current Page Number(s):

Location:

We didn't have this before so it is proposed new content for all grades in R4R.

Original URL:

Original Text:

This is a proposed new resource that didn't previously exist.

Updated URL:

https://preview.scholastic.org

Updated Text:

Letters2Meaning Support - A proposed new resource/content to support educator use of assessments in R4R.

Change Type: New Content

Current Page Number(s):

Location:

Previously we had a planning and pacing guide for R4R but it was not Texas/TEKS specific. Now we are proposing a TX specific one.

Original URL:

https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/Rea Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb h2OoLDwxu0MppGZ1tdxp85kcYllr9dbBfYBMqy-om877sBEBQ0fk9Ms295dPaz14fN8TUN4~b34XgsD7CRA5FZo6aM~a76pe-dg0LZqJDe7-GbSqnUnnHkhokPGI~A7IIQ17rPMwkICtkpZEXQCf4vM1Lu16Bre97RJCerQ4 Pair-Id=K38HCTTRPM6A4D

Original Text:

R4R Planning and Pacing Guide (original version was not TX specific)

Updated URL:

https://preview.scholastic.org

Updated Text:

Updated Planning and Pacing Guide for R4R that incorporates the TEKS.

ELAR, Phonics, Grade 2 (IMRA)

Program: Ready4Reading

Component: Wiley Blevins Teaching Phonics (ISBN: 9781338856965)

Change Type: New Content
Current Page Number(s):
Location:
This is a newly proposed document/content. Didn't exist before.

Original URL:

Original Text:
This is a newly proposed document/content. Didn't exist before.

Updated URL:
https://preview.scholastic.org

Updated Text:
Spelling Routine - This is a newly recommended document that was added to help us better meet the TEKS alignment around spelling in the first phase of IMRA 24. Specifically, this document helped us come to 100% alignment with 2nd grade TEKS across these explicit TEKS:
2.C.i
2.C.ii
2.C.iii
2.C.iv
2.C.v
2.C.vi
2.C.vii
2.C.viii
2.C.ix
2.C.x
2.C.xi
2.C.xii
2.C.xiii
2.C.xxvii
2.C.xxix
2.C.xxx
2.C.xxxv
2.C.xxxvii
2.C.xxxix

2.C.xl

2.C.xli

2.C.xlii

2.C.xliii

2.C.xliv

2.C.xlv

2.C.xlvi

2.C.xlvii

Standard 2.C in grade 2 specifically focuses on these topics, which focus significantly on spelling, which makes our recommended resource all the more critical.

2.C - KSS 2, Student Expectation (SE) C

Knowledge and Skills Statement (KSS) 2

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Student Expectation C

C. demonstrate and apply spelling knowledge by:

spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

spelling words with silent letters such as knife and gnat;

spelling compound words, contractions, and common abbreviations;

spelling multisyllabic words with multiple sound-spelling patterns;

spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and

spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

Change Type: New Content

Current Page Number(s):

Location:

Recommended New content

Original URL:

Original Text:
Recommended New content

Updated URL:
https://preview.scholastic.org

Updated Text:
Spelling Open Syllables - Recommended New Content to help us better align to this TEKS:
2.C.xv apply spelling knowledge by spelling words with open syllables

Component: Ready4Reading (ISBN: 9781339010748)

Change Type: New Content
Current Page Number(s):
Location:
This is proposed new content - didn't exist before.

Original URL:
https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:
This is proposed new content - didn't exist before.

Updated URL:
https://preview.scholastic.org

Updated Text:
Getting Started with Data and Reports - A proposed new content resource to help educators with R4R data.

Change Type: New Content
Current Page Number(s):
Location:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Updated URL:

https://preview.scholastic.org

Updated Text:

TEKS Standards Alignment Document for Grade 2 - Proposed new resource/content.

Change Type: New Content

Current Page Number(s):

Location:

In the resources hub of the program we currently have a Planning and Pacing Guide but it was not TX specific.

Original URL:

https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/Rea
Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb2
TP7ziYXL4FVlKFv0t6-
2vZ6fvclVxeIJy7K8zOaPw7pWK4emVR3fMcDrslXggd7tfty0PCCEKVC6hrpQN
J~NhKP3J1j4KDx89Sm8H21pJPvMwo-82CgKq2gYrHkc2XxMXQ__&Key-Pair-
Id=K38HCTTRPM6A4D

Original Text:

Planning and Pacing Guide - Found in the resources hub of R4R.

Updated URL:

https://preview.scholastic.org

Updated Text:

Proposed new content - a new planning and pacing guide that includes the TEKS so it is TX specific. This didn't exist before.

Change Type: New Content
Current Page Number(s):
Location:
This ELPS Standards alignment document did not exist before now. It is proposed new content.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

This ELPS Standards alignment document did not exist before now. It is proposed new content.

Updated URL:

https://preview.scholastic.org

Updated Text:

ELPS Alignment - Grade 2 --- This ELPS Standards alignment document did not exist before now. It is proposed new content.

Change Type: New Content
Current Page Number(s):
Location:
This resource did not exist before. Proposed new content.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

This resource did not exist before. Proposed new content

Updated Text:

Letters2Meaning Support Document - Proposed new content to help educators with the core assessment in product. This resource didn't exist before!

Change Type: New Content

Current Page Number(s):

Location:

Scope and Sequence Chart - is found on page 24 of the R4R Implementation Guide. This newly proposed daily scope and sequence resource is more detailed than what existed before. We will keep both in the program.

Original URL:

https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/R4R Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb2 wZ9lVZI1blBcD8l9RHG4PqIDwRfVE5cNj3-SRNGkBzzw5o9SHfOHHrgy0~V9MqnPPo8BA3gJsKjodUQn8i8Ood73R~Mo5 4G8Y-NFlBn1pEz4q2LcG6RZrTvtJup5kz9ad60jhs4yirg3RgkHXKrMI7m7LiqMOdfud ZpIIFYOusSBg3mufVsNSpnH2a1KA9yRoFUBw4xS-PuZchC6SKbEa9Yiitrm6mu3xZ-ukkypA__&Key-Pair-Id=K38HCTTRPM6A4D

Original Text:

Scope and Sequence Chart - is found on page 24 of the R4R Implementation Guide. This newly proposed daily scope and sequence resource is more detailed than what existed before. We will keep both in the program.

Updated URL:

https://preview.scholastic.org

Updated Text:

Daily Scope and Sequence - Proposed new resource/content that is more detailed than the prior scope and sequence.

ELAR, Phonics, Grade 3 (IMRA)

Program: Ready4Reading

Component: Wiley Blevins Teaching Phonics (ISBN: 9781338856965)

Change Type: New Content
Current Page Number(s):
Location:
Recommended new content

Original URL:

Original Text:
Recommended new content

Updated URL:
https://preview.scholastic.org

Updated Text:
Spelling List 38 Contractions - Recommended New Content to help us better align to these TEKS:
2.B.xxv apply spelling knowledge by spelling contractions

Change Type: New Content
Current Page Number(s):
Location:
Recommended New content - did not exist before.

Original URL:

Original Text:
Recommended New content - did not exist before.

Updated URL:
https://preview.scholastic.org

Updated Text:

Spelling Routine - 5 Day Spelling Routine - Grade 3 - Recommended new content to help us meet the TEKS better. Specifically recommended to support these TEKS:

2.B.i

2.B.ii

2.B.iii

2.B.iv

2.B.v

2.B.vi

2.B.vii

2.B.ix

2.B.x

2.B.xii

2.B.xiii

2.B.xiv

2.B.xv

All of these TEKS focus on these topics, listed below, so a newer spelling routine resource for teachers to use is helpful:

demonstrate and apply spelling knowledge by:

spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

spelling homophones;

spelling compound words, contractions, and abbreviations;

spelling multisyllabic words with multiple sound-spelling patterns;

spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;

spelling words using knowledge of prefixes; and

spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

Change Type: New Content

Current Page Number(s):

Location:

Recommended new content

Original URL:

Original Text:

Recommended new content

Updated URL:

https://preview.scholastic.org

Updated Text:

Spelling Syllable Division Patterns - Recommended new content/new resource to help us better address the TEKS standards specific to:
2.B.xxviii apply spelling knowledge by spelling words using knowledge of syllable division patterns

Change Type: New Content
Current Page Number(s):
Location:
Recommended New Content

Original URL:

Original Text:

Recommended New Content

Updated URL:

https://preview.scholastic.org

Updated Text:

Spelling List 37 - Consonant "le
 - Recommended New Content/resource to help us better address these TEKS:
2.B.xxii apply spelling knowledge by spelling multisyllabic words with final stable syllables

Component: Ready4Reading (ISBN: 9781339010748)

Change Type: New Content

Current Page Number(s):

Location:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Updated URL:

https://preview.scholastic.org

Updated Text:

TEKS Standards Alignment - Grade 3 - proposed new resource.

Change Type: New Content

Current Page Number(s):

Location:

This resource didn't exist before. Propsed new content.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

Proposed new content

Updated URL:

https://preview.scholastic.org

Updated Text:

Letters2Meaning Support Document - Proposed new content/resource to help teachers use the core assessment more effectively.

Change Type: New Content

Current Page Number(s):

Location:

Proposed new content - there was no ELPS alignment document before.

Original URL:

https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:

Proposed new content - there was no ELPS alignment document before.

Updated URL:

https://preview.scholastic.org

Updated Text:

ELPS Standards Alignment - Grade 3 - This is a newly proposed document that didn't exist before. We had nothing showing how R4R supports the ELPS.

Change Type: New Content

Current Page Number(s):

Location:

Planning and Pacing Guide - the one that currently exists in resources is not TX or TEKS specific.

Original URL:

https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/Rea
Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb2
mkoZIOERoWnukUsgU0nFccOFAjoAe88iRQ3s4DUwNsGMWHqtS1yvVJTNW
ih9j856nvWrKWOm8Y74FxN3yQqfWQ4TOZDLvE-SnwmN3oj12Gw__&Key-
Pair-Id=K38HCTTRPM6A4D

Original Text:

Planning and Pacing Guide

Updated URL:
https://preview.scholastic.org

Updated Text:
Revised/Updated Planning and Pacing Guide that is TEKS specific - proposed new content.

Change Type: New Content
Current Page Number(s):
Location:
Scope and Sequence Chart (found on page 24 of the Implementation Guide) - this newly proposed scope and sequence is more detailed than the one currently found in the implementation guide.

Original URL:
https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/R4R
Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb2
S5X13d2L7-G22Bkj6COYQyfM7KtOZow9gd6F0ZzXE4l~lRi-
RgL8Td6t9wAIfAnfzPNl5zcZq0nSuUbLQs1vPzuwqVtO7B8WkCCbfqXKoY2jq
Pair-Id=K38HCTTRPM6A4D

Original Text:
Scope and Sequence Chart (found on page 24 of the Implementation Guide) - this newly proposed scope and sequence is more detailed than the one currently found in the implementation guide.

Updated URL:
https://preview.scholastic.org

Updated Text:
Daily Scope and Sequence - Revised - Recommended new Content

Change Type: New Content
Current Page Number(s):
Location:

This is proposed new content that didn't exist before.

Original URL:
https://teacher-hub.ready4reading.scholastic.com/system-resources

Original Text:
This is proposed new content that didn't exist before.

Updated URL:
https://preview.scholastic.org

Updated Text:
Getting Started with Data and Reports - Proposed new content/resource to help teachers use the program data and reports well.

Publisher: Reading Horizons

ELAR, Phonics, Grade 2 (IMRA)

Program: Reading Horizons Discovery Second

Component: PA Toolkits Overview (ISBN: 9781623821685)

Change Type: New Content
Current Page Number(s):
Location:
https://www.rhdiscovery.com/Login/AdminLogin

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
https://eng7e.seismic.com/ls/cb417697-f722-4d9c-bb9c-ccadba6272c3/IPr2n...

Component: PA Toolkits Instruction and Practice (ISBN: 9781623821685)

Change Type: New Content

Current Page Number(s):

Location:

https://www.rhdiscovery.com/Login/AdminLogin

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://eng7e.seismic.com/ls/cb417697-f722-4d9c-bb9c-ccadba6272c3/IPr2n...

Component: Corrective Feedback and Next Steps Guide (ISBN: 9781623821685)

Change Type: New Content

Current Page Number(s):

Location:

https://www.rhdiscovery.com/Login/AdminLogin

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://eng7e.seismic.com/ls/cb417697-f722-4d9c-bb9c-ccadba6272c3/IPr2n...

Spanish Language Arts and Reading

Publisher: Savvas Learning

SLAR, Grade K (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade K

Component: miVisión Texas Grade K Student Interactive, Unit 1 Week 1 (ISBN: 9798213423914)

Change Type: New Content

Current Page Number(s):

Location:

Teacher Instructions, second and third sentences

Original URL:

https://us-school.pk12ls.com/school/6997df48-53b7-4b5a-a394-91312e4d3af2/TX_myV_2020_SP_SE_GK/TX_myV_2020_SP_SE_GK/html/htm page=159

Original Text:

Luego, pídales que trabajen en parejas para describir el ambiente del dibujo, incluyendo el momento y el lugar.

Updated URL:

https://us-school.pk12ls.com/school/253a1b66-e3c8-44e2-bf18-539e3f4be887/0142_000142_032899216X.pdf

Updated Text:

Luego, pídales que trabajen en parejas para describir el escenario del dibujo, incluyendo el momento y el lugar. Dígales que al escenario de un cuento también se le dice ambiente.

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1 (ISBN: 9798213423617)

Change Type: New Content

Current Page Number(s):

Location:

New content added as the second paragraph under Enfoque y demostración.

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=61

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/600506ab-5123-44b2-8765-31d47cb2beb9/0050_000T22_1418268526.pdf

Updated Text:

Explique a los estudiantes que las sílabas son partes de una palabra. Los sonidos forman sílabas y las sílabas forman palabras. Por ejemplo, el sonido /m/ más el sonido /a/ forman la sílaba ma. Si a la sílaba ma le añadimos otra sílaba ma, formamos la palabra ma-má, mamá. Ahora voy a decir unas palabras. Aplaudan cuando escuchen cada sílaba en las palabras. Demuestre cómo aplaudir mientras dice las siguientes palabras: pa-pá, a-la, ca-sa, sa-la. Algunas veces, las sílabas solo están formadas de una sola vocal, como en la palabra ala. La primera sílaba de ala es la vocal a.

Change Type: New Content
Current Page Number(s):
Location:

New content added in the English wrap as the second paragraph under Focus and Model.

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htr page=61

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/600506ab-5123-44b2-8765-31d47cb2beb9/0050_000T22_1418268526.pdf

Updated Text:

Explain to students that syllables are parts of a word. (See Spanish.) Demonstrate how to clap as you say the following words: (See Spanish.)

SLAR, Grade 4 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 4

Component: miVisión Texas Grade 4 Student Interactive, Unit 3, Week 4 (ISBN: 9798213424065)

Change Type: New Content

Current Page Number(s):

Location:

Last paragraph under Mi turno

Original URL:

https://us-school.pk12ls.com/school/2c704895-b890-44d1-89ec-5df393948724/TX_myV_2020_SP_SE_G4/TX_myV_2020_SP_SE_G4/html/htm page=575

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/930424d7-2154-486d-87ba-dda026a29180/0165_000165_0328992313.pdf

Updated Text:

"(Estos/Este) parque es el parque más grande de la ciudad. Todos (lo/la) disfrutan mucho. A Mario le gusta jugar (con mí/conmigo) allí."

Mathematics

Publisher: Accelerate Learning Inc.

Math, Grade K (IMRA)

Program: STEMscopes Texas Math - Kindergarten

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

Change Type: New Content

Current Page Number(s):

Location:

Kindergarten, Join and Separate, Explore 4, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22766/elements/1066163

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(4DnSrFJFrIpEw1Qjhd4BWbS5XBC4TyZL0lxT_siv_Q?e=Red6nI

Updated Text:

Procedure and Facilitation Point # 7 "Encourage students to explain their model and strategy to their partner."

Math, Grade 3 (IMRA)

Program: STEMscopes Texas Math - Grade 3

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

Change Type: New Content

Current Page Number(s):

Location:

Grade 3, Compare and Order Numbers, Explore 1, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22876/elements/1071760

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(
rKCUxEgEbGhFjdu5cBRQI37Mlyq-iNAY9Aj6ZUMg?e=xBYwW7

Updated Text:

"(G) Display, explain, and justify mathematical ideas and arguments using
precise mathematical language in written or oral communication."

Change Type: New Content

Current Page Number(s):

Location:

Grade 3, Compare Fractions, Explore 1, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22892/elements/1072818

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ek
BhBLhRqH52QEZCgBsbVZ4WLcCbNBG_dPr6z3TQ?e=49sBpW

Updated Text:

"(D) Communicate mathematical ideas, reasoning, and their implications
using

multiple representations, including symbols, diagrams, graphs, and
language as appropriate."

Change Type: New Content

Current Page Number(s):

Location:

Grade 3, Addition and Subtraction Strategies, Explore 2, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23033/elements/1086007

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETApbfu3DDs--8FTaoRMEA?e=hveLVw

Updated Text:

"(C) Select tools, including real objects, manipulatives, paper and pencil, and

technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems."

Change Type: New Content

Current Page Number(s):

Location:

Grade 3, Compare Fractions, Explore 2, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22892/elements/1072821

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Efe=zLScNr

Updated Text:

"(G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication."

Change Type: New Content

Current Page Number(s):

Location:

Grade 3, Area, Explore 3, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22885/elements/1092475

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\Oelg?e=aMc4PY

Updated Text:

"(A) Apply mathematics to problems arising in everyday life, society, and the

workplace."

Change Type: New Content

Current Page Number(s):

Location:

Grade 3, Multiplication and Division Problem Solving, Explore 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22883/elements/1072241

Original Text:

New Content

Updated URL:

Updated Text:

The strip diagrams on the Student Journal Answer Key have been updated to include ellipses and a question mark to indicate that the number of groups is unknown.

Change Type: New Content

Current Page Number(s):

Location:

Grade 3, Represent and Interpret Fractions, Explore 1, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23034/elements/1092860

Original Text:

New Content

Updated URL:

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\ hGjdQJi5V4QIUBOZ2ar2T09XZqd2i72SJUgg?e=9wygaj](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EWhGjdQJi5V4QIUBOZ2ar2T09XZqd2i72SJUgg?e=9wygaj)

Updated Text:

New content

Math, Grade 4 (IMRA)

Program: STEMscopes Texas Math - Grade 4

Component: STEMscopes Texas Math - Grade 4 (ISBN: 9798893538618)

Change Type: New Content

Current Page Number(s):

Location:

Grade 4, Measurement, Explain, Show What You Know - Part 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092648?page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXe=JduxNx

Updated Text:

Numbers added into second column of each table

Change Type: New Content
Current Page Number(s):
Location:
Grade 4, Measurement, Explain, Show What You Know - Part 1, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092648?page%5Bnumber%5D=1&page%5Bsize%5D=1

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ecj9sEVduBSSjfypyGeAA?e=nQTe3j

Updated Text:

Numbers added into second column of each table

Change Type: New Content
Current Page Number(s):
Location:
Grade 4, Multiplication Models and Strategies, Explore 2, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23035/elements/1089398

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\
e=yOVAPZ

Updated Text:

"Provide students with illustrations or examples of words used in the context of this Explore: farm, garden, seed, crop, plant, planted. Model correct pronunciation of each one, and have students repeat as needed."

Change Type: New Content

Current Page Number(s):

Location:

Grade 4, Represent and Compare Decimals, Explore, Skill Basics - Represent Decimals with Base Ten, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23038/elements/1093540

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El\
e=SlAQle

Updated Text:

Procedure and Facilitation Point #21 "Instruct students to write the fraction 2/10 on their Decimal Work Mats. Discuss the following questions:

a. How many ones do we have? We don't have any ones.

i. Model and instruct students to write a 0 in the Ones column on the Decimal Place Value Chart.

b. How many tenths do we have? 2

i. Model and instruct students to write 2 in the Tenths column on the Decimal Place Value Chart.

c. How many hundredths do we have? 0

i. Model and instruct students to write a 0 in the Hundredths column on the Decimal Place Value Chart.

d. How many units, or hundredths, would it take to show this same amount? It would take 20 units, or hundredths, to show this same amount.

i. Write 0.2 and 0.20 on the board. Explain that both decimals show the same amount. The first is read as two tenths, and the second is read as twenty hundredths, but they are equivalent decimals."

Change Type: New Content
Current Page Number(s):
Location:
Grade 4, Add and Subtract Decimals, Explore 1, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes/22903/elements/1073654

Original Text:
New Content

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfZwF-o1EsFXuJ3TNLC0BsYFOy0Maau091T7lxZYlOQ?e=p5fiOy

Updated Text:
"Note: For problems where students need to regroup, they can

exchange the place value disks and model the regrouping on their Place Value Mat. Students may need support in recording this process as the standard algorithm on their Student Journal. Ask students to reflect on the similarities between adding decimals and adding whole numbers."

Change Type: New Content

Current Page Number(s):

Location:

Grade 4, Measurement, Home, Content Unwrapped

Original URL:

https://app.acceleratelearning.com/scopes/23039/elements/1092857

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ef ZRssG7gB-C8JQ3FXzwDNa8Qbs_Lc8Q?e=Go4c0F

Updated Text:

Vertically aligned standards added for Kindergarten, Grade 1, Grade 2, and Grade 3

Math, Grade 6 (IMRA)

Program: STEMscopes Texas Math - Grade 6

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

Change Type: New Content

Current Page Number(s):

Location:

Grade 6, Algebraic Expressions, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22951/elements/1076897

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ef e=dsZPVF

Updated Text:

"What is the relationship between the expression representing the area and the area model created?

The first area model shows the two expressions that we would multiply together to find area. Breaking the area model into smaller parts for each term helps to identify what terms we need to multiply together."

Change Type: New Content

Current Page Number(s):

Location:

Grade 6, Algebraic Expressions, Explore 3, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/22951/elements/1076897

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El e=fMWoMb

Updated Text:

"What is the relationship between the expression representing the area and the area model created?"

Change Type: New Content

Current Page Number(s):

Location:

Grade 6, Rational Numbers, Explore 4, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/23044/elements/1085327

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El-PakVfgUw?e=YDKXan

Updated Text:

"a. DOK-1 What is an example of an integer? Answers will vary: 2, 5, −10. b. DOK-1 How can we locate rational numbers on a number line? For negative integers, we find the integer on the left/below zero. For positive integers, we find the integer on the right/above zero."

Change Type: New Content

Current Page Number(s):

Location:

Grade 6, Algebraic Expressions, Explore 3, Teacher Directions

Original URL:

https://app.acceleratelearning.com/scopes/22951/elements/1076897

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E(T4-YBbKE95AhuLA8OvdxVjDZcMA?e=ep3hst

Updated Text:

"DOK-4 What is the relationship between 5(x + 4) and the area model created? The first area model shows the two expressions that we would multiply together. Breaking the area model into smaller parts for each term helps to identify what terms we need to multiply together."

Algebra I (IMRA)

Program: STEMscopes Texas Math - Algebra I

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

Change Type: New Content

Current Page Number(s):

Location:

Algebra I, Parallel and Perpendicular Lines, Explore 2, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23014/elements/1092807

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ea
_g?e=qO0xCu

Updated Text:

Added #6; "Explain how to write an equation in standard form given two
points using the

example below. The function, f(x), contains the points (2, 6) and (3, 4.5).
To write an equation in standard form from two points first find the
slope. The slope between these points is ?1.5. Next, use one of the poins
along with the slope to write the equation in point-slope form, y ? 6 = ?
1.5(x ?2). Finally, rewrite the equation in standard form, 3x + 2y = 18."

Change Type: New Content

Current Page Number(s):

Location:

Algebra I, Parallel and Perpendicular Lines, Explore 2, Print Files

Original URL:

https://app.acceleratelearning.com/scopes/23014/elements/1092807

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec
8wVCw_xLjiXHvlmaZKwB5_RxEE6_3h1r32vx8ghaZw?e=gJrPZf

Updated Text:
Added #6; "Explain how to write an equation in standard form given two points using the

example below. The function, f(x), contains the points (2, 6) and (3, 4.5).

Change Type: New Content
Current Page Number(s):
Location:
Algebra I, Factors of Polynomials, Explore 1, Teacher Directions

Original URL:
https://app.acceleratelearning.com/scopes/23022/elements/1081011

Original Text:
New Content

Updated URL:
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EF
e=dxgDPW

Updated Text:
(E) Create and use representations to organize, record, and communicate

mathematical ideas.

Publisher: Alba Educational Consulting, LLC

Math, Grade K (IMRA)

Program: Progressions by Alba Math Grade K

Component: Progressions by Alba Math Grade K - Teacher Guide (ISBN: 9798990409019)

Change Type: New Content
Current Page Number(s):
Location:

Not currently in the content, but it will be in the Program Overview

Original URL:

https://albamath-mbx-cloud.mathprogression.com/content/secure/870/165288/assests/Program

Original Text:

None

Updated URL:

https://drive.google.com/file/d/1znox22LKVxP0HHk0Z6TWT1OTigdG6kxL/\
usp=drive_link

Updated Text:

Please see the new link.

Math, Grade 1 (IMRA)

Program: Progressions by Alba Math Grade 1

Component: Progressions by Alba Math Grade 1 (ISBN: 9798990409033)

Change Type: New Content

Current Page Number(s):

Location:

Program Overview, but we have added content to it.

Original URL:

https://albamath-mbx-cloud.mathprogression.com/content/secure/870/165289/assests/Program

Original Text:

NA

Updated URL:

https://drive.google.com/file/d/1kEbMN_OXkrxF7lp-cTMv0_9m7J9ji9fc/view?usp=drive_link

Updated Text:

Please see the link.

Publisher: Kiddom

Math, Grade K (IMRA)

Program: Texas Math: Grade K Powered by Kiddom

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Question 1

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content
Current Page Number(s):
Location:
Place at bottom of the page

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fcbb-f137-11ee-bb2f-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 8, Question 1

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 11,Activity 3, Required Materials

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3888a8f-f137-11ee-a2fb-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content

Current Page Number(s):

Location:

Insert document at the top of the page

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fae1-f137-11ee-bb0a-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Change Type: New Content

Current Page Number(s):

Location:

Insert document at the top of the page

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fae1-f137-11ee-bb0a-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/13lKS_pFlYc37VInCaxAZ5N9wa0q-FdGd/view?...

Change Type: New Content

Current Page Number(s):

Location:

Place at bottom of the page

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fcbb-f137-11ee-bb2f-066a39b724af

Original Text:

New Content

Updated Text:

https://drive.google.com/file/d/1wQ50u0-
tDTbF0BNH48LXdyykAbyF0qTa/view?...

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-
bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-
f137-11ee-8f8e-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student Facing Task Statement

Student facing task statement

On your tablet, open the math game and start playing the levels focusing on shape identification and counting. Try to complete as many levels as you can, focusing on counting objects correctly and identifying shapes.

Questions

1. Which game level helped you understand how to count objects up to 20?

question type: multiple choice

student response: Level 3 with the counting garden.

2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

Change Type: New Content
Current Page Number(s):
Location:
Insert document at the end of the page

Original URL:
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New Content

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Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 11,Activity 3, Required Materials

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 8, MLR8 Discussion Supports

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Have students bring in labels from their favorite snacks. After using the dot counting portion of the activity, have students count the number of letters/words in their favorite snack's brand name label. Discuss how many letters/words are in common among different labels.

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 8, MLR8 Discussion Supports

Original URL:

https://drive.google.com/file/d/15k_L5ALsPzCbM4-d4r4bKhnPM2IDkvTr/view?usp=drive_link

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Have students bring in labels from their favorite snacks. After using the dot counting portion of the activity, have students count the number of letters/words in their favorite snack's brand name label. Discuss how many letters/words are in common among different labels.

Change Type: New Content
Current Page Number(s):
Location:

Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student Facing Task Statement

Student facing task statement

On your tablet, open the math game and start playing the levels focusing on shape identification and counting. Try to complete as many levels as you can, focusing on counting objects correctly and identifying shapes.

Questions

1. Which game level helped you understand how to count objects up to 20?

question type: multiple choice

student response: Level 3 with the counting garden.

2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Lesson Synthesis

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
"Noah had 5 crayons. Jada gave Noah 4 more crayons. How many crayons does Noah have now?"

Display 5 counters and 4 counters.

"Kiran took out 5 counters because Noah had 5 crayons. Then he took out 4 counters because Jada gave him 4 more crayons. Has Kiran answered the question? What does he need to do to answer the question?" (He needs to count all of the counters.)

"What do the counters show from the story?" (Crayons.)

How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)

Change Type: New Content

Current Page Number(s):

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Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36900d7-f137-11ee-bb78-066a39b724af

Original Text:

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Updated Text:

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Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 8, Lesson Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Noah had 5 crayons. Jada gave Noah 4 more crayons. How many crayons does Noah have now?"

Display 5 counters and 4 counters.

"Kiran took out 5 counters because Noah had 5 crayons. Then he took out 4 counters because Jada gave him 4 more crayons. Has Kiran answered the question? What does he need to do to answer the question?" (He needs to count all of the counters.)

"What do the counters show from the story?" (Crayons.)

How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Activity 2, Narrative

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying different shapes and counting objects to practice

numbers up to 20. The interactive nature of the games should increase

student engagement and understanding of the concepts through visual learning and repetition.

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 9

Original URL:
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Original Text:
New Content

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N/A

Updated Text:
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Unit 5, Lesson 1, 6 Connecting Cubes

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Activity 2, Narrative

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying different shapes and counting objects to practice

numbers up to 20. The interactive nature of the games should increase student engagement and understanding of the concepts through visual learning and repetition.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Question 1

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content
Current Page Number(s):

Location:

Course Guide page

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fac1-f137-11ee-bb08-066a39b724af

Original Text:

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Location:

Unit 3, Lesson 9

Original URL:

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Original Text:

New Content

Updated URL:

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Unit 5, Lesson 1, 6 Connecting Cubes

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Current Page Number(s):

Location:

Unit 4, Lesson 8, Question 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 11,Activity 3, Required Materials

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content
Current Page Number(s):
Location:
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Original URL:

Original Text:

New Content

Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 11,Activity 3, Required Materials

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

Original URL:

https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:

New Content

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N/A

Updated Text:

Student Facing Task Statement

Student facing task statement

On your tablet, open the math game and start playing the levels focusing on shape identification and counting. Try to complete as many levels as you can, focusing on counting objects correctly and identifying shapes.

Questions

1. Which game level helped you understand how to count objects up to 20?

question type: multiple choice

student response: Level 3 with the counting garden.

2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 8, MLR8 Discussion Supports

Original URL:
https://drive.google.com/file/d/15k_L5ALsPzCbM4-d4r4bKhnPM2IDkvTr/view?usp=drive_link

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Have students bring in labels from their favorite snacks. After using the dot counting portion of the activity, have students count the number of letters/words in their favorite snack's brand name label. Discuss how many letters/words are in common among different labels.

Change Type: New Content
Current Page Number(s):
Location:

Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

Original URL:

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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Student Facing Task Statement

Student facing task statement

On your tablet, open the math game and start playing the levels focusing on shape identification and counting. Try to complete as many levels as you can, focusing on counting objects correctly and identifying shapes.

Questions

1. Which game level helped you understand how to count objects up to 20?

question type: multiple choice

student response: Level 3 with the counting garden.

2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Lesson Synthesis

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
"Noah had 5 crayons. Jada gave Noah 4 more crayons. How many crayons does Noah have now?"

Display 5 counters and 4 counters.

"Kiran took out 5 counters because Noah had 5 crayons. Then he took out 4 counters because Jada gave him 4 more crayons. Has Kiran answered the question? What does he need to do to answer the question?" (He needs to count all of the counters.)

"What do the counters show from the story?" (Crayons.)

How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)

Change Type: New Content

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Updated URL:

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Updated Text:

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New Content

Updated URL:

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Updated Text:

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Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 8, MLR8 Discussion Supports

Original URL:

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Original Text:
New Content

Updated URL:
N/A

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Have students bring in labels from their favorite snacks. After using the dot counting portion of the activity, have students count the number of letters/words in their favorite snack's brand name label. Discuss how many letters/words are in common among different labels.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 8, Activity 2, Narrative

Original URL:

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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying different shapes and counting objects to practice

numbers up to 20. The interactive nature of the games should increase student engagement and understanding of the concepts through visual learning and repetition.

Change Type: New Content
Current Page Number(s):
Location:
Course Guide page

Original URL:
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Original Text:
New Content

Updated URL:
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Updated Text:
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Change Type: New Content

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Course Guide page

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Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 8, Lesson Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Noah had 5 crayons. Jada gave Noah 4 more crayons. How many crayons does Noah have now?"

Display 5 counters and 4 counters.

"Kiran took out 5 counters because Noah had 5 crayons. Then he took out 4 counters because Jada gave him 4 more crayons. Has Kiran answered the question? What does he need to do to answer the question?" (He needs to count all of the counters.)

"What do the counters show from the story?" (Crayons.)

How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 9

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
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Unit 5, Lesson 1, 6 Connecting Cubes

Change Type: New Content
Current Page Number(s):

Location:
Unit 4, Lesson 8, Activity 2, Narrative

Original URL:
https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying different shapes and counting objects to practice

numbers up to 20. The interactive nature of the games should increase student engagement and understanding of the concepts through visual learning and repetition.

Change Type: New Content
Current Page Number(s):
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Unit 3, Lesson 9

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Unit 5, Lesson 1, 6 Connecting Cubes

Component: Texas Math: Algebra 1 Powered by Kiddom Digital (ISBN: 9.79889E+12)

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Original Text:

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Updated URL:

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Updated Text:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1kW7RJY6Tj2bBueyVidgdmJu6MPWCj1cu/v

Math, Grade 1 (IMRA)

Program: Texas Math: Grade 1 Powered by Kiddom

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 14, New Lesson

Original URL:

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Original URL:

https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4199b5-f138-11ee-94f6-024417c032f7

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Change Type: New Content

Current Page Number(s):

Location:

Talking Math, Slide 20, MLR Supports

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For first graders, students should discuss their

answers to the prompt with a partner. Be prepared to prompt students about process: "What should we do first? [count the elephants in the picture] What should we do next? [add the number of new elephants, 8]"

Advances: Listening, Speaking

Change Type: New Content

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Location:

Talking Math, Slide 20, MLR Supports

Original URL:

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Original Text:

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Updated URL:

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Access for English Language Learners

MLR8 Discussion Supports. For first graders, students should discuss their

answers to the prompt with a partner. Be prepared to prompt students about process: "What should we do first? [count the elephants in the picture] What should we do next? [add the number of new elephants, 8]"

Advances: Listening, Speaking

Change Type: New Content

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Original URL:

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Change Type: New Content

Current Page Number(s):

Location:

Talking Math, Slide 13, Notes Section

Original URL:

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Original Text:

New Content

Updated URL:
N/A

Updated Text:
1st grade prompt: As first graders examine the image on the slide, have them start by pointing to any triangles they see, tracing the outline. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ___ together to make a ___."
Watch/Listen: Playground Guests
Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change Type: New Content
Current Page Number(s):
Location:
Unit 2, Lesson 12, Activity 1, Student Task, Part c

Original URL:
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Original Text:
New Content

Updated URL:
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Updated Text:
How did you change your plan for solving once you started?

Change Type: New Content
Current Page Number(s):

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Change Type: New Content

Current Page Number(s):

Location:

Talking Math, Slide 13, Notes Section

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnousp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1st grade prompt: As first graders examine the image on the slide, have them start by pointing to any triangles they see, tracing the outline. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."

Watch/Listen: Playground Guests
Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change Type: New Content
Current Page Number(s):
Location:
Unit 2, Lesson 12, Activity 1, Student Task, Part c

Original URL:
https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text:
New Content

Updated URL:
N/A

Updated Text:
How did you change your plan for solving once you started?

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 13, MLR Section

Original URL:
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Original Text:
New Content

Updated URL:

https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/vusp=drive_link

Updated Text:

1st grade prompt: As first graders examine the image on the slide, have them start with sharing any triangles they see. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."
Watch/Listen: Playground Guests
Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 14, New Lesson

Original URL:

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Original Text:
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Updated Text:
https://drive.google.com/file/d/1m56HfzgNjxm4lMbbRv5SYFGLhrBIZCTi/vi

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Current Page Number(s):
Location:
Unit 6, Lesson 13, MLR Section

Original URL:
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Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/v
usp=drive_link

Updated Text:
1st grade prompt: As first graders examine the image on the slide, have them start with sharing any triangles they see. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to

make a _____."
Watch/Listen: Playground Guests
Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Math, Grade 2 (IMRA)

Program: Texas Math: Grade 2 Powered by Kiddom

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

Change Type: New Content

Current Page Number(s):

Location:
Unit 5, Lesson 12, Activity 2, Questions

Original URL:

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Original Text:
New Content

Updated URL:
N/A

Updated Text:
"5.

A. How can we use place value to order numbers?

B. Order the following numbbers: 1,100, 1,001, 110, 101, 10, 1"

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 7, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

3 minutes: independent work time

How can we determine which circles in question 5 are examples of eights, and which aren't? Who would like to come up and draw an example and a non-example of eighths on the board using rectangles?

Change Type: New Content

Current Page Number(s):

Location:

Unit 2, Lesson 11, Activity 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Unit 1, Lesson 1, page 21 Math Community In the Lesson Synthesis, students discuss what it means to be a part of a mathematical community. Prepare a Math Community poster by drawing a two-column chart as shown. Note that there are sections for students and the teacher to emphasize that both parties are responsible for the way math is done in the classroom. In this lesson, students add their ideas to the "Doing Math" column. In upcoming lessons, students will add to and revise these ideas, including drafting classroom goals and expectations for the "Norms" column. Keep the poster displayed in the classroom.

Change Type: New Content
Current Page Number(s):
Location:
Talking Math Slides, Slide 13

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Adding to notes section:
2nd grade prompt: As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.
Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the playground. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows

and columns orally and then having them write down the numbers to support their counting related to the image.

Change Type: New Content
Current Page Number(s):
Location:
Talking Math, Slide 13

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
In Teacher note.

"Where do you see rows and columns of windows in the picture? Describe how you see them (2.G.A.2)

Change Type: New Content
Current Page Number(s):
Location:
Talking Math, Slide 13

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Watch/Listen: Playground Parade

Respond orally:

How many turtles came to the playground? [three]

How many rabbits? [two]

How many squirrels? [one]

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 9, Activity 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add new item.

"Think of two numbers up to 1,200. Use >, =, or < to compare them.

Sample response: I picked 899 and 1,036. 899 < 1,036."

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 9, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Who can share some more numbers up to 1,200? I will write them on the board so we can compare them together!

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Original URL:

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Current Page Number(s):
Location:
Unit 6, Lesson 4, Activity 2, Question 5

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
5. Compose solid 3 dimensional shapes given the following properties:

A. Compose a 6-sided solid, with equally sized squares for all sides.

Responses will vary. Students should compose cubes.

B. Compose a cylinder that is 4 inches tall, with 2-inch diameter circles on either side.

Responses will vary. Students should compose cylinders.

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 4, Activity 2, Question

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731

Original Text:

New Content

Updated URL:
N/A

Updated Text:
5. Use your knowledge of place value to find the following sums and differences:

A. 1,001 + 100 (1,101)

B. 1,001 - 100 (901)

C. 987 + 10 (997)

D. 987 - 10 (977)

Change Type: New Content
Current Page Number(s):
Location:
Unit 9, Lesson 7, Activity 2, Question 4

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
4.

A. Write 2 new addition problems. The unknown value can be any number in the expression.

Sample responses: 35 + ? = 50 60 + 21=?

B. Write word problems that represent your newly written addition problems.

Sample responses:

- Jose has 35 stamps in his collection. How many more stamps does he need to reach his goal of 50?

- Mary had $61 in her wallet and found $20. How much money does she have in her wallet now?

C. Represent your word problems using diagrams.

Responses will vary.

Change Type: New Content
Current Page Number(s):
Location:
Talking Math Slides, Slide 2

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.
In this picture there are groups of_____.

The number of _____ is less than the number of _____.

Change Type: New Content

Current Page Number(s):

Location:

Add to the bottom of the page

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf13e-f138-11ee-b0c6-06dd2b7bf731

Original Text:

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Updated URL:

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Current Page Number(s):

Location:

Unit 7, Lesson 10, Activity 2

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

"3. For each of the number sentences above, create a problem situation.

Sample Responses:

If John has 430 marbles in his collection, how many marbles does he need to buy to get to 1,000? (Answer: 570)

A school club raised $615 during their popcorn sale, bringing their total savings to $1,000. How much money did they have before the fundraiser? (Answer: $385)

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Current Page Number(s):
Location:
Unit 7, Lesson 16, Activity 2

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731

Original Text:
New Content

Updated URL:
N/A

Updated Text:
What are some problem situations that these number sentences could represent? In question 7, create some situations for 2 of the number sentences, and then share them with your partner.

Change Type: New Content
Current Page Number(s):
Location:

Unit 2, Lesson 3, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e48325-f138-11ee-ba0f-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 5. Extension question. The zoo beekeeper had 200 bees in 5 hives. She then added 455 bees in 10 new hives. How many bees did she have in total?

Change Type: New Content
Current Page Number(s):
Location:
Unit 2, Lesson 3, Activity 2

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

add question 4. There were 12 fish tanks in the pet store. The pet store added another 32 tanks. How many fish tanks did the store have in total?

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 7, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

3 minutes: independent work time

How can we determine which circles in question 5 are examples of eights, and which aren't? Who would like to come up and draw an example and a non-example of eighths on the board using rectangles?

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 7, Activity 2, Problems

Original URL:

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Current Page Number(s):
Location:
Talking Math Slides, Slide 13

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Adding to notes section:
2nd grade prompt: As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.
Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from

the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

Change Type: New Content
Current Page Number(s):

Location:

Unit 5, Lesson 1, Activity 2

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4941c-f138-11ee-bb0d-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

Change Type: New Content
Current Page Number(s):
Location:

Talking Math, Slide 13

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Watch/Listen: Playground Parade
Respond orally:

How many turtles came to the playground? [three]

How many rabbits? [two]

How many squirrels? [one]

Change Type: New Content
Current Page Number(s):
Location:
Talking Math, Slide 2

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.
In this pictures there are groups of _____.

The number of _____ is less than the number of _____.

Change Type: New Content
Current Page Number(s):
Location:

Unit 5, Lesson 9, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Who can share some more numbers up to 1,200? I will write them on the board so we can compare them together!

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 12, Activity 2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

How did you use place value to help order the numbers?

Change Type: New Content
Current Page Number(s):

Location:

Insert document at bottom of the page

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf703-f138-11ee-b118-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1CaLiopa1KRIrjGOv_pknNVuwQMICyc-t/view?...

Change Type: New Content

Current Page Number(s):

Location:

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Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/12KahhQ-pWfBRDBPL5Oybz8ZjHqTa-ON6/view?...

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 11, Activity 1

Original URL:

https://drive.google.com/file/d/14KPwmUnnmcnqLyKXvUs-_-X1Tz8s3vNQ/view

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Gather an analog clock (a large wall clock or a Judy Clock) or a video of an analog clock that can be used to demonstrate the movement of the hour hand as the minute hand moves around the clock face.

Video: https://vimeo.com/454805326

Change Type: New Content

Current Page Number(s):

Location:

Unit 9, Lesson 7, Activity 2, Question 4

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421fc0e1-f138-11ee-b404-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

4.

A. Write 2 new addition problems. The unknown value can be any number in the expression.

Sample responses: 35 + ? = 50 60 + 21=?

B. Write word problems that represent your newly written addition problems.

Sample responses:

- Jose has 35 stamps in his collection. How many more stamps does he need to reach his goal of 50?

- Mary had $61 in her wallet and found $20. How much money does she have in her wallet now?

C. Represent your word problems using diagrams.

Responses will vary.

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 2, Activity 1, Question 5

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731

Original Text:
New Content

Updated URL:
N/A

Updated Text:

5.

A. Draw a shape with 3 vertices. (Responses will vary. Students should draw various triangles)

B. Draw a shape with 4 vertices. (Responses will vary. Students should draw various quadrilaterals)

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 16, Activity 2

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731

Original Text:
New Content

Updated URL:
N/A

Updated Text:
What are some problem situations that these number sentences could represent? In question 7, create some situations for 2 of the number sentences, and then share them with your partner.

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 16, Activity 2

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731

Original Text:
New Content

Updated URL:
N/A

Updated Text:
"7. Select 2 of the number sentences above and create problem situations.

Sample responses:

If Angela had $535 in her savings account and spent $214, how much money would she have left? ($321)

A weather balloon is floating at 602 feet and then descends 487 feet. What is its new elevation? (115 feet)

Change Type: New Content
Current Page Number(s):
Location:
Unit 2, Lesson 3, Activity 2

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e483d3-f138-11ee-ba1a-06dd2b7bf731

Original Text:
New Content

Updated URL:
N/A

Updated Text:

add question 4. There were 12 fish tanks in the pet store. The pet store added another 32 tanks. How many fish tanks did the store have in total?

Change Type: New Content
Current Page Number(s):
Location:
Talking Math Slides, Slide 97

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Watch/Listen: Last Stop on Market Street by Matt de la Pena

Respond orally:

[at 2:00] How many people are on the bus with CJ and his grandma?

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 7, Activity 2, Problems

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731

Original Text:
New Content

Updated URL:

N/A

Updated Text:

G2_3.D.vi_Revised.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 10, Activity 2, Question

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

G2_4.D.i_Revised.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 1, Activity 2

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4941c-f138-11ee-bb0d-06dd2b7bf731

Original Text:

New Content

Updated Text:

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

Change Type: New Content
Current Page Number(s):
Location:
Unit 9, Lesson 3, Warm Up, Instructional Routines

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421f9f93-f138-11ee-b21e-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add English Language Support section.

Display the map of the United States in the classroom for the students to reference throughout the school year. Before prompting students to record and share their notice and wondering, review the features of the map, including text labels to orient the students to your location on the map. Ask students, "Why are some words larger than other words? Why are some words in all capital letters? What do the stars represent?" By orienting students to the map features they will be able to follow

instructions in the preceding activities to take measurements on their own version of the map.

Change Type: New Content
Current Page Number(s):
Location:
Talking Math, Slide 2

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.
In this pictures there are groups of _____.

The number of _____ is less than the number of _____.

Change Type: New Content
Current Page Number(s):
Location:
Unit 2, Lesson 11, Activity 1

Original URL:
https://drive.google.com/file/d/1M4jlGuEDuzPud_-DEjuUEJ-YYPMaUluk/view

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Unit 1, Lesson 1, page 21 Math Community In the Lesson Synthesis, students discuss what it means to be a part of a mathematical community. Prepare a Math Community poster by drawing a two-column chart as shown. Note that there are sections for students and the teacher to emphasize that both parties are responsible for the way math is done in the classroom. In this lesson, students add their ideas to the "Doing Math" column. In upcoming lessons, students will add to and revise these ideas, including drafting classroom goals and expectations for the "Norms" column. Keep the poster displayed in the classroom.

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 12, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731

Original Text:
New Content

Updated URL:
N/A

Updated Text:
How did you use place value to help order the numbers?

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 12, Activity 2, Questions

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"5.

A. How can we use place value to order numbers?

B. Order the following numbbers: 1,100, 1,001, 110, 101, 10, 1"

Change Type: New Content

Current Page Number(s):

Location:

Talking Math, Slide 13

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In Teacher note.

"Where do you see rows and columns of windows in the picture? Describe how you see them (2.G.A.2)

Change Type: New Content

Current Page Number(s):

Location:

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Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731

Original Text:

New Content

Updated URL:

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Updated Text:

https://drive.google.com/file/d/12KahhQ-pWfBRDBPL5Oybz8ZjHqTa-ON6/view?...

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 9, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add new item.

"Think of two numbers up to 1,200. Use >, =, or < to compare them.

Sample response: I picked 899 and 1,036. 899 < 1,036."

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 11, Activity 1

Original URL:
https://drive.google.com/file/d/14KPwmUnnmcnqLyKXvUs-_-X1Tz8s3vNQ/view

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Gather an analog clock (a large wall clock or a Judy Clock) or a video of an analog clock that can be used to demonstrate the movement of the hour hand as the minute hand moves around the clock face.

Video: https://vimeo.com/454805326

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 2, Activity 1, Question 5

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5.

A. Draw a shape with 3 vertices. (Responses will vary. Students should draw various triangles)

B. Draw a shape with 4 vertices. (Responses will vary. Students should draw various quadrilaterals)

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 4, Activity 2, Question 5

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41febb11-f138-11ee-97dc-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Compose solid 3 dimensional shapes given the following properties:

A. Compose a 6-sided solid, with equally sized squares for all sides.

Responses will vary. Students should compose cubes.

B. Compose a cylinder that is 4 inches tall, with 2-inch diameter circles on either side.

Responses will vary. Students should compose cylinders.

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 16, Activity 2

Original URL:
https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731

Original Text:
New Content

Updated URL:
N/A

Updated Text:
"7. Select 2 of the number sentences above and create problem situations.

Sample responses:

If Angela had $535 in her savings account and spent $214, how much money would she have left? ($321)

A weather balloon is floating at 602 feet and then descends 487 feet. What is its new elevation? (115 feet)

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 4, Activity 2, Question

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use your knowledge of place value to find the following sums and differences:

A. 1,001 + 100 (1,101)

B. 1,001 - 100 (901)

C. 987 + 10 (997)

D. 987 - 10 (977)

Change Type: New Content

Current Page Number(s):

Location:

Talking Math Slides, Slide 97

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:

New Content

Updated Text:
Watch/Listen: Last Stop on Market Street by Matt de la Pena

Respond orally:

[at 2:00] How many people are on the bus with CJ and his grandma?

Change Type: New Content
Current Page Number(s):
Location:
Talking Math Slides, Slide 2

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.
In this picture there are groups of_____.

The number of _____ is less than the number of _____.

Change Type: New Content
Current Page Number(s):
Location:

Unit 7, Lesson 10, Activity 2, Question

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

G2_4.D.i_Revised.pdf

Change Type: New Content
Current Page Number(s):
Location:

Unit 7, Lesson 10, Activity 2

Original URL:

https://drive.google.com/file/d/1YMoRfqI-TpccHaXzC7f5daMPkrHOrrqX/view

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"3. For each of the number sentences above, create a problem situation.

Sample Responses:

If John has 430 marbles in his collection, how many marbles does he need to buy to get to 1,000? (Answer: 570)

A school club raised $615 during their popcorn sale, bringing their total

savings to $1,000. How much money did they have before the fundraiser? (Answer: $385)

Change Type: New Content

Current Page Number(s):

Location:

Unit 9, Lesson 3, Warm Up, Instructional Routines

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421f9f93-f138-11ee-b21e-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add English Language Support section.

Display the map of the United States in the classroom for the students to reference throughout the school year. Before prompting students to record and share their notice and wondering, review the features of the map, including text labels to orient the students to your location on the map. Ask students, "Why are some words larger than other words? Why are some words in all capital letters? What do the stars represent?" By orienting students to the map features they will be able to follow instructions in the preceding activities to take measurements on their own version of the map.

Change Type: New Content

Current Page Number(s):

Location:

Unit 2, Lesson 3, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e48325-f138-11ee-ba0f-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 5. Extension question. The zoo beekeeper had 200 bees in 5 hives. She then added 455 bees in 10 new hives. How many bees did she have in total?

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 6, Activity 1, Question 2

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fed732-f138-11ee-98e2-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

G2_8.E.i_Revised.pdf

New question with images

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 6, Activity 1, Question 2

Original URL:

https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fed732-f138-11ee-98e2-06dd2b7bf731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

G2_8.E.i_Revised.pdf

New question with images

Math, Grade 3 (IMRA)

Program: Texas Math: Grade 3 Powered by Kiddom

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

Change Type: New Content

Current Page Number(s):

Location:

Insert document at the top of the page

Original URL:

https://drive.google.com/file/d/1vwHQwhOXWbTQkAjpffOPAPr5DKDb8-TC/view?usp=drive_link

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://docs.google.com/spreadsheets/d/1q2pPSWEdfHknmZrv3w9xBL42p
JUPT0...

Change Type: New Content
Current Page Number(s):
Location:

Insert New Lesson, Unit 4

Original URL:

https://drive.google.com/file/d/1cubcgWtWB4KGosx5zVjJJw_0Bma7Ltgi/vie
usp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1cubcgWtWB4KGosx5zVjJJw_0Bma7Ltgi/vie

Change Type: New Content
Current Page Number(s):
Location:

Insert New Lesson, Unit 6

Original URL:

https://drive.google.com/file/d/1Rbg69KjP4GaJGKmtdLAMl0eLkMoYjBGv/v
usp=sharing

Original Text:

New Content

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 2, Activity 2, Student Facing Task Statement

Original URL:
https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57d57-f138-11ee-95b0-06215d1efb8b

Original Text:

New Content

Trade both rectangles with a partner. If each whole rectangle is 1,

what number represents the shaded part of each rectangle? Explain

your reasoning.

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 1, Activity 2, Activity Launch

Original URL:
https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57771-f138-11ee-9569-06215d1efb8b

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add to Launch:
● Take two rectangles and fold them in half as shown.

rectangles pictured in file: https://drive.google.com/file/d/1Jp6-y1nhuunVX51OZQ1f9T332MNL0EAF/view?...

● "Are these two rectangles both split in half?" (Yes)

● "How can we compare the areas of the two rectangles and each

half?" (The area of each rectangle is equal so even though they are split in half differently, the area of each half is the same)

Change Type: New Content

Current Page Number(s):

Location:

Insert New Lesson, Unit 5

Original URL:

https://drive.google.com/file/d/12vgjnYAVtiU3nzKRjnDRdDaYOqp7RCSz/view?usp=drive_link

Original Text:

New Content

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https://drive.google.com/file/d/12vgjnYAVtiU3nzKRjnDRdDaYOqp7RCSz/view

Change Type: New Content

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https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d09d-f138-11ee-b166-06215d1efb8b

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Current Page Number(s):

Location:

Unit 5, Lesson 1, Activity 2, Student Facing Task Statement

Original URL:

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Original Text:

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N/A

Updated Text:

Add additional question after activity:

1) Fold each rectangle your teacher gives you into 3, 6, 4, or 8 equal parts. Draw lines where you folded to partition the rectangles. Be prepared to share how you folded your shapes.

2) Now fold an additional rectangle into 4 equal parts in a different

way than you did originally. How does partitioning the rectangle this

way compare to the way you partitioned your first rectangle?

Change Type: New Content

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Insert as with new section for Family Materials

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

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Change Type: New Content
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Location:

Insert New Lesson, Unit 4

Original URL:

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Original Text:

New Content

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Updated Text:

https://drive.google.com/file/d/1QgREkWQDWikls9wGJNAnevj0MHkoBnNy

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Current Page Number(s):
Location:

Unit 5, Lesson 7, Activity 2 Fractions on the Number Line

Original URL:

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Original Text:
New Content

Updated Text:
MLR8 Discussion Supports. Synthesis: Present students with a simple recipe that contains quantities for items represented as fractions. Students can also bring in a recipe from home. Allow them to represent the values for the

various ingredients on the number line from the activity. After students have completed the activities in the lesson, have them return to the recipe and represent the quality of ingredients if they double the recipe.

Simple Recipe

Lemonade

Sugar ¾ cup

Lemon Juice ¾ cup

Cold Water (2 cups)

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 1, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57771-f138-11ee-9569-06215d1efb8b

Original Text:
New Content

Updated Text:

Add to Activity Synthesis:

• "Are the shaded parts of each of your partners' rectangles equal? How do you know?" (Yes, since the rectangles are the same size, their parts are equal even though they're different shapes)

Math, Grade 4 (IMRA)

Program: Texas Math: Grade 4 Powered by Kiddom

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

Change Type: New Content

Current Page Number(s):

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Location:

Talking Math, Slide 54

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno usp=sharing

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Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For fourth graders, students should work with a partner to answer the prompts. Display the following sentence frames

for all to see: "I see parallel lines that never cross here. . ." "I see perpendicular lines that intersect here . . ." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 6, Student Breakout Summary, Launch

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text:
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Launch

● Display or draw this model:

image can be seen at this URL:
https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/vie
"What do you think the 'jumps' represent?" (You have 6 and then 2 more.)

● Display or draw this number line.

image can be seen at this URL:
https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/vie
● "Does this number line represent the same thing as the pictorial model above?" (Yes,

they both represent 6 and then 2 more.)

● "Let's look at 'jumps' on other models and see what they may represent."

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 6, Student Breakout Summary, Launch

Original URL:
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Original Text:
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Updated Text:
Launch

● Display or draw this model:

image can be seen at this URL:
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"What do you think the 'jumps' represent?" (You have 6 and then 2 more.)

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image can be seen at this URL:
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● "Does this number line represent the same thing as the pictorial model above?" (Yes,

they both represent 6 and then 2 more.)

● "Let's look at 'jumps' on other models and see what they may represent."

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Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 6, Student Breakout Summary, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text:
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Updated URL:
N/A

Updated Text:
ACTIVITY NARRATIVE

● Groups of 2

● "Work independently on the activity for a few minutes. Afterward, share your

responses with your partner."

● 5-7 minutes: independent work time

● 2 minutes: partner discussion

● Monitor for students who can reason the sum of fractions by

○ Decomposing larger numerators

○ Using pictorial representations

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 6, Student Breakout Summary, Activity Narrative

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text:
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ACTIVITY NARRATIVE

● Groups of 2

● "Work independently on the activity for a few minutes. Afterward, share your

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● 2 minutes: partner discussion

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○ Decomposing larger numerators

○ Using pictorial representations

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Current Page Number(s):
Location:
Unit 3, Lesson 6, Student Breakout Summary, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text:
New Content

Updated URL:
N/A

Updated Text:
"ACTIVITY SYNTHESIS

● Invite students to share their equations. Record them for all to see.

● Focus the discussion on part b: solving the sum of fractions.

●1/3 + 1/3 + 2/3
● How did the model represent this equation?" (Two bars were broken into 3 equal

parts. One had 2/3 shaded, and the other had 2 of the 1⁄3 bars shaded.)

● "Is there another way to name the sum of the shaded parts?" (1 1⁄3.)

● "How can this model help build a number line?" (I can see how I need to partition

the number line. I can show how the addition as 'jumps'.)

image can be seen at URL:
https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/vie

Invite students to share how they solved the sum of fractions in Q2.
● "Work with your partners to create a pictorial representation to solve 4/3 + 2/3"

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 6, Student Breakout Summary, Activity Synthesis

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
ACTIVITY SYNTHESIS

● Invite students to share their equations. Record them for all to see.

● Focus the discussion on part A-representing the sum fractions.

●1/3 + 1/3 + 2/3
● "How did the model represent this equation?" (Two bars were broken into 3

equal parts. One had 2/3 shaded, and the other had 2 of the 1⁄3 bars shaded.)

● "Is there another way to name the sum of the shaded parts?" (1 1⁄3.)

● "How can this model help build a number line?" (I can see how I need to

image can be seen at URL:
https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/vie

● Invite students to share how they solved for the sum of fractions in Q2.

● "Work with your partners to create a pictorial representation to justify your

thinking."

Math, Grade 5 (IMRA)

Program: Texas Math: Grade 5 Powered by Kiddom

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 1

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. Display sentence frames to support small-group discussion. Examples: "_____ and _____

are the same/alike because . . . ." "_____ and _____ are different because . .
. ." "I agree/disagree because . . . ."

Change Type: New Content
Current Page Number(s):
Location:
Unit 8 Lesson 11 Activity 1

Original URL:
https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFWknZUW7wu0TL

Original Text:
New Content

Updated URL:
N/A

Updated Text:
New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97
Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena
Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause
playback and ask students to discuss

any math-related information they hear in the story. How many people
are riding with CJ and his

grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 19, Activity 2, Questions 1-3

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add question 5:

5) Diego and 5 of his friends are going to see a movie. Each

movie ticket costs $10.25. The expression 6 × 10. 25

represents this situation.

a) How much money do Diego and his friends spend on

movie tickets all together?

b) The friends decide to buy 3 buckets of popcorn to share.

Each bucket costs $5.60. The expression 3 × 5. 60

represents the total cost of the popcorn. How much

money does the popcorn cost in total?

Change Type: New Content

Current Page Number(s):
Location:
Decimal Division, Activity 1, Launch

Original URL:
https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Groups of 3-4

• Give each group 60 small blocks

• Display the model on the board:
Ask students, "Does the expression 4. 5 ÷ 3 represent this model? How do you

know?" (Yes. I can see how some candy bars have been broken into 3 groups. There

is 1 whole candy bar and 0.5 candy bars in each group, which makes 4.5 total)

● Display the expression 35. 75 ÷ 13 on the board and have students use their blocks

to create a model of the expression.

● "How many groups of blocks do you have?" (13)

● "How many blocks are in each group?" (11)

● "If 4 blocks equals 1 whole, then what is the value of each group?" (2.75)

● "What is 5. 25 ÷ 7?" (2.75)

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 6, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3f221-f13a-11ee-8349-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 180, Unit 2, Lesson 3, Activity 2, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 14, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-

[f13a-11ee-bc90-02ee8932281d](f13a-11ee-bc90-02ee8932281d)

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add question 2:
2) Use the standard algorithm to divide 1 of the following problems.

Check your answer with your partner and make sure you both agree.

Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.

1220/20

1600/32

2460/15

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 19, Activity 2, Questions 1-3

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Add question 5:

5) Diego and 5 of his friends are going to see a movie. Each

movie ticket costs $10.25. The expression 6 × 10. 25

represents this situation.

a) How much money do Diego and his friends spend on

movie tickets all together?

b) The friends decide to buy 3 buckets of popcorn to share.

Each bucket costs $5.60. The expression 3 × 5. 60

represents the total cost of the popcorn. How much

money does the popcorn cost in total?

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, lesson10, Activity 2, Question 1 and 2

Original URL:
https://drive.google.com/file/d/1O2fVWxzw3u-ibI5uRRgx-c8RWijxnZtW/view

Original Text:
New Content

Updated URL:
N/A

Updated Text:

Add the follow activity below the original lesson:
"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Change Type: New Content
Current Page Number(s):
Location:
Unit 1, Lesson 12, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 116, Unit 7, Lesson 9, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR2 Collect and Display

Circulate to listen for and collect the language students use to describe the relationships between Jada's and Priya's rules. Listen for: double, half of, twice as much, times 2, divided by 2.

Change Type: New Content
Current Page Number(s):

Location:

Unit 3, Lesson 1, Activity 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 234 Unit 8, Lesson 10, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. For each observation that is shared, invite students to turn to a partner and restate what they heard, using precise mathematical language.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 11, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2f98c-f13a-11ee-bb86-02ee8932281d

Original Text:

New Content

Updated URL:

N/A

Add this last section:
Display: 1250 ÷ 25 and 250 ÷ 25

● Ask previously selected students to share.

● "What was the second expression that you wrote?" (1000 ÷ 25)

● "How do you know the expression matches 250 ÷ 25?" (250 + 1000 = 1250)

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, lesson 15, Activity 2, Activity Synthesis

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following question to the synthesis:

"What is the total weight of Mai's apricots? How much more or less than a pound are her apricots? "

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, lesson10, Activity 2, Question 1 and 2

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the follow activity below the original lesson:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Change Type: New Content
Current Page Number(s):
Location:

Unit 4, Lesson 11, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2f98c-f13a-11ee-bb86-02ee8932281d

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add this last section:
Display: 1250 ÷ 25 and 250 ÷ 25

● Ask previously selected students to share.

● "What was the second expression that you wrote?" (1000 ÷ 25)

● "How do you know the expression matches 250 ÷ 25?" (250 + 1000 = 1250)

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 23, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?...

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, lesson 15, Activity 2, Activity Synthesis

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following question to the synthesis:

"What is the total weight of Mai's apricots? How much more or less than a pound are her apricots? "

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 14, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d

Original Text:
NA

Updated URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d

Updated Text:
Add question 2:

2) Use the standard algorithm to divide 1 of the following problems. Check your answer with your partner and make sure you both agree. Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.
1220/20
1600/32
2460/15

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 23, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?...

Change Type: New Content

Current Page Number(s):

Location:

Unit 8, Lesson 6, Activity 1

Original URL:

https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFWknZUW7wu0TL

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31
Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should play the Multiplication Matching Game with a partner: Display the following sentence frames for all to see: "I noticed ___, so I matched . . ." Encourage students to challenge each other when they disagree. Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Add to bottom of the page

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc034f-f13a-11ee-9d9f-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Updated text to add to the end of the existing document: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 22, Activity 1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4f8ff-f13a-11ee-8c60-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Activity Synthesis

- Gather students and ask pairs to share their division strategies and results.

- Highlight different methods used to find quotients and remainders.

- Discuss real-life situations where understanding remainders is essential.

Change Type: New Content
Current Page Number(s):
Location:
Unit 2, Lesson 1, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc6668-f13a-11ee-a430-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97
Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt de la Pena
Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 7 Lesson 9, Activity 1

Original URL:
https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFWknZUW7wu0TL

Original Text:
New Content

Updated URL:
N/A

Updated Text:
New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 91
Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should work with a partner to use the cubit converter tool to compare cubits and feet.
Display the following sentence frames for all to see: "A ___is bigger than a

___. There are ## feet in a cubit." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 18, Activity 1, Activity Synthesis (page 165 in original link)

Original URL:
https://drive.google.com/file/d/1bMPQjKnN07qvHIhPhWaoveh6J-DSdD9p/view?usp=sharing

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following bullet points:
● Display the equation $3 \times \$0.06 = (3 \times 6) \times 0.1$

● "Is the equation true or false?" (false)

● "What can we change in the equation to make it true?" (Change $0.06 to

$0.6 or change 0.1 to 0.01)

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 22, Activity 1, Activity Synthesis

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Activity Synthesis

- Gather students and ask pairs to share their division strategies and results.

- Highlight different methods used to find quotients and remainders.

- Discuss real-life situations where understanding remainders is essential.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 1

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners

MLR8 Discussion Supports. Display sentence frames to support small-group discussion. Examples: "_____ and _____

are the same/alike because . . . ." "_____ and _____ are different because . . . ." "I agree/disagree because . . . ."

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 21, Activity 1, Activity Synthesis

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following bullet points:
"If I have $8.50 and my friend has 2.2 times as much money as I do, how can I write this as a multiplication expression?" (

8.50×2.2)

● "Is this equivalent to $85 \times 22 \times 0.1$? How do you know?"

(No because $8.5 = \$85 \times 0.1$ and $2.2 = 22 \times 0.1$, so we

have to multiply 0.1×0.1 to get 0.01 instead).

● "How much money does my friend have?" ($18.70)

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 18, Activity 1, Activity Synthesis (page 165 in original link)

Original URL:

https://drive.google.com/file/d/1bMPQjKnN07qvHIhPhWaoveh6J-DSdD9p/view?usp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following bullet points:

● Display the equation $3 \times \$0.06 = (3 \times 6) \times 0.1$

● "Is the equation true or false?" (false)

● "What can we change in the equation to make it true?" (Change $0.06 to

$0.6 or change 0.1 to 0.01)

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 4, Activity 1

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3cc52-f13a-11ee-8217-02ee8932281d

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 164 Unit 2, Lesson 1, Activity 1, Access for English Language Learners

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Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 13, Activity 2

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f308c0-f13a-11ee-bc3d-02ee8932281d

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 217, Unit 8, Lesson 6, Warm-up, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the strategy they used to pack the sugar cubes. Encourage students to include details that will help others interpret their thinking. Examples include using different colors, shading, arrows, labels, notes, diagrams or drawings. Give students time to investigate each others' work. During the whole-class discussion, ask students, "Did anyone solve the problem the same way, but would explain it differently?"

Change Type: New Content
Current Page Number(s):
Location:
Unit 1, Lesson 12, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 116, Unit 7, Lesson 9, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR2 Collect and Display

Circulate to listen for and collect the language students use to describe the relationships between Jada's and Priya's rules. Listen for: double, half of, twice as much, times 2, divided by 2.

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 11, Activity 1, Questions 1-3 (Page 276 in original link)

Original URL:
https://drive.google.com/file/d/1Iv-ZlTxIW9ohLgzFy2zgt0kweNlEMpOl/view

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add this question 4:
4) Noah wants to divide 1250 ÷ 25. He writes the expression

250 ÷ 25.

a) Write a second expression that Noah can use with his

expression to help him find 1250 ÷ 25.

b) What is 1250 ÷ 25?

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 21, Activity 1, Activity Synthesis

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following bullet points:
"If I have $8.50 and my friend has 2.2 times as much money as I do, how can I write this as a multiplication expression?" (

$8. 50 × 2. 2)

● "Is this equivalent to $85 × 22 × 0. 1? How do you know?"

(No because $8.5 = \$85 \times 0.1$ and $2.2 = 22 \times 0.1$, so we

have to multiply 0.1×0.1 to get 0.01 instead).

● "How much money does my friend have?" ($18.70)

Change Type: New Content
Current Page Number(s):
Location:
Grade 5.10Ci, Activity 1, Activity Synthesis

Original URL:
https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aL
usp=sharing

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Activity Synthesis:

● What are some advantages and disadvantages of using a check? A credit card? A debit

card? An electronic payment?

● Can you think of a scenario where one method of payment might be more advantageous

than the others?

● How did using graphs help you understand the advantages and disadvantages better?

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 4, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3cc52-f13a-11ee-8217-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 164 Unit 2, Lesson 1, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 11, Activity 1, Questions 1-3 (Page 276 in original link)

Original URL:
https://drive.google.com/file/d/1Iv-ZlTxlW9ohLgzFy2zgt0kweNlEMpOl/view

Original Text:
New Content

Updated URL:
N/A

Updated Text:

Add this question 4:

4) Noah wants to divide 1250 ÷ 25. He writes the expression

250 ÷ 25.

a) Write a second expression that Noah can use with his

expression to help him find 1250 ÷ 25.

b) What is 1250 ÷ 25?

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 23, Activity 1, Questions 1-3

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?...

Change Type: New Content
Current Page Number(s):
Location:
Grade 5.10Ci, Activity 1, Activity Synthesis

Original URL:

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usp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Activity Synthesis:

● What are some advantages and disadvantages of using a check? A
credit card? A debit

card? An electronic payment?

● Can you think of a scenario where one method of payment might be
more advantageous

than the others?

● How did using graphs help you understand the advantages and
disadvantages better?

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 10, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-
9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-
f13a-11ee-9f36-02ee8932281d

Original Text:

NA

Updated Text:

Add the following question:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Change Type: New Content

Current Page Number(s):

Location:

Insert document at bottom of the page

Original Text:

New Content

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Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 23, Activity 1, Questions 1-3

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

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Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1

Original URL:

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New Content

Updated URL:

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Updated Text:

Unit 1, Lesson 1, "What is Volume?"

Activity 1, "Build Objects with Cubes"

[insert new activity before "MLR2 Collect and Display"]

To provide students with a hands-on concept of "volume" by working with environmental print

prior to doing the lesson, provide students with cereal boxes, juice containers, or other

rectangular prisms. Ask them to find the number of servings per container and calculate the total

servings for different quantities of containers. Have partners or groups (depending upon the

number of containers you have) record their data:

1. Single serving volume = _____ (oz., millileters, cups, etc.)

2. Whole container volume = _____ (oz., millileters, cups, etc.)

The number of servings is a type of volume measure. We can calculate liquid volume in terms of

ounces, millileters, etc., and we calculate spatial volume in terms of square units (centimeters,

inches, etc.)
MLR2 Collect and Display. Collect and record the language students use to compare objects.
Display words and phrases such as "bigger," "longer," "wider," "taller," "shorter," "how many,"

"more than," and "less than." During the Activity Synthesis, invite students to suggest ways to

update the display.

Advances: Listening, Speaking

Change Type: New Content
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Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc076d-f13a-11ee-9de5-02ee8932281d

Original Text:

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Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 22, Activity 2, Questions 1-2

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4fd80-f13a-11ee-8c7a-02ee8932281d

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student-facing Task Statement

Using graph paper and colored pencils, create an area model to solve the

division problem: 256.4 divided by 4. Present your solution and steps in solving.

Change Type: New Content
Current Page Number(s):
Location:
Unit 8 Lesson 11 Activity 1

Original URL:
https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFWknZUW7wu0TL

Original Text:
New Content

Updated URL:
N/A

Updated Text:
New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97
Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena
Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss

any math-related information they hear in the story. How many people are riding with CJ and his

grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 8, Lesson 6, Activity 1

Original URL:
https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFWknZUW7wu0TL

Original Text:
New Content

Updated URL:
N/A

Updated Text:
New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31
Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should play the
Multiplication Matching Game with a partner: Display the following
sentence frames for all to see: "I noticed ___, so I matched . . ." Encourage
students to challenge each other when they disagree. Advances:
Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 18, Activity 1, Questions 1-2

Original URL:
https://drive.google.com/file/d/1bMPQjKnN07qvHIhPhWaoveh6J-
DSdD9p/view?usp=sharing

Original Text:

New Content

Updated Text:
Add the following questions:

1e. 9 x $0.04 = $3.60

2d. 6 x $[ ] = (6 x 3) x 0.01

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 22, Activity 2, Questions 1-2

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4fd80-f13a-11ee-8c7a-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Student-facing Task Statement

Using graph paper and colored pencils, create an area model to solve the division problem: 256.4 divided by 4. Present your solution and steps in solving.

Change Type: New Content
Current Page Number(s):

Location:
Unit 2, Lesson 1, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc6668-f13a-11ee-a430-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97
Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt de la Pena
Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 19, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-

[f13a-11ee-8ae1-02ee8932281d](#)

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following bullet points:
Display question 5.

● "What strategy did you use to solve this problem?"

● "If 4 more friends joined, how would that change the

expression?" (We would multiply $10.25 by 10 instead of 6).

● "Would you change your strategy if there were 10 friends

instead of 6? Explain your reasoning."

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 18, Activity 1, Questions 1-2

Original URL:
https://drive.google.com/file/d/1bMPQjKnN07qvHIhPhWaoveh6J-DSdD9p/view?usp=sharing

Original Text:
New Content

Updated URL:
N/A

Updated Text:

Add the following questions:

1e. 9 x $0.04 = $3.60

2d. 6 x $[ ] = (6 x 3) x 0.01

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 6, Activity 1

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3f221-f13a-11ee-8349-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 180, Unit 2, Lesson 3, Activity 2, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson.

Change Type: New Content
Current Page Number(s):

Location:
Unit 4, Lesson 13, Activity 2

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f308c0-f13a-11ee-bc3d-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 217, Unit 8, Lesson 6, Warm-up, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the strategy they used to pack the sugar cubes. Encourage students to include details that will help others interpret their thinking. Examples include using different colors, shading, arrows, labels, notes, diagrams or drawings. Give students time to investigate each others' work. During the whole-class discussion, ask students, "Did anyone solve the problem the same way, but would explain it differently?"

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 14, Lesson Synthesis

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f31461-f13a-11ee-bcbe-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add following last paragraph:
"We also practiced using the standard algorithm to divide multi-digit

numbers without partial quotients."
Display 1000 ÷ 50.
"Work with your partner to divide the values using the standard
algorithm."

"How can we check our answers? (multiply 50 by our answer to make
sure we get 1000)"

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 19, Activity 2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following bullet points:
Display question 5.

● "What strategy did you use to solve this problem?"

● "If 4 more friends joined, how would that change the

expression?" (We would multiply $10.25 by 10 instead of 6).

● "Would you change your strategy if there were 10 friends

instead of 6? Explain your reasoning."

Change Type: New Content
Current Page Number(s):
Location:
Grade 5.10C1, Activity 1, Question

Original URL:
https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aL

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Student-facing Task Statement: Read through the provided scenarios. In each scenario, identify the method of payment used. Then, list the advantages and disadvantages of using that method in that particular context. Use graphs to represent the advantages and disadvantages visually.

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 1, Activity 1

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Page 234 Unit 8, Lesson 10, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. For each observation that is shared, invite students to turn to a partner and restate what they heard, using precise mathematical language.

Change Type: New Content
Current Page Number(s):
Location:
Unit 8 Lesson 3: Money Management: Exploring Payment Methods (Part 1)

Original URL:
https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aL usp=sharing

Original Text:
New Content

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N/A

Updated Text:
https://docs.google.com/document/d/1ZiBFrqXraFEOAap0-A0FyRdtLRYXNdbqs4A...

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 14, Lesson Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add following last paragraph:

"We also practiced using the standard algorithm to divide multi-digit

numbers without partial quotients."

Display 1000 ÷ 50.

"Work with your partner to divide the values using the standard algorithm."

"How can we check our answers? (multiply 50 by our answer to make sure we get 1000)"

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 10, Activity 2, Question 1

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-

[f13a-11ee-9f36-02ee8932281d](f13a-11ee-9f36-02ee8932281d)

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following question:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Change Type: New Content
Current Page Number(s):
Location:
Grade 5.10C1, Activity 1, Question

Original URL:
https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aL

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Student-facing Task Statement: Read through the provided scenarios. In each scenario, identify the method of payment used. Then, list the advantages and disadvantages of using that method in that particular context. Use graphs to represent the advantages and disadvantages visually.

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 24, Activity 1, Questions 1-4

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add additional question:

5. Find the value of 50.25/25. Explain or show your

reasoning.

Change Type: New Content

Current Page Number(s):

Location:

Add to bottom of the page

Original URL:

https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc034f-f13a-11ee-9d9f-02ee8932281d

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Updated Text:

Updated text to add to the end of the existing document:
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Change Type: New Content

Current Page Number(s):

Location:

Unit 8 Lesson 3: Money Management: Exploring Payment Methods (Part 1)

Original URL:

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Current Page Number(s):

Location:

Unit 7 Lesson 9, Activity 1

Original URL:

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N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 91
Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should work with a partner to use the cubit converter tool to compare cubits and feet. Display the following sentence frames for all to see: "A ___is bigger than a ___. There are ## feet in a cubit." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Unit 1, Lesson 1, "What is Volume?"

Activity 1, "Build Objects with Cubes"

[insert new activity before "MLR2 Collect and Display"]

To provide students with a hands-on concept of "volume" by working with environmental print

prior to doing the lesson, provide students with cereal boxes, juice containers, or other

rectangular prisms. Ask them to find the number of servings per container and calculate the total

servings for different quantities of containers. Have partners or groups (depending upon the

number of containers you have) record their data:

1. Single serving volume = _____ (oz., millileters, cups, etc.)

2. Whole container volume = _____ (oz., millileters, cups, etc.)

The number of servings is a type of volume measure. We can calculate liquid volume in terms of

ounces, millileters, etc., and we calculate spatial volume in terms of square units (centimeters,

inches, etc.)
MLR2 Collect and Display. Collect and record the language students use to compare objects.
Display words and phrases such as "bigger," "longer," "wider," "taller," "shorter," "how many,"

"more than," and "less than." During the Activity Synthesis, invite students to suggest ways to

update the display.

Advances: Listening, Speaking

Change Type: New Content
Current Page Number(s):
Location:

Decimal Division, Activity 1, Launch

Original URL:
https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq8

Original Text:
New Content

Updated Text:
Groups of 3-4

• Give each group 60 small blocks

• Display the model on the board:
Ask students, "Does the expression 4. 5 ÷ 3 represent this model? How do you

know?" (Yes. I can see how some candy bars have been broken into 3 groups. There

is 1 whole candy bar and 0.5 candy bars in each group, which makes 4.5 total)

● Display the expression 35. 75 ÷ 13 on the board and have students use their blocks

to create a model of the expression.

● "How many groups of blocks do you have?" (13)

● "How many blocks are in each group?" (11)

● "If 4 blocks equals 1 whole, then what is the value of each group?" (2.75)

● "What is 5. 25 ÷ 7?" (2.75)

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 24, Activity 1, Questions 1-4

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add additional question:

5. Find the value of 50.25/25. Explain or show your

reasoning.

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 14, Activity 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 2:

2) Use the standard algorithm to divide 1 of the following problems.

Check your answer with your partner and make sure you both agree.

Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.

1220/20

1600/32

2460/15

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 10, Activity 2, Question 1

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Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add the following question:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Math, Grade 6 (IMRA)

Program: Texas Math: Grade 6 Powered by Kiddom

Component: Texas Math: Grade 6 Powered by Kiddom Digital (ISBN: 9.79889E+12)

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Original Text:

New Content

Updated URL:

N/A

Math, Grade 7 (IMRA)

Program: Texas Math: Grade 7 Powered by Kiddom

Component: Texas Math: Grade 6 Powered by Kiddom Digital (ISBN: 9.79889E+12)

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Updated Text:

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Math, Grade 8 (IMRA)

Program: Texas Math: Grade 8 Powered by Kiddom

Component: Texas Math: Grade 8 Powered by Kiddom Digital (ISBN: 9.79889E+12)

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Algebra I (IMRA)

Program: Texas Math: Algebra 1 Powered by Kiddom

Component: Texas Math: Algebra 1 Powered by Kiddom Digital (ISBN: 9.79889E+12)

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Program: Texas Math: Algebra Supports Powered by Kiddom

Component: Texas Math: Algebra Supports Powered by Kiddom Digital (ISBN: 9.79889E+12)

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Updated Text:

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Algebra II (IMRA)

Program: Texas Math: Algebra II Powered by Kiddom

Component: Texas Math: Algebra 2 Powered by Kiddom Digital (ISBN: 9.79889E+12)

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Updated Text:

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Geometry (IMRA)

Program: Texas Math: Geometry Powered by Kiddom

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

Change Type: New Content

Current Page Number(s):

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Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

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bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-
f1c8-11ee-b298-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-
bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-
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Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm^2

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer questions #1-5

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

New Content

Updated URL:

N/A

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:
N/A

Updated Text:
Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:
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Original Text:
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Updated Text:
5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or

not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

Original Text:
New Content

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N/A

Updated Text:
Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

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Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL:

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Original Text:

New Content

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N/A

Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24pi or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:

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Original Text:

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1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

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Original Text:

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Updated URL:

https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

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Original Text:

New Content

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Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content
Current Page Number(s):
Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

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Original Text:

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Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask

students to compare their methods to the methods of students who used

other types of tools."

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Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:
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Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

New Content

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"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

other types of tools."

Change Type: New Content
Current Page Number(s):
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Unit 4, Lesson 9, Activity 9.2, Additional Question

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Original Text:
New Content

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Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

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Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

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Original Text:

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N/A

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

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Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer questions #1-5

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Original URL:

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Original Text:

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Location:
Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

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Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any

triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content
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Unit 3, Lesson 4, Activity 4.2, Question 4

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Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content
Current Page Number(s):

Location:
Unit 5, Lesson 7, Activity 2, Add after 3d question

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usp=drive_link

Original Text:
New Content

Updated URL:
N/A

Updated Text:
4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24pi or roughly 75.4cm^2

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:
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f1c8-11ee-b69b-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

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Unit 5, Lesson 7, Activity 2, Add after 3d question

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usp=drive_link

Original Text:

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Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24pi or roughly 75.4cm^2

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Unit 1, Lesson 25

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New Content

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Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

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N/A

Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

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Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

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Original Text:

New Content

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Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

other types of tools."

Change Type: New Content

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Unit 4, Lesson 9, Activity 9.2, Additional Question

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Original Text:

New Content

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Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

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Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

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Original Text:

New Content

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N/A

Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

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Unit 4, Lesson 9, Activity 9.2, Additional Question

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f1c8-11ee-9a61-066a39b724af

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2. What theorems did you apply in order to solve for the missing
measurements?

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bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-
f1c8-11ee-b1a8-066a39b724af](https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-f1c8-11ee-b1a8-066a39b724af)

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Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

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[f1c8-11ee-b298-066a39b724af](#)

Original Text:
New Content

Updated URL:
N/A

Updated Text:
5. Use the distance formula to verify the parallel and perpendicular lines.

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Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:
[https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af](#)

Original Text:
New Content

Updated URL:
[https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link](#)

Updated Text:
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- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

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- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content
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Location:
Unit 5, Lesson 7, Activity 2, Add after 3d question

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usp=drive_link

Original Text:
New Content

Updated URL:
N/A

Updated Text:
4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24pi or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s):

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Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29606-f1c8-11ee-b127-066a39b724af

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Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:

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Original Text:

New Content

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Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer questions #1-5

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL:
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usp=drive_link

Original Text:
New Content

Updated URL:
N/A

Updated Text:
4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24pi or roughly 75.4cm^2

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:

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(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer questions #1-5

Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm^2

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

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Original Text:
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Updated Text:
5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

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Current Page Number(s):
Location:
Unit 1, Lesson 25

Original URL:

Original Text:
New Content

Updated URL:
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Updated Text:

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Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL:

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Original Text:

New Content

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Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

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Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL:

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usp=drive_link

Original Text:

New Content

Updated URL:

N/A

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24pi or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL:

Original Text:

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N/A

Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL:

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Original Text:

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Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af

Original Text:

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Updated URL:

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Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)
Use the tools available to answer questions #1-5

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text:

New Content

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

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Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

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Change Type: New Content
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Location:
Unit 5, Lesson 7, Activity 1, New question 7

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm^2

Change Type: New Content
Current Page Number(s):
Location:
Unit 1, Lesson 25

Original URL:

Original Text:
New Content

Updated URL:
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Updated Text:
Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm^2

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

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Location:
Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options

to record thinking for an item)
Use the tools available to answer questions #1-5

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.
Notes for evaluating student responses:
Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

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Unit 3, Lesson 14, Activity 14.2, Additional Questions

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Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

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Original Text:

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Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

other types of tools."

Change Type: New Content
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Location:
Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:

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Original Text:

New Content

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Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

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Unit 3, Lesson 14, Activity 14.2, Additional Questions

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Original Text:

New Content

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Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

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Original Text:

New Content

N/A

Updated Text:
5. Use the distance formula to verify the parallel and perpendicular lines.

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Updated Text:
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Change Type: New Content
Current Page Number(s):
Location:
Unit 5, Lesson 7, Activity 1, New question 7

Original URL:
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Original Text:
New Content

Updated URL:
N/A

Updated Text:
7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm^2

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:
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Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content
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Unit 5, Lesson 7, Activity 1, New question 7

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Original Text:
New Content

Updated URL:
N/A

Updated Text:

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- AnswerL 360 cm^2

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

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Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
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- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)

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- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content
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Unit 5, Lesson 7, Activity 2, Add after 3d question

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usp=drive_link

Original Text:
New Content

Updated URL:
N/A

Updated Text:
4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24pi or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

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Original Text:

New Content

Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change Type: New Content

Current Page Number(s):

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Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

New Content

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N/A

Updated Text:

Geo_8.B.i-ii_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-lIm-h5V8s/view?usp=drive_link

Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm^2

Change Type: New Content

Current Page Number(s):

Location:

Unit 1, Lesson 25

Original URL:

https://drive.google.com/file/d/1Xou-9u0aMQCmGH4Li8oJVjoWNISvL5K3/view?usp=drive_link

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Geo_8.B.i-ii_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 1, Lesson 25

Original URL:

https://drive.google.com/file/d/1Xou-9u0aMQCmGH4Li8oJVjoWNISvL5K3/view?usp=drive_link

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s):

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

other types of tools."

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Geo_8.B.i-ii_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:

The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content
Current Page Number(s):
Location:
Add to bottom of the page

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-f1c8-11ee-b1a8-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Change Type: New Content

Current Page Number(s):

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af

Original Text:

New Content

Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content
Current Page Number(s):
Location:

Unit 1, Lesson 25

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content
Current Page Number(s):
Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:
5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content
Current Page Number(s):
Location:
Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114335e-f1c8-11ee-b8d0-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

Change Type: New Content

Current Page Number(s):

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:11139ca5-f1c8-11ee-b298-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s):

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:

https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af

Original Text:

New Content

Updated URL:

N/A

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to

draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer questions #1-5

Change Type: New Content
Current Page Number(s):
Location:
Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af

Original Text:
New Content

Updated URL:
https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMi03liNru4Jj/view?usp=drive_link

Updated Text:
The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any

triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content
Current Page Number(s):
Location:
Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c2a3ee-f1c8-11ee-b20d-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Updated Text:
The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)

"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

other types of tools."

Change Type: New Content
Current Page Number(s):
Location:
Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6d583-f1c8-11ee-88c3-066a39b724af

Original Text:
New Content

Updated URL:
N/A

Updated Text:
5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content
Current Page Number(s):
Location:
Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:
https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-

[f1c8-11ee-b69b-066a39b724af](f1c8-11ee-b69b-066a39b724af)

Original Text:
New Content

Updated URL:
N/A

Updated Text:
1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.
Notes for evaluating student responses:
Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content
Current Page Number(s):
Location:
Unit 1, Lesson 25

Original URL:

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content
Current Page Number(s):
Location:
Add to bottom of the page

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1MUpX7WkVbaf2eK6J4iMblMrFI9WujVIe/vi

Change Type: New Content

Current Page Number(s):

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Publisher: Texas Education Agency, Open Education Resources

Math, Grade 6 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content

Current Page Number(s):

Location:

*Content Organization *New Content

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_CO_0.pdf

Original Text:

New Content

Updated URL:

https://tea.sharefile.com/public/share/web-s5342be2d80884566a52df0e64ff37152

Updated Text:

New content was inserted. Please see linked URL for specific edit.

Math, Grade 7 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content

Current Page Number(s):

Location:

*Content Organization *New Content

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_CO_0.pdf

Original Text:

New Content

Updated URL:

https://tea.sharefile.com/public/share/web-s5342be2d80884566a52df0e64ff37152

Updated Text:

New content was inserted. Please see linked URL for specific edits.

Math, Grade 8 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content
Current Page Number(s):
Location:
*Content Organization *New Content

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_CO_0.pdf

Original Text:
New Content

Updated URL:

https://tea.sharefile.com/public/share/web-s5342be2d80884566a52df0e64ff37152

Updated Text:

New content was inserted. Please see linked URL for specific edit.

Algebra I (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content

Current Page Number(s):

Location:

*Content Organization *New Content

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/OER_SM_CO_0.pdf

Original Text:

New Content

Updated URL:

https://tea.sharefile.com/public/share/web-s5342be2d80884566a52df0e64ff37152

Updated Text:

New content was inserted. Please see linked URL for specific edit.

Publisher: OpenStax

Algebra I (IMRA)

Program: Algebra 1

Component: Algebra 1 (ISBN: 9781961584471)

Change Type: New Content

Current Page Number(s):

Location:

Lesson 6.6 Teacher Guide: Factor Special Products
6.6.3: Factoring the Difference of Squares

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11588

Original Text:
New Content

Updated Text:
Support for English Language Learners

MLR 3: Clarify, Critique, Correct
After discussing question 7 as a class, present an incorrect answer and explanation. For example, "$49x2+16y2 = (7x+4y)(7x+4y)$ because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content
Current Page Number(s):
Location:
Lesson 4.18: The nth Term of a Sequence >> 4.18.3: Additional Resources >> >> Examples 1 & 2

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11114

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended Change: (Subscript n and 15 for a not showing)

Example 1

Step 2:

$a_n=18+(n-1)3$

This equation is fixed twice in Step 2.

Example 2

Step 2: $a_{15}=3+(15-1)6$

Step 3: $a_{15}=3+(14)6$

If the explicit formula for this question was needed, we would not have substituted

$n=15$ and the nth term formula would have been $a_{15}=3+(15-1)6$.

Try It:

Step 2:

$a_n=7+(n-1)9$

Change Type: New Content

Current Page Number(s):

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables

Project 2 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1575

Original Text:
New Content

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1SyBuLy3H9aBFSkQRzpN20LdpGmn30taX/

Change Type: New Content
Current Page Number(s):
Location:
Project 3 Teacher Guide: Two-Variable Statistics
Project 3 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1598&pageid=10731

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: New Content
Current Page Number(s):
Location:

Lesson 2.13: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Activity

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1567&pageid=10537

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Proposed new content based on TEA SRP Feedback (ID: 8096766) to include wording change to "A maximum of $600 will be deposited into...." Also, request to ease student answer entry - so entry format to questions 1 & 5 were changed.

And, request to alter calculator content to reflect restricted domains and ranges as well as entry format.

Change Type: New Content

Current Page Number(s):

Location:

Lesson 5.4: Representing Exponential Growth >> 5.4.4: Graphing Exponential Expressions >> >> Question 2

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1666&pageid=11224

Original Text:

New Content

Updated URL:

N/A

1. Compare your answer:

$(-\infty,+\infty)$ or $(-\infty < t <+\infty)$

2. Compare your answer:

$(0,+\infty)$ or $(0 < n <+\infty)$

3. Write the answer as an inequality."

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources >> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Original Text:

New Content

Updated URL:

N/A

Updated Text:

TEA Feedback Request

New wording:

The input values are the x-values, and the output values are the y-values.

(1,3) (2,6) (3,12) (4,24)

This means the domain for the graphed relation is {1, 2, 3, 4} and the range is {3, 6, 12, 24}.

Change Type: New Content

Current Page Number(s):

Location:

Lesson 2.11 Teacher Guide: Graphing Linear Inequalities in Two Variables

2.11.3: Sketching Solutions to Inequalities

Additional Resources

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1562&pageid=10492

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"What about the point (2,6)? The point (2,6) is a solution to the boundary line equation y=x+4, because 6=2+4. However, (2,6) is not a solution to the inequality, because the boundary line is not included in the solution to the inequality y > x+4."

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.18: The nth Term of a Sequence

4.18.3: Define an Arithmetic Sequence by the nth Term

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11112

Original Text:

New Content

Updated URL:

N/A

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.12 Teacher Guide: Domain and Range, Part 1
4.12.1: Determining Reasonable Inputs and Outputs

Student Activity

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1634&pageid=10987

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Could each value be an input of the function? Be prepared to explain your reasoning.

a. 15

b. 84 1/2

c. 300

2. Could each value be an output of the function? Be prepared to explain your reasoning.

a. 15

b. 84 1/2

c. 300

Change Type: New Content

Current Page Number(s):

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables

Project 2 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1575

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1SyBuLy3H9aBFSkQRzpN20LdpGmn30taX/

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources >> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Original Text:

New Content

Updated URL:

N/A

For example, if the function's graph never goes below −3 and can reach any positive value, you would write (−3 < < +∞) as an inequality.

Try It Solutions
Compare your answer:

R:(−∞,+∞) or $f(x)$∈(−∞,+∞)

Compare your answer:

R:(−∞,0) U (0,+∞)

(0,+∞) or (−∞, +∞) \ {0}, indicating that the function can take any value except 0.
New Try-It Solutions

R: (−∞ < f < +∞)

R: (−∞ > g > 0) U (0 < g< +∞) indicating that the function can take any value except 0

Change Type: New Content
Current Page Number(s):
Location:
Lesson 2.13: Solving Problems with Inequalities in Two Variables
2.13.2: Solving Problems with Inequalities in Two Variables

Activity

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1567&pageid=10537

Original Text:
New Content

Updated URL:

N/A

Proposed new content based on TEA SRP Feedback (ID: 8096766) to include wording change to "A maximum of $600 will be deposited into...." Also, request to ease student answer entry - so entry format to questions 1 & 5 were changed.

And, request to alter calculator content to reflect restricted domains and ranges as well as entry format.

Change Type: New Content
Current Page Number(s):
Location:
Lesson 9.10 Teacher Guide: Rewriting Quadratic Expressions in Vertex Form
9.10.4: Rewriting Expressions in Vertex Form

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1839&pageid=12393

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Add SWD box to 9.10.4 Launch that says:
Support for Students with Disabilities

Engagement: Internalize Self Regulation
Chunk this task into more manageable parts to differentiate the degree of difficulty or complexity. Allow students to discuss the steps and then provide students with printed slips of explanations from the student responses. Divide the slips between partners and encourage them to work together to identify which slip matches with each step. Allow them to keep the steps nearby and put them next to their steps as they check

their work and use them as a guide.
Supports accessibility for: Organization; Attention

Change Type: New Content

Current Page Number(s):

Location:

Unit 4 Inquiry Project Teacher Guide: Defining Functions

Inquiry Project Unit 4 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1604&pageid=10742

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1qVSeeT-x-zo8c9bRHgvg31d2wSGAu6J7/view?...

Change Type: New Content

Current Page Number(s):

Location:

Lesson 2.11 Teacher Guide: Graphing Linear Inequalities in Two Variables

2.11.3: Sketching Solutions to Inequalities

Additional Resources

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1562&pageid=10492

Original Text:

New Content

Updated Text:

"What about the point (2,6)? The point (2,6) is a solution to the boundary line equation y=x+4, because 6=2+4. However, (2,6) is not a solution to the inequality, because the boundary line is not included in the solution to the inequality y > x+4."

Change Type: New Content
Current Page Number(s):
Location:
Lesson 6.6 Teacher Guide: Factor Special Products
6.6.3: Factoring the Difference of Squares

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11588

Original Text:

New Content

Updated URL:

N/A

Updated Text:

[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners

MLR 3: Clarify, Critique, Correct
After discussing question 7 as a class, present an incorrect answer and explanation. For example, "49x2+16y2 = (7x+4y)(7x+4y) because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical

arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content
Current Page Number(s):
Location:
Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions
8.11.4: Writing Quadratics When Given Any Format

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1804&pageid=12173

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Response to Student Thinking

More chances

Students will have more opportunities to understand the mathematical

ideas in this cool down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool down to provide guidance for what to look for and emphasize in the next several lesson to support students in advancing their current understanding.

Change Type: New Content

Current Page Number(s):

Location:

Project 4 Teacher Guide: Using Functions to Model Battery Power
Project 4 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1651&pageid=11124

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1l8eLLC8gGjCATbW41oMrxI26CyqSqPWm/

Change Type: New Content

Current Page Number(s):

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables
Project 2 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1575

Original Text:
New Content

Updated URL:
N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: New Content
Current Page Number(s):
Location:
Lesson 4.18 Teacher Guide: The nth Term of a Sequence
4.18.2 Identifying a Domain for a Function

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1648&pageid=11102

Original Text:
New Content

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1Imwb5fj12CC8M1s0ukc7RBA4Ty2TA44U/v

Change Type: New Content
Current Page Number(s):
Location:
Unit 4 Inquiry Project Teacher Guide: Defining Functions
Inquiry Project Unit 4 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1604&pageid=10742

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1qVSeeT-x-zo8c9bRHgvg31d2wSGAu6J7/view?...

Change Type: New Content

Current Page Number(s):

Location:

Lesson 2.14 Teacher Guide: Solutions to Systems of Linear Inequalities in Two Variables

2.14.4: Graphing Solutions of Systems of Inequalities

Student Facing Extension Q2

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1570&pageid=10553

Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. Two non-negative numbers x and y satisfy x + y < 1. Find as many ways to identify the answers to this question as you can.

Change Type: New Content

Current Page Number(s):

Location:

Lesson 5.8: Exponential Situations as Functions >> 5.8.3: Additional Resources >> Try It: Writing Functions from Exponential Situations >> Example 1

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1676&pageid=11310

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended New Content: Error ID: 8436651

Compare your answer:

f(y)=150*3^t

ADD TABLE LIKE TRY IT Q2:

Compare your answer:

Here is how to write an exponential function from a situation:

Identify the initial value. a=150

Identify the growth factor. b=3

Write the exponential equation. f(y)=150*3^t

Change Type: New Content

Current Page Number(s):

Location:

Lesson 2.12 Teacher Guide: Using Linear Inequalities as Constraints

2.12.1: Sketching a Graph to Represent an Equation

Question 2

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1564&pageid=10508

Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. Use the graphing tool or technology outside the course. Graph your equation from question 1 that represents this scenario using the Desmos tool below.

< embed Desmos graphing tool scaled from -50 to 1600 for x and -10 to 300 for y >

When you have finished graphing, then select the solution button to compare your work.

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.18: The nth Term of a Sequence >> 4.18.3: Additional Resources >> >> Examples 1 & 2

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11114

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended Change: (Subscript n and 15 for a not showing)

Example 1

Step 2:

$a_n=18+(n-1)3$

This equation is fixed twice in Step 2.

Example 2

Step 2: $a_{15}=3+(15-1)6$

Step 3: $a_{15}=3+(14)6$

If the explicit formula for this question was needed, we would not have substituted

n=15 and the nth term formula would have been $a_{15}=3+(15-1)6$.

Try It:

Step 2:

$a_n=7+(n-1)9$

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.2: Additional Resources >> Try It: Determine the Domain of a Function Using Inequalities

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=10998

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New:

For example, if x cannot be negative, you would write (x ≥0\) or [0, +∞) in interval notation.

Also an UX fixed in the show solution boxes.

Change Type: New Content

Current Page Number(s):

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables
Project 2 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1575

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources >> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Original Text:

New Content

Updated URL:

N/A

TEA Feedback Request

New wording:

The input values are the x-values, and the output values are the y-values.

(1,3) (2,6) (3,12) (4,24)
This means the domain for the graphed relation is {1, 2, 3, 4} and the range is {3, 6, 12, 24}.

Change Type: New Content
Current Page Number(s):
Location:
Lesson 2.14 Teacher Guide: Solutions to Systems of Linear Inequalities in Two Variables
2.14.4: Graphing Solutions of Systems of Inequalities
Student Facing Extension Q2

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1570&pageid=10553

Original Text:
New Content

Updated URL:
N/A

Updated Text:
2. Two non-negative numbers x and y satisfy x + y < 1. Find as many ways to identify the answers to this question as you can.

Change Type: New Content
Current Page Number(s):
Location:

Lesson 4.12 Teacher Guide: Domain and Range, Part 1
4.12.1: Determining Reasonable Inputs and Outputs

Student Activity

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1634&pageid=10987

Original Text:
New Content

Updated URL:
N/A

Updated Text:
1. Could each value be an input of the function? Be prepared to explain your reasoning.

a. 15

b. 84 1/2

c. 300
2. Could each value be an output of the function? Be prepared to explain your reasoning.

a. 15

b. 84 1/2

c. 300

Change Type: New Content
Current Page Number(s):
Location:
Lesson 2.12 Teacher Guide: Using Linear Inequalities as Constraints
2.12.1: Sketching a Graph to Represent an Equation
Question 2

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1564&pageid=10508

Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. Use the graphing tool or technology outside the course. Graph your equation from question 1 that represents this scenario using the Desmos tool below.

< embed Desmos graphing tool scaled from -50 to 1600 for x and -10 to 300 for y >
When you have finished graphing, then select the solution button to compare your work.

Change Type: New Content
Current Page Number(s):
Location:
Lesson 6.6 Teacher Guide: Factor Special Products
6.6.3: Factoring the Difference of Squares

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11588

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Support for English Language Learners

MLR 3: Clarify, Critique, Correct

After discussing question 7 as a class, present an incorrect answer and explanation. For example, "$49x^2+16y^2 = (7x+4y)(7x+4y)$ because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content
Current Page Number(s):
Location:
Lesson 9.10 Teacher Guide: Rewriting Quadratic Expressions in Vertex Form
9.10.4: Rewriting Expressions in Vertex Form

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1839&pageid=12393

Original Text:
New Content

Updated Text:

Add SWD box to 9.10.4 Launch that says:

Support for Students with Disabilities

Engagement: Internalize Self Regulation

Chunk this task into more manageable parts to differentiate the degree of difficulty or complexity. Allow students to discuss the steps and then provide students with printed slips of explanations from the student responses. Divide the slips between partners and encourage them to work together to identify which slip matches with each step. Allow them to keep the steps nearby and put them next to their steps as they check their work and use them as a guide.

Supports accessibility for: Organization; Attention

Change Type: New Content

Current Page Number(s):

Location:

Lesson 5.4: Representing Exponential Growth >> 5.4.4: Graphing Exponential Expressions >> >> Question 2

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1666&pageid=11224

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Compare your answer:

$(-\infty, +\infty)$ or $(-\infty < t < +\infty)$

2. Compare your answer:

(0,+∞) or (0 < n <+∞)

3. Write the answer as an inequality."

Change Type: New Content

Current Page Number(s):

Location:

Project 3 Teacher Guide: Two-Variable Statistics

Project 3 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1598

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1Cdv7Grc8-tJIV0U_lpCfLBAZSY8kl-Yz/view?...

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.18: The nth Term of a Sequence

4.18.3: Define an Arithmetic Sequence by the nth Term

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11112

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1j5mu-
3kPMb9ncYMUYqNnIVBFLu5SkbiC/view?...

Change Type: New Content

Current Page Number(s):

Location:

Lesson 2.15 Teacher Guide: Solving Problems with Systems of Linear
Inequalities in Two Variables
2.15.3: Solving Problems to Satisfy Multiple Constraints Simultaneously

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?
id=1572&pageid=10574

Original Text:

New Content

Updated URL:

N/A

Updated Text:

ADD the following instructions after the 5 step directions are listed for
each partner (data card/problem card) and before question 1:
Pause here so your teacher can review your work. Ask your teacher for a
new set of cards and repeat the activity, trading roles with your partner.

Change Type: New Content

Current Page Number(s):

Location:

Lesson 6.6 Teacher Guide: Factor Special Products
6.6.3: Factoring the Difference of Squares

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11588

Original Text:

New Content

Updated URL:

N/A

Updated Text:

[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners

MLR 3: Clarify, Critique, Correct
After discussing question 7 as a class, present an incorrect answer and explanation. For example, "49x2+16y2 = (7x+4y)(7x+4y) because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content

Current Page Number(s):

Location:

Project 3 Teacher Guide: Two-Variable Statistics

Project 3 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1598

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1Cdv7Grc8-tJIV0U_lpCfLBAZSY8kl-
Yz/view?...

Change Type: New Content

Current Page Number(s):

Location:

Lesson 2.13 Teacher Guide: Solving Problems with Inequalities in Two
Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Student Activity

Bank Account problem

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?
id=1566&pageid=10529

Original Text:

New Content

Updated URL:

N/A

Change Type: New Content

Current Page Number(s):

Location:

Project 4 Teacher Guide: Using Functions to Model Battery Power
Project 4 Overview

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1651&pageid=11124

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1l8eLLC8gGjCATbW41oMrxI26CyqSqPWm/

Change Type: New Content

Current Page Number(s):

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources >> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Original Text:

New Content

Updated URL:

N/A

Updated Text:

For example, if the function's graph never goes below −3 and can reach any positive value, you would write (−3 < < +∞) as an inequality.

Try It Solutions
Compare your answer:

R:(−∞,+∞) or $f(x)$∈(−∞,+∞)

Compare your answer:

R:(−∞,0) ∪ (0,+∞)

(0,+∞) or (−∞, +∞) \ {0}, indicating that the function can take any value except 0.
New Try-It Solutions

R: (−∞ < f < +∞)

R: (−∞ > g > 0) ∪ (0 < g< +∞) indicating that the function can take any value except 0

Change Type: New Content
Current Page Number(s):
Location:
Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable
2.10.5: Solving Inequalities

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1558&pageid=10470

Original Text:
New Content

Updated Text:

"Question 3 CORRECT this symbol as a less than or equal to symbol.
In Question 4, CORRECT this statement as follows: She can buy a maximum of 5 drinks, which would cost $3.79 x 5 = $18.95. That would leave $20 - $18.95 = $1.05 on the gift card, which is not enough to buy a 6th drink.
In Question 5, CORRECT this statement as follows: He can go to the range 5 times, which would cost $10.55 x 5 = $52.75. He would be under budget by $60 - $52.75 = $7.25, which is not enough money for a 6th trip to the range."

Change Type: New Content
Current Page Number(s):
Location:
Lesson 4.18 Teacher Guide: The nth Term of a Sequence
4.18.2 Identifying a Domain for a Function

Original URL:
https://demo.raiselearning.org/mod/lesson/view.php?id=1648&pageid=11102

Original Text:
New Content

Updated URL:
N/A

Updated Text:
https://drive.google.com/file/d/1Imwb5fj12CC8M1s0ukc7RBA4Ty2TA44U/\

Change Type: New Content
Current Page Number(s):
Location:

Lesson 2.15 Teacher Guide: Solving Problems with Systems of Linear Inequalities in Two Variables
2.15.3: Solving Problems to Satisfy Multiple Constraints Simultaneously

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1572&pageid=10574

Original Text:

New Content

Updated URL:

N/A

Updated Text:

ADD the following instructions after the 5 step directions are listed for each partner (data card/problem card) and before question 1:
Pause here so your teacher can review your work. Ask your teacher for a new set of cards and repeat the activity, trading roles with your partner.

Change Type: New Content
Current Page Number(s):
Location:
Lesson 4.12: Domain and Range, Part 1 >> 4.12.2: Additional Resources >> Try It: Determine the Domain of a Function Using Inequalities

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=10998

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New:

For example, if x cannot be negative, you would write (x ≥0\) or [0, +∞) in

interval notation.

Also an UX fixed in the show solution boxes.

Change Type: New Content

Current Page Number(s):

Location:

Lesson 2.13 Teacher Guide: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Student Activity

Bank Account problem

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1566&pageid=10529

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/132GBWCA3QRU0ZldQttwuRnzO-pkNp31S/view?...

Change Type: New Content

Current Page Number(s):

Location:

Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

8.11.4: Writing Quadratics When Given Any Format

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1804&pageid=12173

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Response to Student Thinking

More chances

Students will have more opportunities to understand the mathematical ideas in this cool down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool down to provide guidance for what to look for and emphasize in the next several lesson to support students in advancing their current understanding.

Change Type: New Content
Current Page Number(s):
Location:
Project 3 Teacher Guide: Two-Variable Statistics
Project 3 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1598&pageid=10731

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change Type: New Content
Current Page Number(s):
Location:

Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable
2.10.5: Solving Inequalities

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1558&pageid=10470

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Question 3 CORRECT this symbol as a less than or equal to symbol.
In Question 4, CORRECT this statement as follows: She can buy a maximum of 5 drinks, which would cost $3.79 x 5 = $18.95. That would leave $20 - $18.95 = $1.05 on the gift card, which is not enough to buy a 6th drink.
In Question 5, CORRECT this statement as follows: He can go to the range 5 times, which would cost $10.55 x 5 = $52.75. He would be under budget by $60 - $52.75 = $7.25, which is not enough money for a 6th trip to the range."

Change Type: New Content
Current Page Number(s):
Location:

Original URL:

https://demo.raiselearning.org/mod/lesson/view.php?id=1676&pageid=11310

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended New Content: Error ID: 8436651

Compare your answer:

f(y)=150*3^t

ADD TABLE LIKE TRY IT Q2:

Compare your answer:

Here is how to write an exponential function from a situation:

Identify the initial value. a=150

Identify the growth factor. b=3

Write the exponential equation. f(y)=150*3^t